Select Committee on School Safety

Final Report to the General Assembly

December 14, 2018

Virginia House of Delegates

Select Committee Membership:

The Honorable M. Kirkland Cox, Chair
The Honorable R. Steven Landes
The Honorable S. Chris Jones
The Honorable Thomas C. Wright Jr.
The Honorable Robert B. Bell
The Honorable Daniel W. Marshall III, Vice Chair
The Honorable C. Todd Gilbert
The Honorable Christopher K. Peace
The Honorable Barry D. Knight
The Honorable Roxann L. Robinson
The Honorable Israel D. O'Quinn
The Honorable L. Nick Rush
The Honorable Vivian E. Watts
The Honorable Mark D. Sickles
The Honorable David J. Toscano
The Honorable Charniele L. Herring
The Honorable Luke E. Torian
The Honorable Paul E. Krizek
The Honorable Stephen E. Heretick
The Honorable Michael P. Mullin
The Honorable Jeffrey M. Bourne
The Honorable Schuyler T. VanValkenburg

Select Committee Staff Support:

Mr. Alex Thorup, Speaker's Office
Mr. Ryan Brimmer, Division of Legislative Services
Mr. Charles Quagliato, Division of Legislative Services
Ms. Cheryl Wilson, House Clerk's Office

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Introduction

General Assembly Members,

I am pleased to share with you the enclosed final report on the House Select Committee on School Safety's work during the 2018 interim, including a list of 24 priority recommendations for consideration during the 2019 General Assembly session. These recommendations are the result of a comprehensive stakeholder-driven process and, I believe, will meaningfully improve school and student safety across the Commonwealth of Virginia if enacted into law.

I appointed the Select Committee on School Safety on March 7, 2018, following the tragic school shooting that occured in Parkland, Florida, and the subsequent details that emerged showing clear and preventable mistakes were made by authorities and officials in charge. Though Virginia has taken steps in recent years to bolster school safety and is widely viewed as a national model, the events in Florida renewed questions about the effectiveness of Virginia's policies and whether more could be done to ensure student safety in each of Virginia's schools.

The complexity of school safety and the thorough analysis the issue deserved warranted a more dedicated focus than could be applied in the final days of the 2018 session. Therefore, I established a bipartisan Select Committee comprised of 22 House members, representing a multi-disciplinary approach, to review Virginia's school safety policies and make recommendations for the 2019 session. The Committee's work was largely subcommittee-driven, which provided ample opportunity for stakeholder access and input. In total, the Committee and subcommittees met more than a dozen times and produced nearly 60 draft proposals.

The enclosed report is not an exhaustive list of school safety improvements; constant changes in our technology, culture, and educational policies will necessitate continued attention to preventing school violence. These recommendations do, however, represent consensus-driven, practical solutions to gaps in Virginia's school safety policies. It is my hope that this report will serve as a blueprint for school safety improvements and a reference for the General Assembly to ensure the safety and well-being of our students.

Sincerely,

Speaker Kirk Cox
Chairman, House Select Committee on School Safety

Recommendations

Counseling & Mental Health

1. <u>School Counselor Realignment</u>

   a. The General Assembly should realign the roles and responsibilities of school counselors to ensure that school counselors are spending the majority of their time providing direct student services, including emotional, behavioral, career, and life counseling and guidance.

   b. The General Assembly should fund new school-based staff positions (e.g., testing coordinator) to relieve school counselors of additional administrative duties and ensure that they have sufficient time to provide counseling services.

