



# **Governor's School and Campus Safety Task Force**



# School and Campus Safety Taskforce Meeting

West Reading Room  
Patrick Henry Building  
January 14, 2013

*Meeting Convened by Secretaries Laura Fornash, Marla Decker and Dr. Bill Hazel*

- |                   |   |
|-------------------|---|
| 1:00 pm – 1:15 pm | <b>Introduction and swearing-in of members of the Taskforce</b>   |
| 1:15 pm – 1:30 pm | <b>Discussion of legal procedures relating to the Taskforce (FOIA)</b><br>Office of the Attorney General  |
| 1:30 pm – 1:45 pm | <b>Opening and Charge of the Taskforce</b><br>Governor Robert F. McDonnell  |
| 1:45 pm – 2:00 pm | <b>Explanation of Organization of Taskforce and Workgroups</b><br>Marla Decker, Secretary of Public Safety  |
| 2:00 pm – 2:30 pm | <b>Resources for School Safety: Briefing for the Governor’s Taskforce</b><br>Dr. Cynthia Cave, Department of Education  |
| 2:30 pm – 2:45 pm | <b><i>Break</i></b>   |
| 2:45 pm – 3:15 pm | <b>Virginia Schools and Campus Safety: Snapshot of Current Data in Preparation for Future Changes</b><br>Donna Michaelis, Department of Criminal Justice Services |
| 3:15 pm – 3:45 pm | <b>The Mental Health Perspective</b><br>James Stewart, Department of Behavioral Health  |
| 4:00 pm – 4:30 pm | <b>Public Comment</b>   |
| <b>Closing</b>    | Dr. Bill Hazel, Secretary of Health and Human Resources   |

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# COMMONWEALTH OF VIRGINIA



## OFFICE OF THE GOVERNOR

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# **Executive Order No. 56 (2012)**

## **Governor's Taskforce on School and Campus Safety**

### **Importance of the Initiative**

In the aftermath of the heartbreaking tragedy that devastated Newtown, Connecticut, and the nation, Virginians stand united behind the families and friends of those affected by the loss of so many innocent lives. Indeed, the similarities between this horrific attack and the tragic 2007 shootings at Virginia Tech have left many in the Commonwealth searching for understanding, solutions, and ideas on how to prevent such violence in our country.

The impact of this recent event is not confined to Connecticut. Nor is the grief and outrage confined to Colorado, Arizona, Virginia, or to any other state that shares the burden of grieving for innocent victims lost at the hands of a depraved gunman or group that inexplicably chooses to take human lives en masse in a school, on a campus, or in a public forum.

Public safety is a primary responsibility of government - whether it is at the federal, state, or local level. In the aftermath of the shocking and senseless shootings at Sandy Hook Elementary School, I have asked all local and state leaders that play a role in school or campus safety to review the procedures, plans, policies, and resources dedicated to the safety of students, faculty, and the public. We owe it to our children and young people to provide safe and secure learning environments, and the recent tragedy highlights the timeliness of conducting another comprehensive review. Accordingly, this past Monday, I announced the formation of a plan to review school safety at all levels, and to identify gaps and critical resource needs at the state, local, school division, and college/university levels to ensure that we are doing everything humanly possible to keep our children, young people, educators, and administrators safe while they are in the classroom and on our campuses.

Virginia has already put into place many significant measures to combat violence in schools and to promote a safe learning environment. Sections 22.1-279.8 and 9.1-184 of the *Code of Virginia* establish the Virginia Center for School Safety (VCSS) and set forth specific requirements for

training, crisis management, emergency response, and other preventative measures for situations that pose a threat of harm to students or school personnel. VCSS annually collects, analyzes, and publishes school safety data, including information from annual school safety audits. Moreover, the Department of Education regularly monitors data on violence and criminal acts in schools to identify those schools needing assistance to improve safety. Templates are provided for development of plans and technical assistance is available at the state level. We have also conducted extensive reviews of campus safety and our mental health system in 2007 and 2008 in the wake of the Virginia Tech shootings, resulting in legislative reforms, administrative changes, and additional mental health funding. As Attorney General, I worked with Governor Kaine to develop these needed reforms.

We have seen the devastating effects that an individual with criminal intent or mental health problems can have on our citizens. Though the majority of individuals with mental illness are more likely to be victims of violence than the perpetrators, we must improve our ability to minimize any risk of harm to oneself or others resulting from serious mental illness and utilize mental health services to prevent violence before danger arises. This is an area that cannot be overlooked when addressing school and campus safety.

We have an obligation to all students, parents, educators, administrators, support staff, and every citizen of the Commonwealth of Virginia to provide the safest possible learning environment.

To accomplish this, in accordance with the authority vested in me by Article V of the Constitution of Virginia and by § 2.2-134 of the *Code of Virginia*, I hereby create the Governor's Task Force on School and Campus Safety.

### **Governor's Task Force on School and Campus Safety**

The Task Force's responsibilities shall include the following:

1. Evaluate school safety audits that have already been conducted and identify best practices that schools or divisions have implemented that would be helpful to all and review any audit findings that have not been addressed.
2. Recommend improvements to K-12 school safety protocols and procedures to ensure an even safer learning environment.
3. Identify ways to improve and expand the use of School Resource Officers and School Security Officers in Virginia's public schools.
4. Recommend a mechanism for schools and localities to identify and share the best practices for improved school safety on an ongoing and continuing basis.
5. Suggest additional resources, programs, or tools that the Virginia Center for School Safety or the Department of Education could make available to Virginia's local school divisions and schools.

6. Identify any needed improvements to the school safety audit program to allow for better information gathering and sharing.
7. Recommend needed improvements to campus safety policies or procedures at Virginia's public and private colleges, community colleges, and universities.
8. Coordinate with the Mental Health Workgroup of the Task Force, described below, and review the Workgroup's recommendations.
9. Examine current laws and regulations to identify gaps relating to school and campus safety and provide timely recommendations for legislative or budget amendments.
10. Review the recommendations set forth in previous state and national reports and studies and provide strategies for implementation of relevant, realistic recommendations that would enhance school or campus safety.

### **Task Force Membership**

The Task Force will be co-chaired by the Secretary of Education, the Secretary of Public Safety, and the Secretary of Health and Human Resources. The membership will include representatives from state agencies, law enforcement, other public safety professionals, public and private education leaders, health care leaders, and the private sector to collaborate on how to best provide a safer learning environment for our students. Members shall be appointed by and serve at the pleasure of the Governor.

Membership shall include the following individuals or their designees:

- Superintendent of Public Instruction;
- Director of the Virginia Center for School Safety;
- Superintendent of the Virginia Department of State Police;
- Director of the Department of Criminal Justice Services;
- Director of the Department of Juvenile Justice;
- Director of the Department of Emergency Management;
- The Attorney General of Virginia;
- The Commissioner of the Department of Behavioral Health and Developmental Services;
- The Commissioner of the Department of Health;
- Director of the State Council on Higher Education;
- At least six representatives of law enforcement or other first responders, to include a representative of School Resource Officers;
- A member of the Secure Commonwealth Panel;
- At least six representatives of elementary, secondary, and higher education, representing administrators, educators, counselors, and security personnel;
- One high school student at a Virginia school;
- One student attending a Virginia college or university;
- Two parents with at least one child currently in a Virginia school; and
- Two members of the House of Delegates and the Senate of Virginia.

The Governor may appoint other members as he deems necessary.

### **Mental Health Workgroup**

I direct the Secretary of Health and Human Resources to convene a Mental Health Workgroup to evaluate Virginia's mental health system to recommend improvements for identification, intervention, and treatment of behavioral and mental disabilities with a focus on ways to prevent acts of violence. Given the significant medical and legal complexities associated with this law, the Attorney General of Virginia and the Secretary of Health and Human Resources shall co-chair this workgroup. Members of the workgroup shall be named by the Secretary of Health and Human Resources, bringing together experts from the mental health community. The work plan shall be devised by the Secretary of Health and Human Resources and presented at its first meeting. The workgroup shall make recommendations to the Task Force and present a copy of its recommendations to the Governor.