2. <u>Addressing Mental and Behavioral Health in Schools</u>

   a. The General Assembly should implement a statewide mental health and suicide prevention tip line, similar to SafeUT, that students can access to receive real-time crisis-intervention counseling and report threats of violence.

   b. The General Assembly should require that mental and emotional health be taught as a component of any family life education program offered in a local school division.

   c. Recognizing that student mental health is a growing and multifaceted issue and that policy-making should be informed by adequate evidence and subject-matter expertise, the General Assembly should create a Commission on Student Mental Health to study, among other topics:

      1. The current school counselor-to-student ratio and whether the proposed realignment of counseling responsibilities is improving the delivery of direct student services;

      2. The feasibility and affordability of enhanced wrap-around mental health services in schools through partnerships with the Department of Behavioral Health and Developmental Services, the Department of Medical Assistance Services, and community services boards;

      3. The effectiveness of de-escalation and alternative disciplinary policies when interacting with students suffering from mental health challenges;

      4. The value of additional teacher training requirements on student mental health, such as mental health first aid.

   d. The General Assembly should amend the Virginia Juvenile Community Crime Control Act (VJCCCA) so that community services can be provided to juveniles before they are brought before the court on a complaint or petition.

Training & School Security

1. Training & School Security

    a. The General Assembly should prioritize increased funding to the Center for School and Campus Safety to:

        1. Provide training to education and law enforcement professionals;

        2. Implement a statewide school climate survey;

        3. Maintain a catalog of best practices that is regularly shared with school divisions, as well as with law enforcement, fire safety, and emergency services departments.

    b. The General Assembly should require the Center for School and Campus Safety to create a standardized data collection and reporting template to be used by all threat assessment teams across the Commonwealth.

    c. The General Assembly should require annual schoolwide training for students and faculty on school safety procedures.

2. School Resource Officers and School Security Officers

    a. The General Assembly should prioritize increased funding for the School Resource Officer Grants Program to fund 44 new SRO positions, which would reduce the current unfunded demand by half.

    b. The General Assembly should require all school divisions that receive funding through the School Resource Officer Grants Program to enter into an MOU with local law enforcement that outlines the roles, responsibilities, and expectations of the school resource officer, the school division, and the law-enforcement agency.

    c. The General Assembly should amend the Code of Virginia to allow retired law-enforcement officers to be hired as school resource officers or school security officers without affecting their retirement benefits.

3. Preparedness

    a. The General Assembly should increase the amount of funding made available for grants to eligible school divisions pursuant to the School Security Equipment Grant Act of 2013 for the purpose of purchasing security equipment for schools.

    b. The General Assembly should require the inclusion of local school divisions in the public safety voice communications system.

4. Campus and Infrastructure

    a. Change the date of the primary elections held in June from the second Tuesday in June to the third Tuesday in June to ensure that schools are no longer in session. This will mitigate safety concerns relating to the presence of thousands of individuals unaffiliated with the school on and in school property while students and faculty are in class.

b. Make the November election day a student holiday/staff clerical day to mitigate safety concerns relating to the presence of thousands of individuals unaffiliated with the school on and in school property while students and faculty are in class.

c. The General Assembly should require each school board to collaborate with the local fire department to ensure proposed security enhancements comply with building and fire codes.

d. The General Assembly should require school crisis, emergency management, and medical emergency response plans to be developed and reviewed collaboratively by school boards and first responders.

e. The General Assembly should require a professional who is trained and experienced in Crime Prevention through Environmental Design (CPTED) review and implementation to review each school building project, including new construction and renovation projects.

Miscellaneous

Recommendations for Localities

a. Localities should enter into mutual aid agreements with other localities to provide emergency services.

b. School boards should require employees who are responsible for procurement to work with local fire marshals to ensure that any infrastructure improvement complies with the Statewide Fire Prevention Code (SFPC).

c. School divisions should increase collaboration among the various stakeholders in school safety audits and crisis management planning.

d. Localities should establish consensus-driven stakeholder processes for school design and security planning that include public safety personnel, architects, engineers, school officials, and others who may have experience and expertise with school safety audits.

e. Design professionals, school officials, police chiefs/sheriffs, fire officials, and building officials should form a team at the local level to avoid conflicts in law and regulations when the E (educational) occupancy is having any type of security infrastructure improvements made for new or existing E occupancies.

Overview of 2018 Interim Activity

The House Select Committee on School Safety (Select Committee) met four times during the 2018 interim, and each of its three subcommittees met three times between the Select Committee's second and third meetings.

Select Committee Meeting #1: April 26, 2018

The Select Committee held its inaugural meeting on Thursday, April 26, 2018, at 1:30 p.m. in the House Committee Room in the Pocahontas Building in Richmond. A quorum was present. The meeting agenda consisted of the following items:

1. Call to Order; Chairman's Remarks.

Chairman Kirk Cox opened the meeting by explaining that he carefully selected the members of the Select Committee for their diverse experience in order to facilitate a team-oriented and consensus-driven approach to studying and improving school safety in the Commonwealth.

2. Vice Chairman's Remarks.

Vice Chairman Dannyl Marshall noted that while the Commonwealth is already doing a great deal to ensure the safety of its public elementary and secondary schools, the Select Committee presents a real opportunity to identify small steps that can lead to meaningful reform and improvement in school safety. He noted that the consensus-driven process will consist of at least three to four meetings and will culminate in a final report with legislative recommendations.

3. Overview of Subcommittees.

Chairman Cox announced the formation of three subcommittees that will meet between the June and September meetings of the Select Committee and make recommendations to the Select Committee in specific subject matter areas: a seven-member Infrastructure & Security Subcommittee (Delegate Nick Rush, Chair), a nine-member Student Behavior & Interventions Subcommittee (Delegate Steve Landes, Chair), and a seven-member Prevention & Response Protocol Subcommittee (Delegate Chris Peace, Chair; Delegate Marshall, ex officio member).

4. Overview of Select Committee Website - https:schoolsafety.virginia.gov.

Vice Chairman Marshall invited Select Committee Clerk Cheryl Wilson to the podium to display the Select Committee website and to perform a tutorial of the website's key feature, a public

comment tab via which citizens of the Commonwealth can submit written comments to the Select Committee.

5. Presentation on Governor Bob McDonnell's School Safety Task Force.

Charles Quagliato, Senior Attorney at the Division of Legislative Services, updated the Select Committee on the recommendations of a School Safety Task Force (Task Force) convened by Governor Bob McDonnell in the wake of the Sandy Hook Elementary School shooting in Newtown, Connecticut, on December 14, 2012.

The Task Force consisted of a wide variety of members, including law-enforcement personnel, teachers, school counselors, school administrators, first responders, parents, and students. Members were appointed to three work groups: Education, Mental Health, and Public Safety. The three work groups issued a total of 61 formal recommendations. The Education Subcommittee issued eight formal recommendations, of which four were fully implemented, two were partially implemented, and two applied exclusively to higher education. The Mental Health work group issued five recommendations, all of which were fully implemented. The Public Safety work group issued 48 formal recommendations, of which 20 were fully implemented, three were partially implemented, 17 were not implemented, one did not necessitate implementation, and seven applied exclusively to higher education.

6. Presentation on Current Status of Law in Virginia.

Donna P. Michaelis, Manager, Virginia Center for School and Campus Safety (VCSCS), Division of Law Enforcement, Department of Criminal Justice Services, updated the Select Committee on (i) the history of the school safety law in the Commonwealth, (ii) the role of school resource officers and school security officers in public elementary and secondary schools and funding available for such positions, (iii) the threat assessment process in public elementary and secondary schools in the Commonwealth, and (iv) the role of VCSCS, including data collection, training and conferences, the provision of resources, and the formation of partnerships. Ms. Michaelis also highlighted some challenges that VCSCS faces, including the need to secure grant funding to sustain many of its functions and the ongoing need to conduct training due to turnover in staff in local school divisions. Ms. Michaelis also emphasized that Virginia is considered a national leader in school safety practices, especially in the area of threat assessment.