### **Task Force Staffing and Funding**

Necessary staff support for the Task Force's work during its existence shall be furnished by the Office of the Governor, the Office of the Attorney General, and the Offices of the Secretary of Public Safety, Secretary of Education, and the Secretary of Health and Human Resources, as well as such other agencies and offices as designated by the Governor. An estimated 250 hours of staff time will be required to support the work of the Interagency Task Force.

Necessary funding to support the Commission and its staff shall be provided from federal funds, private contributions, and state funds appropriated for the same purposes as the Task Force, as authorized by Section 2.2-135 of the *Code of Virginia*, as well as any other private sources of funding that may be identified. Estimated direct costs for this Commission are \$1,000.00 per year.

The Task Force shall commence its work promptly and send initial recommendations no later than January 31, 2013. The Task Force shall make additional recommendations on an ongoing basis and shall provide a final report to the Governor no later than June 30, 2013. The Task Force shall issue such other reports and recommendations as necessary or as requested by the Governor. Due to the complex nature of the charge and the need for significant analysis, the Mental Health Workgroup, along with any other Workgroups of the Task Force, shall provide their recommendations no later than June 30, 2013.

### **Effective Date of the Executive Order**

This Executive Order shall be effective upon its signing and pursuant to § 2.2-135 of the *Code of Virginia* shall remain in force and effect for one year from its signing unless amended or rescinded by further executive order.

Given under my hand and under the Seal of the Commonwealth of Virginia, this twentieth day of December, 2012.

/s/ **Robert F. McDonnell, Governor**

**Attest:**

**/s/ Secretary of the Commonwealth**



***Commonwealth of Virginia***  
***Office of Governor Bob McDonnell***

**FOR IMMEDIATE RELEASE**

January 9, 2013

Contact: Jeff Caldwell

Phone: (804) 225-4260

Email: [Jeff.Caldwell@Governor.Virginia.Gov](mailto:Jeff.Caldwell@Governor.Virginia.Gov)

**Governor Announces Membership of School  
Safety Task Force**

*Group to Hold First Meeting Monday, January 14th in Richmond*

**RICHMOND** – Governor Bob McDonnell today announced the membership of his newly-created Task Force of School and Campus Safety. The membership includes educators, public safety experts, local leaders, mental health practitioners, legislators, parents, and students. The group will review school safety, including established policies and procedures, crisis and emergency management plans, threat assessment protocols, as well as share best practices and identify resource challenges. This task force will also provide legislative and budget proposals to the governor to address any critical gaps or needs associated with safety and security in our schools and on our campuses.

Speaking about the membership, Governor McDonnell said, “I am thankful that this dedicated group of leaders and experts has agreed to work on the important issue of keeping our schools safe. As a Commonwealth, we must evaluate safety in our schools and ensure that we are providing our young people with the best opportunity to learn. I am confident this group will develop thoughtful recommendations that will ensure a safe learning environment for our students.”

On Monday, December 20, Governor McDonnell issued [Executive Order 56](#) establishing a multidisciplinary task force to review school and campus safety in light of the horrific and senseless murders that took place at Sandy Hook Elementary School in Newtown, Connecticut. He has also established a separate mental health workgroup chaired by Attorney General Ken



Cuccinelli and Secretary of Health and Human Resources Dr. Bill Hazel. The task force will send initial recommendations no later than January 31, 2013. It will make additional recommendations on an ongoing basis and provide a final report on all aspects of the executive order to the governor no later than June 30, 2013, so that recommended actions can be implemented before the new school year begins.

The Task Force will hold its first meeting on January 14th, at 1:00 PM, in the Patrick Henry Building in Richmond.

### **Governor's Task Force on School and Campus Safety**

#### **Co-Chairs**

**The Honorable Marla Decker**, Secretary of Public Safety

**The Honorable Laura Fornash**, Secretary of Education

**The Honorable Bill Hazel, M.D.**, Secretary of Health and Human Resources

#### **Members**

**The Honorable Ken Cuccinelli**, Attorney General of Virginia

**The Honorable Joseph Yost**, Virginia House of Delegates

**The Honorable Margaret B. Ransone**, Virginia House of Delegates

**The Honorable Patrick Hope**, Virginia House of Delegates

**The Honorable Tom Garrett**, Senate of Virginia

**The Honorable Richard Stuart**, Senate of Virginia

**The Honorable George Barker**, Senate of Virginia

**Patricia Wright, Ed.D.**, Superintendent of Public Instruction

**Donna Michaelis**, Director of the Virginia Center for School Safety

**Colonel W. Steven Flaherty**, Superintendent of the Virginia Department of State Police

**Garth Wheeler**, Director of the Department of Criminal Justice Services

**Mark Gooch**, Director of the Department of Juvenile Justice

**Michael Cline**, State Coordinator of the Department of Emergency Management

**James W. Stewart, III**, The Commissioner of the Department of Behavioral Health and Developmental Services

**Maureen Dempsey, MD, FAAP**, Acting State Health Commissioner

**Peter Blake**, Director of the State Council on Higher Education

**Sarah Gross**, PTA Legislative Liaison

**Michelle Wescott**, Nurse, Rena B. Wright Primary School; PTA Health and Safety Chair

**Vincent Darby**, Principal, G. H. Reid Elementary School, Richmond

**Keith Perrigan**, Principal, Patrick Henry High School, Washington; President, Virginia Association of Secondary School Principals

**Dr. Deborah Pettit**, Superintendent, Louisa County Schools

**Dianne Smith**, Member of Chesterfield School Board; Retired Principal

**Leonard Steward**, Lexington City School Board

**Regina Blackwell Brown**, Educational Specialist for School Counseling, Henrico County Public Schools

**Meg Gruber**, Teacher, Forest Park High School, Prince William; VEA President

**Judi M. Lynch**, Ph.D., Principal, Saint Gertrude High School

**Dr. Sandy Ward**, Director of the School Psychology program, College of William & Mary

**Dewey Cornell**, Professor of Education, Curry School of Education, University of Virginia; Director, Virginia Youth Violence Project

**Charles J Klink**, Assistant Vice Provost and Vice President for Student Affairs, Virginia Commonwealth University

**Sheriff Brian Heatt**, Tazewell County

**Sheriff Mike Chapman**, Loudoun County

**Chief Jim Williams**, Chief of Police, City of Staunton

**Chief Don Challis**, Chief of Police, College of William and Mary

**Joel Branscom**, Commonwealth's Attorney, Botetourt County

**Chief Steve Cover**, Fire Chief, City of Virginia Beach

**Edward "Bubby" Bish**, Virginia Association of Volunteer Rescue Squads

**Captain Steve Carey**, Stafford County Sheriff's Department (former School Resource Officer)

**Gene Deisinger**, Deputy Chief and Director of Threat Management, Virginia Tech

**Charles Werner**, Charlottesville Fire Chief (Member of Secure Commonwealth Panel)

**Allen Hill**, Father of Rachel Hill, Victim of Virginia Tech Shooting

**Alexa Rennie**, Student, James River High School

**Jillian McGarrity**, Student, Lynchburg College

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# **Resources for School Safety Briefing for the Governor's Task Force on School and Campus Safety**

**Dr. Cynthia A. Cave, Director  
Office of Student Services  
Virginia Department of Education**



January 2013

# **Guidance Documents and Model Policies**



January 2013

## ***Resource Guide: Crisis Management and Emergency Response in Virginia Schools***

Developed in 1996 by the Virginia Department of Education (VDOE); revised in consultation with advisory group and Virginia Center for School Safety (VCSS) and approved by Board of Education (BOE) in November 2007

**Code § 22.1-279.8.D.** Each school board “shall ensure that every school ...shall develop a written school crisis, emergency management, and medical emergency response plan...”



January 2013

## ***Resource Guide: Crisis Management and Emergency Response in Virginia Schools, cont.***

**Provides :**

**Procedures, operations, and assignments for prevention, management, and response to critical events or emergencies; such as violence, intruders, accidents, medical emergencies, explosions, bomb threats, weapons, natural disasters, terrorism, pandemic flu, and non-emergency school crisis**



January 2013

## ***Resource Guide: Crisis Management and Emergency Response in Virginia Schools, cont.***

**Includes:**

**Planning, Risk assessment and Preparation, Crisis Response Teams, Communications, Student-Parent Reunification, and Recovery**

**Training, Sample Policies and Documents**

**Resources**



January 2013

## ***The Model School Crisis Management Plan***

**Developed in 1999, revised in 2002, in consultation with VCSS, to provide sample policies, procedures, and forms adaptable to local needs**

**Includes examples from school divisions and school plans**

**In accordance with Code § 22.1-279.8.D.**



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## ***The Virginia Educator's Guide for Planning and Conducting School Emergency Drills***

Developed in 2001 by VCSS and VDOE

Addresses legal requirements for drills;  
assessment of need; planning and  
conducting drills

8VAC20-131-260B.2 (Standards of  
Accreditation of the BOE) requires one  
simulated lock-down and crisis emergency  
evacuation early in school year



January 2013

## ***Guidelines for the Development of Policies and Procedures for Managing Student Behaviors in Emergency Situations***

Developed in 2009 by VDOE to provide  
assistance to school divisions for  
developing policies and procedures to  
manage aggressive or violent behavior of  
students in emergency situations

Addresses physical restraint and  
seclusion of students in emergency  
situations



January 2013

## ***Elementary School Gun Safety Guidelines and Curriculum***

Established by BOE in accordance with *Code § 22.1-204.1*. to assist school boards electing to provide firearm safety education programs for elementary school grades

**Purpose:** Promote student safety through guidance on instruction in principles of gun safety and accident prevention

**Provides:** Information , lesson plans, materials, and suggested scripts for teachers



January 2013

## ***Student Conduct Policy Guidelines***

First adopted by BOE in 1994 in response to *Code § 22.1-279.6*. and amended to respond to legislative actions in 2005, 2006, and 2009

**Provides** elements of student conduct policy and definitions and standards, including those on alcohol and drugs, intentional injury of others, threats, bullying, and weapons



January 2013



## ***Student Conduct Policy Guidelines, cont.***

Section 22.1-279.6.B. of the *Code* requires local school boards to adopt and revise regulations on codes of student conduct that are consistent with, but may be more stringent than, the guidelines of the Board.

Section 22.1-253.13:7.C.3. of the *Code* requires local school boards to maintain and follow an up-to-date policy manual that includes “standards of student conduct...”

## ***A Model Policy Against Bullying***

Definitions of bullying and related terms

Strategies to prevent bullying

Investigation and response to bullying incidents

Sample forms

In process of review by VDOE

## ***Guidelines and Resources for Internet Safety in Schools***

One of several VDOE resources developed to assist school divisions with instruction on Internet safety and policy development for acceptable use

Provides assistance in the development of policies to protect children from cyberbullying, online abuse, and Internet related dangers



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## ***Virginia School Search Resources***

***Virginia Guidelines for Student Searches in Public Schools***, adopted by the BOE on November 18, 1999, in accordance with *Code* § 22.1-279.7.

School boards shall adopt regulations governing student searches

***Virginia School Search Resource Guide*** developed in 2000 by VDOE to provide guidance and sample policies and procedures to school boards and school personnel



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## ***Guidelines Concerning Drug Testing in Virginia Public Schools***

**Adopted by BOE in 2004 in accordance with Code §§ 22.1-279.6.A. and 22.1-279.7.**

**School boards may require or encourage drug testing in accordance with BOE guidelines**



January 2013

## ***Student Assistance Programming Manual***

**Developed by VDOE to provide a framework and process for implementing Student Assistance Programming—a systemic approach to student behavioral health care education and services in partnerships with community agencies**

**To be posted on Web site January 2013**



January 2013

## Informational Reports

### ***Annual Report of Discipline, Crime, and Violence***

**Presents statistics on incidents of discipline, crime, and violence reported to VDOE from school divisions, in accordance with Code § 22.1-279.3:1. and federal law, the *Gun-Free Schools Act of 1994* and the *Individuals with Disabilities Education Act***

## ***The Annual Virginia School Safety Audit Survey***

Conducted by VCSS, with support of VDOE, in accordance with Code §§ 22.1-279.8.B. and 9.1-184.

**Purpose:** Assess safety conditions in schools, including crisis and emergency management planning, safety concerns, and school security



January 2013

## **Other Resources**

**VCSS Publications**

**Links to U.S. Department of Education and other state and national Web sites**

**Training Opportunities**



January 2013

**Contact Information:**

**Dr. Cynthia Cave**

**Virginia Department of Education**


**Office of Student Services**

**(804) 225-2818**

**[Cynthia.Cave@doe.virginia.gov](mailto:Cynthia.Cave@doe.virginia.gov)**



January 2013




# Virginia Department of Criminal Justice Services


## *Virginia Schools and Campus Safety:* Snapshot of Current Data in Preparation for Future Challenges

*Presented to the Governor's School Safety Task Force*

*January 2013*




Virginia Department of Criminal Justice Services  
www.dcps.virginia.gov

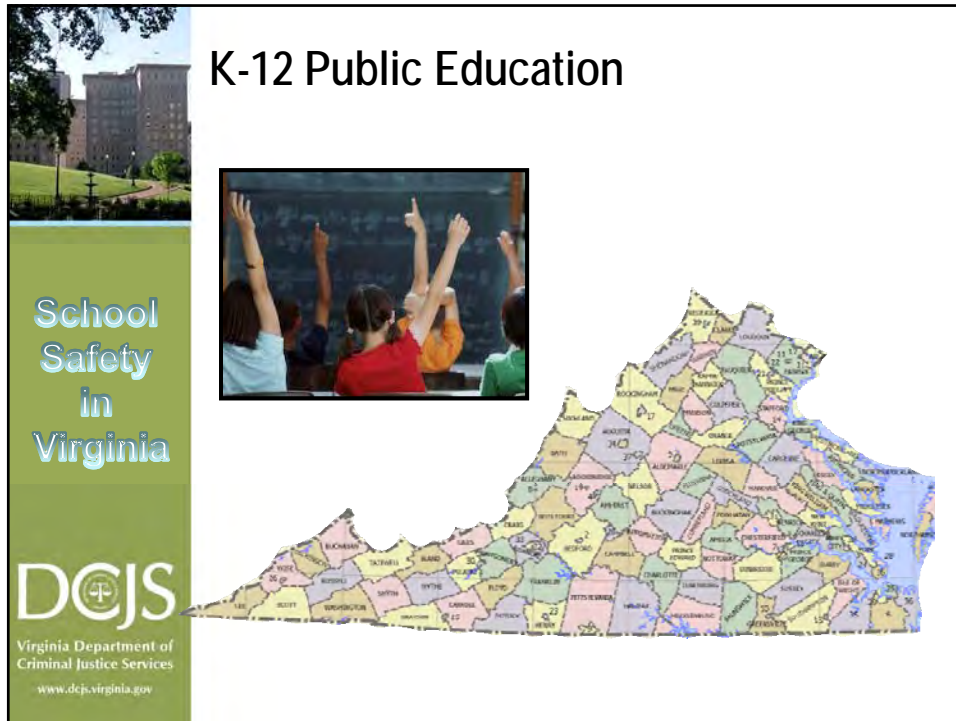


## Introduction and Overview

- *K-12 Education:*
  - School Safety in Virginia
  - Related Laws and Requirements
  - School Resource Officer Data
  - School Security Officer Data
  - School Safety Audit Summary
- *Higher Education:*
  - Threat Assessment Teams
  - Lessons Learned Regarding Threat Assessments