7. Utilization of Third-Party Experts.

Chairman Cox encouraged subcommittee chairmen to determine if, how, and when experts from fields such as academia, industry, and law enforcement may be able to assist the subcommittees in understanding the issues to be addressed by the respective subcommittees and formulating recommendations relating to school safety.

8. Discussion.

Several Select Committee members shared their viewpoints about potential topics for further discussion, including uniform school entry systems, the employment of behavioral

interventionists and school counselors, the role of social media, the mental health aspect of school safety, the problem of bullying, and the need to personally engage students and address community problems that affect public schools.

Select Committee Meeting #2: July 11, 2018

The Select Committee held its second meeting of the 2018 interim on Wednesday July 11, 2018, at 10:00 a.m. at Meadowbrook High School in Chesterfield County. A quorum was present. After opening remarks by the Chairman and a brief update on the upcoming work of the three subcommittees by the Vice Chairman, the Select Committee heard two presentations:

School Safety: Other states' approaches to preventing and responding to school shootings:

Staff of the Joint Legislative Audit and Review Commission (JLARC), led by Senior Associate Director Justin Brown and Associate Director Kimberly Sarte, presented an overview of their recent research into other states' approaches to preventing and responding to school shootings. JLARC's research consisted of interviews with school safety experts in other states and reviews of state statutes, documents, and reports; academic literature; and national reports. JLARC identified nine school safety approaches used by other states in three general categories: prevention (measuring and improving school climate, threat assessment, and tip lines and smart phone apps), planning and personnel (school safety plans, school safety coordinators, and school resource officers), and facilities and testing (physical security measures, safety audits, and response drills). JLARC concluded that while there are no significant shortcomings in Virginia's approach to school safety, some approaches in other states may be worth exploring, such as a state-funded school climate survey and improved threat assessment training.

Report from the Chesterfield County School Safety Task Force:

Task Force co-chair Laura Fornash and Task Force member Delegate Roxann Robinson delivered an update on the work of the Chesterfield County School Safety Task Force, a group consisting of individuals with diverse viewpoints and backgrounds that has been tasked with evaluating protocols and best practices for school safety in Chesterfield County Public Schools in four subject matter areas. The Task Force has held three meetings and plans two additional meetings. At its final meeting on October 31, the Task Force will vote on recommendations for school safety improvements in Chesterfield County Public Schools.

The meeting concluded with a tour of Meadowbrook High School led by school and school division safety staff that highlighted recent measures put in place to enhance the security of the school's entrances.

Infrastructure & Security Subcommittee Meetings

Meeting #1: July 20, 2018

The Infrastructure & Security Subcommittee held its inaugural meeting on Friday, July 20, 2018, at 9:00 a.m. in House Room 1 at the Capitol. A quorum was present. The subcommittee heard presentations and gathered information on a variety of topics, including communications technologies, ballistic barriers and other building safety issues, and the anonymous reporting of dangerous situations. Presenters included Michael DiSabato, Motorola; Todd Miller, Rave Mobile Security; Mason Dupré, Kologik; Jeffrey Isquith, Amulet Ballistic Barriers; Kris Bridges, City of Martinsville; Sandra Gill, Virginia Department of General Services; and Captain Kevin Hood, Virginia State Police.

Meeting #2: August 17, 2018

The Infrastructure & Security Subcommittee held its second meeting on Friday, August 17, 2018, at 12:30 p.m. in House Room 1 at the Capitol. A quorum was present. The subcommittee heard presentations and gathered information on a variety of topics, including School Security Equipment Grants, social media monitoring, safe school design, and local efforts to improve school safety. Presenters included Rob Winstead, Bill Brown, and Rhea George, American Institute of Architects Virginia; Craig Coale, Cisco Systems; Jesse Lieb, Social Sentinel; Aaron Spence, Virginia Beach Public Schools; and Michael A. Jones, Major Security Consulting & Design.