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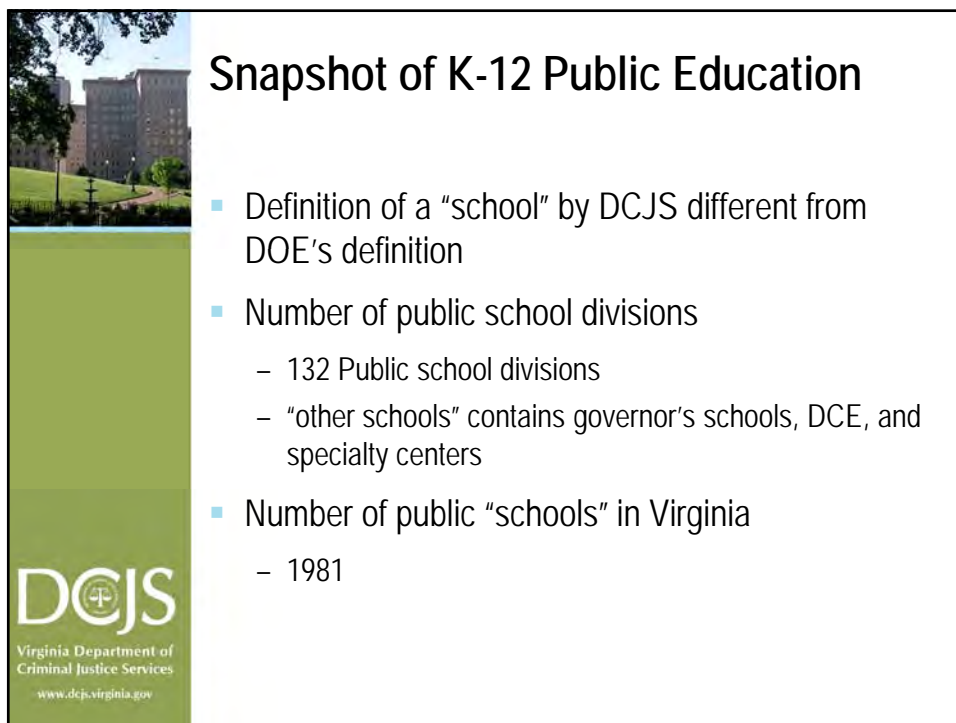
## K-12 Public Education

School  
Safety  
in  
Virginia




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Criminal Justice Services  
[www.dcps.virginia.gov](http://www.dcps.virginia.gov)






## Snapshot of K-12 Public Education

- Definition of a “school” by DCJS different from DOE’s definition
- Number of public school divisions
  - 132 Public school divisions
  - “other schools” contains governor’s schools, DCE, and specialty centers
- Number of public “schools” in Virginia
  - 1981



Virginia Department of  
Criminal Justice Services  
[www.dcps.virginia.gov](http://www.dcps.virginia.gov)







## Snapshot of K-12 Public Education

Breakdown by type

Type of school (N=1981)	Number	Percent
Elementary schools	1152	58%
Middle schools	339	17%
High schools	373	19%
Other schools	117	6%
Total	1981	100%




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## School Safety Relative to Other Crime

*Of the homicides reported in Virginia from CY 2005 through 2011:*

- Only three-tenths of one percent of homicide incidents occurred at a school or college.
- Over 50% of homicide incidents occurred in the home.
- One quarter of homicide incidents occurred on a roadway.



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## School Related Laws and Requirements


The Virginia Center for School Safety is responsible for:

- Providing **training** for stakeholders
- Serving as a **resource and referral center** and **providing technical assistance** for Virginia school divisions
- Facilitating the annual **school safety audit** pursuant to § [22.1-279.8](#)
- Encouraging development of **partnerships** to promote school safety in Virginia;

**§ 9.1-184**  
*Virginia Center for School Safety*




Virginia Department of Criminal Justice Services  
www.dcps.virginia.gov




## School Safety Audits and Crisis and Emergency Response Plans

- **School Safety Audits:**
  - School safety audits conducted online annually
  - The Virginia Center for School Safety facilitates process and aids in completion
  - Results published annually
- **School Crisis and Emergency Plans:**
  - States what plans must include
  - School divisions must certify plans annually

**§ 22.1-279.8.**  
*School safety audits and school crisis, emergency management, and medical emergency response plans required.*



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## Crisis and Emergency Plans

§ 22.1-279.8. School safety audits and school crisis, emergency management, and medical emergency response plans required.

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- 100% of Virginia Public Schools have complied with the requirement to conduct an annual school safety audit.
- 100% of Virginia Public School Divisions developed a written school crisis, emergency management, and medical emergency response plan.
- 97% of schools practiced their crisis management plan this year (2012).



## Crisis and Emergency Plans

§ 22.1-279.8. School safety audits and school crisis, emergency management, and medical emergency response plans required.

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- *Only 28% of schools had to activate their crisis management plan for any reason at all.*
- Of the 28% of schools that activated their crisis management plans (**548 schools**), 65% of the activations were for reasons of non-violent, non-criminal events.  
*(to include weather-related events, accidents/health-related events, power outages, smoke/fumes/fire, false alarm, hazardous chemical, etc.)*



## Lockdown Drills

**8VAC20-131-260.**  
*School facilities and safety*

*...at least one simulated lock-down and crisis emergency evacuation activity should be conducted early in the school year.*


**94% of schools\* reported they have practiced their lockdown drill at least once per year**



## School Resource Officers

By Code, (§ 9.1-101), a "school resource officer" is defined as a certified law-enforcement officer hired by the local law-enforcement agency to provide law-enforcement and security services to Virginia public elementary and secondary schools.







## School Resource Officers


The following schools reported that they have **School Resource Officers (SROs)** working at least part time in their school.

Elementary	271 (of 1152 schools)	= 24%
Middle	289 (of 339 schools)	= 85%
High	323 (of 332 schools)	= 87%



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Number and Percent of schools with full time SRO(s) from 2008 - 2011			
Survey year	# schools with full time SRO	# schools total	% schools with full time SRO
2011	513	1980	26%
2010	512	2002	26%
2009	554	2006	28%
2008	577	2002	29%


  

Number and Percent of schools with at least a part time SRO(s) from 2012			
Survey year	# schools with at least part time SRO	# schools total	% schools with at least part time SRO
2012	935	1981	47%




## School Security Officers

By Code, (§ 9.1-101), a “school security officer” is defined as 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.



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### School Security Officers


Number and Percent of schools with full time SSO(s) from 2008 – 2011			
Survey year	# schools with full time SSO	# schools total	% schools with full time SSO
2011	340	1980	17%
2010	356	2002	18%
2009	344	2006	17%
2008	370	2002	18%

Number and Percent of schools with at least a part time SSO(s) from 2012			
Survey year	# schools with at least part time SSO	# schools total	% schools with at least part time SSO
2012	330	1981	17%





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## Access Control Systems and Other Security Strategies


- 53% of all schools reported that they had a **controlled access system** in place.
- 59% of all elementary schools have a controlled access system in place.
- 51% of all middle schools have a controlled access system in place.
- 37% of all high schools have a controlled access system in place.



## Access Control Systems and Other Security Strategies


- 73% of all schools report that **all exterior entrances are locked** during school hours.
- 78% of all elementary schools report that all exterior entrances are locked during school hours.
- 74% of all middle schools report that all exterior entrances are locked during school hours.






## Access Control Systems and Other Security Strategies

- 61 % of all high schools report that all exterior entrances are locked during school hours.
- **46% of all schools** reported that **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.




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## Access Control Systems and Other Security Strategies


- 43% of all elementary schools reported that someone is stationed at the front entrance.
- 46% of all middle schools reported that someone is stationed at the front entrance.
- 56% of all high schools reported that someone is stationed at the front entrance.





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## Higher Education in Virginia
















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## Campus Security Officer Regulations and Training Program



**§ 9.1-102**

- Establish minimum standards for (i) employment, (ii) job-entry and in-service training curricula, and (iii) certification requirements for campus security officers.
- Provides technical support related to:
  - investigatory procedures, judicial referrals, the establishment and management of databases for campus safety and security information sharing, and development of uniform record keeping for disciplinary records and statistics, such as campus crime logs, judicial referrals and Clery Act statistics.



Virginia Department of Criminal Justice Services  
www.dcps.virginia.gov



§ 9.1-102



## Campus Security Officer Regulations and Training Program

- Governor passed proposed regulations on May 31, 2012
- CJSB approved final regulations on December 6, 2012
- 1,100 CSOs trained to date
- 83 CSO instructors
- 160 classes instructed to date




§ 23-9.2:10.  
Violence prevention committee; threat assessment team



## Violence Prevention Committee and Threat Assessment Teams


Each public college or university shall have in place policies and procedures for the prevention of violence on campus, including assessment and intervention with individuals whose behavior poses a threat to the safety of the campus community.




## Violence Prevention Committee and Threat Assessment Teams

§ 23-9.2:10.  
Violence prevention committee; threat assessment team

...shall determine a committee structure on campus of individuals charged with education and prevention of violence on campus.




DCJS  
Virginia Department of Criminal Justice Services  
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## Violence Prevention Committee and Threat Assessment Teams

§ 23-9.2:10.  
Violence prevention committee; threat assessment team

- Each committee shall be charged with:
  - providing guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community;
  - identification of members of the campus community to whom threatening behavior should be reported; and
  - policies and procedures for the assessment of individuals whose behavior may present a threat as well as appropriate intervention and action.





DCJS  
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## Violence Prevention Committee and Threat Assessment Teams

- Each committees shall establish a specific threat assessment team.
- Each threat assessment team shall establish relationships or utilize existing relationships with local and state law-enforcement agencies as well as mental health agencies to expedite assessment and intervention with individuals whose behavior may present a threat to safety.

§ 23-9.2:10.  
Violence prevention committee; threat assessment team





## Violence Prevention Committee and Threat Assessment Teams

DCJS took lead in assisting colleges and universities with the implementation of this legislation:

- 2008 Threat Assessment Forum
- 2009 Forum on Threat Assessment in a Higher Education Setting: A Virginia Tech Demonstration Project
- 2010 Symposium on Campus Threat Assessment Teams – Advancing the Field
- Violence Prevention and Safety on Campus : Law and Policy Issues

§ 23-9.2:10.  
Violence prevention committee; threat assessment team





§ 23-9.2:10.  
Violence prevention committee; threat assessment team



## Violence Prevention Committee and Threat Assessment Teams

- Basic Campus Threat Assessment Team Training
- Advanced Threat Assessment Training for Higher Education: Issues and Practices
- Campus Threat Assessment Team Train the Trainer Program
- National Forum on Campus Sexual Assault
- Virginia Campus Safety Forum: Addressing Sexual Assault on Campus
- Virginia Campus Safety Forum: Addressing Safety Threats on Campus



Thank you!



Questions?

## **THE MENTAL HEALTH PERSPECTIVE**

Governor's Task Force on School and Campus Safety  
January 14, 2013

**James W. Stewart, III**  
DBHDS Commissioner

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## Sandy Hook Elementary School Newton, Connecticut, December 14, 2012



A gunman kills 20 students, ages 6 and 7, and six adults before taking his own life.



## Virginia Tech April 17, 2007



**"Gunman Kills 32 at  
Virginia Tech In  
Deadliest Shooting  
in U.S. History"**  
*The Washington Post*



## MYTH: Mental Illness = Violence

- Only about 4 percent of violence in the U.S. is attributed to people with any mental illnesses.
- Lifetime prevalence of violence among people with serious mental illness (e.g. schizophrenia and bipolar disorder) was 16 percent compared with 7 percent among people without any mental disorder.

– 2012 National Institute of Mental Health study

## 20 Years of Research

Most people who are violent are not mentally ill, and most people who are mentally ill are not violent.

Because serious mental illness affects a small percentage of the population, it makes—at best—a very small contribution to the overall level of violence in society.

People with mental illnesses are more likely to be the victims than the perpetrators of violence.

Substance abuse among people with mental illnesses significantly increases the risk of violence - just as it does with individuals without a serious mental illness.

Mental illness may be a modest risk factor for violence, but there is no clear evidence of causality; age, gender and socioeconomic status are more reliable predictors of violence than mental illness.



## Recent Mass Shootings

Year	Perpetrator (Age)	Location	# Killed (Wounded)	Mental Health History
2012	Adam Lanza (20)	Newtown, CN Elem School	26 (2)	Brother: he "is autistic, or has Asperger syndrome and a 'personality disorder'"
2012	One Goh (43)	Oakland, CA University	7 (3)	Unknown history
2012	James Eagan Holmes (24)	Aurora ,CO Movie Theatre	12 (58)	Lawyer: he has a mental disorder and was in treatment
2012	Wade Michael Page (40)	Milwaukee, WI Sikh temple	6 (3)	None known
2012	Andrew J. Engeldinger (36)	Minneapolis, MN, Factory	5 (3)	Unknown
2011	Jared Lee Loughner (22)	Tucson, AZ Political Event	6 (13)	Unknown
2011	Anders Behring Breivik (32)	Oslo and Utøya, Norway	8 (209) - Bombing 69 (110) - Shooting	Unknown
2009	Maj. Nidal Hasan (39)	Fort Hood, TX	13 (32)	None known
2007	Seung-Hui Cho (23)	Virginia Tech University	32 (17)	Middle school: Severe social anxiety disorder selective mutism, and major depressive disorder

## Commission Blueprint for Reform

- Redesigning the involuntary commitment process to be more consistent, fair and effective for all
- Improved access to a broad array of voluntary mental health services;
- Use of person-centered approaches to reduce coercive care; and
- Reducing criminalization through diversion of persons with mental illness from arrest and jail.

## Funding for Mental Health Reform

2008 General Assembly – Appropriated approximately \$28M (annualized funding was \$17.3M) for core mental health services, including:

- Outpatient psychiatry,
- Counseling,
- Case management
- Jail diversion
- Emergency response services
- Funds to implement the new statutory requirements associated with law reforms.

Subsequent CSB budget reductions of \$24.6M (annualized) erased many of these gains and other services.

## Three Primary Goals

- **Heighten awareness** and recognition of signs of mental illness, alienation and possible violence – without stigmatizing mental illness, which is not inherently linked to violence. And **empower people** to act by calling for help, directing persons to help, or alerting families or authorities.
- **Ensure availability of a response** capacity when people do present or are sent for help.
- **Strengthen and expand supports** for persons with severe and persistent mental illness.

## Programs to Heighten Awareness and Get People to Help

### Statewide Suicide Prevention Campaign

ASIST (Applied Suicide Intervention Skills Training) model and a “train the trainer” approach.

### Statewide Mental Health First Aid Campaign

Mental Health First Aid is a 12-hour training course to give the public key skills to help someone who is developing a mental health problem or experiencing a mental health crisis.

### School-based Assessment and Treatment Programs

Preventive response requires an infrastructure of assessment and care in schools to recognize and intervene when children and adolescents show evidence of risk factors.

## Ensuring Availability of Help

- Proposals exist to increase outpatient assessment and treatment capacity and restore some of the capacity intended by the General Assembly following the Virginia Tech tragedy, but lost to budget reductions.
- Legislation to implement the few remaining recommendations of the Commission on MH Law Reform.

### **Programs of Assertive Community Treatment (PACT)**

Teams delivering community-based services designed to meet each individual's specific needs, including case management, psychiatric services, 24-hour access, home visits and mobile outreach

- Nationally recognized for effectiveness keeping those with serious and persistent mental illness safe, out of the hospital, and engaged in the community
- Currently 16 PACT teams in communities across Virginia



Studies on the Effectiveness of  
School Resource Officers  
*January 2013*



[www.dcjs.virginia.gov](http://www.dcjs.virginia.gov)

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## EXECUTIVE SUMMARY

***Most studies examining the effectiveness of SROs in schools are based on perceptions of SRO effectiveness, rather than on actual measures of crime and violence at schools.***

***Most studies indicate that SROs are seen as effective and beneficial. Studies indicating that SROs are perceived as effective cite the following:***

- Students, school faculty/administrators, and parents generally report that they feel safer when SROs are present, and that there is a more orderly school environment.
- Benefits reported (but often without supporting figures) include:
  - Reductions in aggressive behavior (fighting, assaults, threats and bullying)
  - Fewer calls to street officers to deal with school-based problems
  - Decreases in gang-related activities
  - Decreases in use of weapons (handguns, knives and other objects)
  - Decreases in thefts
  - Increases in reporting by crime victims
  - Increases in students' understanding of legal and illegal activities

***Challenges identified to the successful use of SROs in schools include the following:***

- Lack of clear definitions and protocols on the roles of SROs, and lack of agreement between law enforcement and school administrators on what these roles are
- Lack of cooperation between school administrators, faculty and parents and SROs
- Inappropriate uses of SROs, including dealing with classroom management issues
- Failure to integrate SROs into broader school and community safety initiatives
- Lack of office space, equipment and other resources for SROs
- Involuntary assignment of officers to SRO duties, SRO duties being seen as detrimental to a law enforcement career

***Suggestions for improving the effectiveness of SROs in schools include the following:***

- Developing clear definitions of SRO roles in schools, and effective communications between SROs and students, school faculty/administrators, and parents
- Selecting SROs with the personality and motivation to engage with students
- Maintaining regular contact between SROs and law enforcement agency and supervisor
- Integrating SROs within broader school and community safety programs and initiatives

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## STUDIES ON THE EFFECTIVENESS OF SCHOOL RESOURCE OFFICERS

There are few studies that provide hard evidence about whether or not school resource officers (SROs) reduce crime or violence in schools. Most studies of SRO effectiveness do not use levels of crime or violence as their measure of effectiveness; instead, most use surveys or questionnaires to gather perceptions of SRO effectiveness from students, school faculty and administrators, parents, and SROs themselves. Some studies note that reductions in crime and violence are reported, but do not provide figures to support these reports.

It appears that few studies have used levels of crime and violence because: a) many schools do not maintain empirical, consistent measures of crime and violence, and b) levels of crime and violence in schools tend to be so low that it is hard to detect meaningful changes in them even when there are changes.

Therefore, most of the studies summarized in this report rely on reports of perceptions and opinions about how SROs affect crime, violence and safety. This report does not provide in-depth review of the methodologies used in these studies, or extensive discussion of the conclusions they reached. Instead, it focuses on excerpting portions of the reports that:

- a) indicate beneficial effects of SROs in schools
- b) indicate challenges to successful use of SROs in schools
- c) provide suggestions for improving the performance of SROs in schools

Two of the studies cited were conducted in Canada and in the United Kingdom. Although the educational and law enforcement structures differ slightly from those in the U.S., and some of terms used in the reports differ from those used in the U.S., the school resource officer concept is similar in all three countries.

Copies of all of the studies cited in the report are available from DCJS.

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## STUDIES INDICATING BENEFICIAL EFFECTS OF SROS IN SCHOOLS

All of the studies reviewed identified some type of beneficial effects of SROs in schools. As noted previously, most of the benefits cited are based on survey data.

*Assigning Police Officers to Schools. April 2010. Office of Community-Oriented Policing Services, U.S. Department of Justice.*

“Many school administrators and parents express satisfaction with their SRO programs, even in instances where there was initial resistance to the idea of placing police officers in schools.”

“There is research that suggests that although SRO programs do not significantly impact youth criminality, the presence of an officer nonetheless can enhance school safety. For example, the presence of SROs may deter aggressive behaviors including student fighting, threats, and bullying, and may make it easier for school administrators to maintain order in the school, address disorderly behavior in a timely fashion, and limit the time spent on disciplinary matters.”

*FACT SHEET #5: School Resource Officers (SROs). November, 2008. Consortium to Prevent School Violence.*

“The body of research as a whole suggests that SROs are viewed favorably by school personnel and parents. Students also tend to view SROs favorably, but less consistently so.”

*Effective Responses: School Community Resource Officers. What Works in Preventing School Violence. January, 2002. Indiana University.*

“Several related benefits were identified, including more rapid response time to calls, better traffic enforcement around the schools, fewer calls to street officers to deal with school-based difficulties, fewer fights, and a generally more orderly environment in the school.”

“Law enforcement agencies that have SROs have indicated that the program has provided valuable crime prevention information which would not otherwise have been available.”

*Effectiveness of School Resource Officer Programs. Magdalena A. Denham, Sam Houston State University.*

This report reviewed several studies on the effectiveness of SROs and cited the following studies reporting beneficial effects.

Johnson, I. (1999). School violence: The effectiveness of a school resource officer program in a southern city. *Journal of Criminal Justice*, 27, 173–192.

- Most SROs declared that gang-related activities decreased during their assignment. They attributed that decrease to increased identification of gang leaders, mediation, and daily communications with all students.
- Even though school officials perceived weapons to be a major persisting problem at their schools, the majority (70.6%) agreed that the use of handguns had decreased since the inception of the SRO program.
- Johnson reported similar findings among school officials’ perception on the use of knives, objects to inflict injury, and on fighting.
- All school officials stated that students were very supportive of their SROs. Most of the school officials (70.6%) believed the SROs were doing an excellent job.
- Students did not view the officers as invasion to their privacy; in fact, most students concurred that the presence of SROs in their school deterred certain delinquent behavior.



- When comparing incident records, the Johnson found that the number of reported offenses decreased after the placement of the SRO program (i.e., 4,049 in school year 1994–1995 vs. 3,760 in school year 1995–1996).

May, D. C., Fessel, S. D., & Means, S. (2004). Predictors of principals' perceptions of school resource officer effectiveness in Kentucky. *American Journal of Criminal Justice*, 29, 75-93.

- Principals felt that the SRO program had the greatest impact on fighting (62.6%).
- Almost one half of the principals agreed that marijuana problems and theft decreased in their schools as result of SROs' presence.
- 87.5% of principals considered that their SROs were effective overall.

Brown, B., & Benedict, W. R. (2005). Classroom cops, what do the students think? A case study of student perceptions of school police and security officers conducted in an Hispanic community. *International Journal of Police Science and Management*, 7, 264-285.

- Students' evaluations of both SROs and security officers were positive.
- Students indicated that officers helped keep the school safe and their presence on school premises was reassuring to students' feelings of safety.

***School Resource Officer Program 2008/2009 Evaluation. October 2009. Toronto District School Board.***

Based on how SROs are perceived by students, teachers/administrators, parents and SROs, the following beneficial effects were cited:

- The evaluation found that most students felt safe at school and in the neighborhood around the school before (October 2008) and after (May 2009) the SRO program.
- There was an increase in reporting by students who had been a victim of crime, but no similar increase in reporting to police when students had witnessed a crime.
- The perceived relationships between students and police improved during the school year.
- The proportion of students who felt the relationship between police and students was good or excellent, increased from 56% to 67%; those who thought the relationship was excellent almost doubled over the school year.
- The proportion of administrators/teachers who believed that the relationship between police and students in their school was good or excellent increased during the school year; those who believed the relationship between police and students was excellent almost doubled.
- Parents' perception of their child's safety at school improved over the year. Parents at the beginning and end of the school year felt positively about having an SRO assigned to their child's school; over 90% in October 2008 and May 2009 said it was a very good or okay idea, while only 2% said it was a bad idea.
- In 2008/09 there were decreases in reported offences both on school grounds and within 200 meters of the school, over all the times that were examined.
- Overall, the evaluation finds that the School Resource Officer program demonstrated a number of positive effects on schools and students, particularly those students who had interacted with the SROs. The SRO program has the potential to be increasingly beneficial to crime prevention, crime reporting and relationship building, in the schools and in surrounding neighborhoods.

*Mainstreaming Safer School Partnerships. 2006. Department of Education and Skills, United Kingdom.*

“There is evidence that offending behaviour has reduced and that the [Safe School Partnerships] programme has sought ways of identifying and working with children and young people at risk of becoming victims or offenders. It has achieved the objective of reducing truancy rates and total absences. Its most significant impact has been in providing safer school environments and safer routes to and from school. Pupils and staff report that they feel safer since the programme was introduced. “

Examples of evidence cited in the report includes the following:

Essex Police SSP Survey

- 58.5% of 822 pupils either agreed or strongly agreed that they felt safer due to the presence of a police officer in school
- 84% of parents report that they think that their child is safer in school due to the presence of police officer
- 59% of staff stated that they felt safer in the presence of a police officer in the school

Sheffield – Walthef School Pupils

- 79% felt safer with a police officer in the school
- 87% said it was good having a police officer in the school

City of Westminster

- 29% reduction in youth street crime in the vicinity of SSP schools and a 20% reduction in exclusions (expulsions).

*Second Annual Evaluation of DCJS-Funded SRO Programs: Fiscal Year 1999-2000. December, 2001. Virginia Department of Criminal Justice Services.*

“99% of staff and 91% of students agreed or strongly agreed with the statement: “I support having a SRO assigned to my school.” Compared with staff, students were less likely to “strongly agree” (84% vs. 48%). Agreement among both groups increased as interaction with SROs increased.”

“Most staff and a substantial majority of students said that SROs increased student knowledge of the legal system, increased student understanding of what’s legal and illegal, reduced fear of crime among staff and students, and reduced student fighting. Furthermore, the great majority of staff reported that SROs reduced threats and bullying among students, made it easier to maintain order in school and improved educator-law enforcement collaboration.”

“One other indicator of SRO program effectiveness came from the comments on LFF [Lessons from the Field] reports and QAR [Quarterly Activity Reports]. Of the 99 SROs who provided these comments, 35 (35%) claimed a reduction of criminal behavior as one of their program’s accomplishments or noted that such had been the conclusion of staff who observed this phenomenon. Twenty-nine (29%) reported that there had been a reduction in the number of fights or violent assaults since their arrival at school.”

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## CHALLENGES TO SUCCESSFUL USE OF SROS IN SCHOOLS

Many of the SRO effectiveness studies that were reviewed included information gathered on factors that challenges or inhibited the effectiveness of SROs in schools.

*FACT SHEET #5: School Resource Officers (SROs). November, 2008. Consortium to Prevent School Violence.*

“Several studies have suggested that SRO effectiveness is hampered by a lack of clarity in their roles and responsibilities in relation to school administrators, particularly in decision making and authority in situations that involve borderline illegal or potentially dangerous activity.”

*School Resource Officer Program 2008/2009 Evaluation. October 2009. Toronto District School Board.*

“The SROs identified a number of challenges to performing their duties (e.g. unwelcoming or isolated office space, lack of information, and issues related to transportation).”

*Mainstreaming Safer School Partnerships. 2006. Department of Education and Skills, United Kingdom.*

“Where there have been no clear protocols between the police and the school there has been a lack of clarity over the role of the police officer within the school, poor communication and inadequate sharing of information. This led to instances of police officers being used inappropriately to deal with minor issues, that is, to compensate for ongoing problems of poor school discipline rather than assisting in overcoming them. In some cases schools and/or individual teachers failed to co-operate with the police by either refusing to share information or by actively dissuading parents or pupils from reporting incidents to the police officer.”

“As a stand-alone programme the Safer School Partnership cannot reach its full potential or be as successful as when it is fully integrated into school policies, such as school behaviour policies, or into other school-based initiatives such as BEST. Since its inception some schools insufficiently integrated the work of the Safer School Partnership into the mainstream working of the school. In some cases officers were not always aware of what relevant services were available within the school, how to access them or whether they would be able to seek their co-operation. On some occasions other partners working within the school failed to involve the officer when appropriate.”

“Failure to integrate the Safer School Partnership programme has resulted in an overlap of provision or at worst, gaps in provision, which have remained unidentified.”

“Having the wrong people in post or having them leave just as they have started to build up necessary relationships to work effectively can be counter-productive. A significant reason for the difficulty of recruiting police officers into this role related to a prevailing police culture, with little value attributed to the role of an officer working within a school setting, and the impact that this would have on further career development and promotion within the service.”

*Effective Responses: School Community Resource Officers. What Works in Preventing School Violence. January, 2002. Indiana University.*

“Where the program has been less successful, sending students to the SRO has been used as a classroom management consequence or school discipline enforcement device. This has permitted school officials to evade their responsibilities and interfered with the officer developing a positive relationship with students. The program has also been less successful where officers are involuntarily assigned, are assigned to too many schools, or are assigned to other non-school based duties that interfere with the ability of the officer to have daily regular contact and familiarity with students in one or two schools.”

Factors that SROs cited as hindering their law enforcement roles in schools included:

- Overly protective or uncooperative staff (46%)
- No private officer, phone, radios, etc. (25%)
- Workload, multiple schools, court time, etc. (11%)
- Unsupportive school board, superintendent (5%)
- Parental defensiveness (3%)
- Other factors (10%)

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## SUGGESTIONS FOR IMPROVING SRO PERFORMANCE IN SCHOOLS

Many of the studies that examined the effectiveness of SROs cited various lessons learned about what things might be done to improve the effectiveness of SROs.

*Effective Responses: School Community Resource Officers. What Works in Preventing School Violence. January, 2002. Indiana University.*

“Schools have reported that much of the success of the SRO program hinges on the development of relationships, communication, and trust between the officer and students. Some states require specialized training for SROs.”

“While the close proximity and opportunities for interaction promote the development of this relationship, it also depends on the personality and motivation of the officer to engage and find ways to relate to students. When the program works well, the officer serves as a mentor and role model for students and as a law-related educator of students, as well as a deterrent to crime in the school.”

*School Resource Officer Evaluation: Phase One. September, 2005. Center for Schools and Communities and Pennsylvania Commission on Crime and Delinquency.*

“Parent and teachers reported more favorably of SRO programs that had a program brochure or flyer. Teachers and parents reported more favorably of SROs that were over the age of 30 and had over eight years of law enforcement experience. In addition, parents and teachers responded more positively about SROs that reported conducting counselor/mentoring duties the majority of the time and that were assigned at least part time to summer school or programming when school was out of session. SRO programs reported more favorably maintained consistent contact with their law enforcement supervisor, and the law enforcement supervisor visited the school site periodically if not more regularly. Students, teachers, and parents all reported more favorably of programs where the SRO was only assigned to one building and that the SRO volunteered for the position.”

### **Key Components of Success Identified**

- SRO should be an experienced law enforcement officer
- Existence of a Memorandum of Understanding
- Availability of a brochure or flyer for parents and/or teachers outlining the program
- SRO’s summer responsibilities to include at least a part-time role in school or community related programming (summer school, recreational programming)
- SRO assigned to one building
- SRO maintaining an “open door policy” with students
- Regular communication between the SRO and law enforcement supervisor
- Law enforcement supervisor visiting the school site periodically at the very least
- SRO refraining from involvement in Student Assistance Programs
- SRO having the ability to ensure immediacy of citation and conduct investigation when necessary

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*School Resource Officer Evaluation: Phase Two. September, 2005. Center for Schools and Communities and Pennsylvania Commission on Crime and Delinquency.*

The promising practices identified during Phase Two included the following:

- Law enforcement officers having daily contact with the SRO
- The supervisor indicated having daily contact with the SRO
- The supervisor having contact as needed with school administrators
- The supervisor having visited the SRO on school grounds between 6–12 times within the past 12 months
- The SRO supervisor having over 25 years of experience and having supervised the SRO for a minimum of four years
- The SRO supervisor being involved in the formulation of the memorandum of understanding between the law enforcement agency and school district

*Mainstreaming Safer School Partnerships. 2006. Department of Education and Skills, United Kingdom.*

Success factors identified in the United Kingdom study included the following:

- Establishing a Strategic Steering Group and a separate Management Steering Group
- Establishing protocols between the police, school and other agencies
- The work of the Safer School Partnership is embedded into overall school behaviour policies
- Full integration with other prevention initiatives and included in wider local prevention agenda
- Effective recruitment, training, development, promotion and retention of police officers
- Motivated police staff with the appropriate skills and abilities
- Clear objectives and targets and mechanisms for measurement of outcomes
- Assessing school need and policing priorities
- Overcoming the lack of co-terminosity of agency boundaries
- Integrating SSPs with Neighbourhood Policing
- Effective information sharing
- Focused interventions targeted by the Police National Intelligence Model

“Schools are in many instances the ‘hub’ of local neighbourhoods, so incorporating Safer School Partnerships within Neighbourhood Policing is an important way of strengthening a holistic approach to local policing. It will offer an opportunity to identify and address the priorities and needs of school students and staff and to address the priorities of the wider community where these relate to the school population and environment.”

Factors that SROs cited as helping their law enforcement roles in schools included:

- Having the trust and support of students and staff (61%)
- Adequate resources and equipment (12%)
- Willingness of staff to include/inform SRO (7%)
- Longevity, assignment to one school (5%)
- Changes in administrative procedures (3%)
- Help from truant or other security officers (3%)
- Other factors (9%)

“A substantial number of SROs linked their effectiveness to their role as hub of their school’s crime information network. Such a network forms spontaneously as the SRO gains the trust and acceptance of students and staff. Gradually, the SROs are seen as a person to which suspicious behavior can be reported or questions asked as to whether particular behaviors would constitute criminal activity. In time, the network works to inform the SRO about crimes committed and crimes that might be committed. For example, 29 SROs reported that as the length of their tenure at a school increased, so did the willingness of the students and staff to approach them and discuss criminal matters. Fourteen (14) described instances where they learned about crimes already committed and were able to arrest or bring about the arrest of the perpetrators. Three (3) others described tips about upcoming fights or about parties where criminal behavior was anticipated.”

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- School Resource Officer Program 2008/2009 Evaluation.* October, 2009. Toronto District School Board.
- Second Annual Evaluation of DCJS Funded School Resource Officer Programs: Fiscal Year 1999-2000.* December, 2001. Department of Criminal Justice Services.



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## Reference Materials from State School Safety Centers

### California

#### [Office of Safe Schools](#)

California Department of Education,  
Office of Learning Support  
Louise Chiatovich, Safe Schools and Violence Prevention  
P.O. Box 944272  
Sacramento, CA 94244-2720  
Phone: 916-323-2183

### Colorado

#### [Colorado School Safety Resource Center](#)

700 Kipling Street, Suite 1000  
Denver, CO 80215  
Phone: 303-239-4435  
Fax: 303-239-4510

### Connecticut

#### [Safe Schools and Communities Coalition](#)

The Governor's Prevention Partnership  
John Daviau, Director of School,  
Campus & Community Programs  
30 Arbor Street  
Hartford, CT 06106  
Phone: 860-523-8042

### Florida

#### [Office of Safe Schools](#)

Florida Department of Education  
Lorraine Allen, Senior Educational Program Director  
325 W. Gaines Street, Room 301  
Tallahassee, FL 32399  
Phone: 850-245-0416

### Georgia

#### [School Safety Project](#)

Georgia Emergency Management Agency  
Steve Harris, Manager  
PO Box 18055  
Atlanta, GA 30316  
Phone: 404-635-7000

### Indiana

#### [Indiana School Safety Specialist Academy](#)

Department of Education  
Clarissa Snapp, Director  
Office of Student Services  
Room 229 State House  
Indianapolis, IN 46204  
Phone: 317-234-0326

### Kentucky

#### [Kentucky Center for School Safety](#)

Eastern Kentucky University  
Jon Akers, Director  
521 Lancaster Drive  
105 Stratton Building  
Richmond, KY 40475  
Toll-free Phone: 877-805-4277

### Mississippi

#### [Division of Safe and Orderly Schools](#)

Mississippi Department of Education  
Robert Laird, Director, Division of School Safety  
PO Box 771  
359 North West Street  
Jackson, MS 39205  
Phone: 601-359-1028

### Missouri

#### [Missouri Center for Safe Schools](#)

University of Missouri - Kansas City  
Dr. Glenn Berry, Director  
School of Education, Suite 24  
5100 Rockhill Road  
Kansas City, MO 64110  
Phone: 816-235-5656

### Nebraska

#### [Nebraska School Safety Center](#)

Nebraska Department of Education  
Lela Lowry, School Safety Program Specialist  
301 Centennial Mall South  
PO Box 94987  
Lincoln, NE 68509-4987  
Phone: 402-471-1925

### New York

#### [New York State Center for School Safety](#)

Mary Grenz Jalloh, Executive Director  
175 Route 32 North  
New Paltz, NY 12561  
Phone: 845-255-8989

### North Carolina

#### [Center for the Prevention of School Violence](#)

Department of Juvenile Justice and Delinquency  
Prevention  
Joanne McDaniel, Director  
1801 Mail Service Center  
Raleigh, NC 27699  
Toll-free Phone: 800-299-6054

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**Ohio**[Ohio Resource Network for Safe and Drug-Free Schools and Communities](#)

(eBasedPrevention.org)  
University of Cincinnati  
Bonnie Hedrick, Director  
PO Box 210109  
Cincinnati, OH 45221  
Toll-free Phone: 800-788-7254

**Oregon**[Institute on Violence and Destructive Behavior](#)

University of Oregon  
Jeff Sprague, Director  
1265 University of Oregon  
Eugene, OR 97403-1265  
Phone: 541-346-3591

**Pennsylvania**[Center for Safe Schools](#)

Lynn Cromley, Director  
275 Grandview Avenue, Suite 200  
Camp Hill, PA 17011  
Phone: 717-763-1661

**South Carolina**[South Carolina Center for Safe Schools](#)

Department of Education  
Susan Alexander, Director  
1429 Senate Street, Room 706  
Columbia, SC 29201  
Toll-free Phone: 866-300-9326

**Tennessee**[Tennessee School Safety Center](#)

Department of Education  
Mike Herrmann, Director  
Andrew Johnson Tower – 7th Floor  
Nashville, TN 37243  
Phone: 615-741-3248

**Texas**[Texas School Safety Center](#)

Texas State University – San Marcos  
Dr. Victoria L. Calder  
350 N. Guadalupe, Suite 140, PMB 164  
San Marcos, TX 78666  
Phone: 512-245-3036

**Virginia**[Virginia Center for School Safety](#)

Department of Criminal Justice Services  
Donna Bowman, Director  
1100 Bank Street  
Richmond, VA 23219  
Phone: 804-371-6506

**Washington**[Washington State School Safety Center](#)

Office of Superintendent of Public Instruction  
Denise Fitch, Administrator  
PO Box 47200  
Old Capital Building  
Olympia, WA 98504  
Phone: 360-725-6059

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