Meeting #3: September 11, 2018

The Infrastructure & Security Subcommittee held its third and final meeting on Tuesday, September 11, 2018, at 8:30 a.m. in the Shared Committee Room in the Pocahontas Building. A quorum was present. Division of Legislative Services staff presented to the subcommittee for consideration 16 potential recommendations based on the information that the subcommittee had received to date. The subcommittee unanimously voted to recommend all 16 recommendations to the Select Committee for further consideration. These recommendations are included in Appendix A.

Student Behavior & Interventions Subcommittee Meetings

Meeting #1: July 24, 2018

The Student Behavior & Interventions Subcommittee held its inaugural meeting on Tuesday, July 24, 2018, at 10:00 a.m. in Caplin Pavilion at the University of Virginia School of Law in Charlottesville, Virginia. A quorum was present. The subcommittee heard presentations and gathered information on a variety of topics, including threat assessment, school climate, school resource officers, and student discipline. Presenters included Dr. Dewey Cornell, Curry School of Education at the University of Virginia, and Drs. Gerard Lawson and Laura Welfare, Virginia Tech School of Education.

Meeting #2: August 28, 2018

The Student Behavior & Interventions Subcommittee held its second meeting on Tuesday, August 28, 2018, at 1:00 p.m. at the Robert E. Plecker Workforce Center at Blue Ridge Community College in Weyers Cave, Virginia. A quorum was present. The subcommittee heard presentations and gathered information on a variety of topics, including school safety from the perspective of school counselors, school psychologists, and high school students. Presenters included Dr. Julia V. Taylor, Curry School of Education at the University of Virginia and Virginia School Counselor Association; Dr. Benjamin Fernandez, Loudoun County Public Schools and Virginia Academy of School Psychologists; Jessilyn Hull, Fort Defiance High School; Justin Simmons, Fort Defiance High School; Zoey Francis, Stonewall Jackson High School (Shenandoah County); Chelsea Jackson, Stonewall Jackson High School (Shenandoah County); Brooklyn Kier, Lee High School (Staunton); Sonja Ayala, Waynesboro High School; Chance Bryant, Waynesboro High School; Avery Clarke-Quarles, Waynesboro High School; and Patrick Maneval, Waynesboro High School.

Meeting #3: September 11, 2018

The Student Behavior & Interventions Subcommittee held its third and final meeting on Tuesday, September 11, 2018, at 9:30 a.m. in the Shared Committee Room in the Pocahontas Building. A quorum was present. Division of Legislative Services staff presented to the subcommittee for consideration 24 potential recommendations based on the information that the subcommittee had received to date. The subcommittee unanimously voted to recommend all 24 recommendations to the Select Committee for further consideration. These recommendations are included in Appendix B.

Prevention & Response Protocol Subcommittee Meetings

Meeting #1: July 12, 2018

The Prevention & Response Protocol Subcommittee held its inaugural meeting on Thursday, July 12, 2018, at 1:00 p.m. in House Room 1 at the Capitol. A quorum was present. The subcommittee heard presentations and gathered information on a variety of topics, including perspectives on school safety from sheriffs, chiefs of police, fire officials, and division superintendents. Presenters included Sheriff Timothy C. Carter, Shenandoah County Sheriff's Office; Michael T. Reilly, Virginia Department of Fire Programs; Chief Douglas A. Goodman, Jr., Ashland Police Department; and Dr. David Myers, New Kent County Public Schools.

Meeting #2: August 21, 2018

The Prevention & Response Protocol Subcommittee held its second meeting on Tuesday, August 21, 2018, at 10:00 a.m. in House Room 1 at the Capitol. A quorum was present. The subcommittee heard presentations and gathered information on a variety of topics, including perspectives on school safety from parent teacher associations, school counselors, and

community-based behavioral health service providers. Presenters included Delegate Glenn Davis, Jr.; Donna Colombo, Virginia PTA; Dr. Victoria Stone, George Mason University's College of Education & Human Development and Virginia School Counselor Association; Liz Parker, Williamsburg-James City County Public Schools and Virginia School Counselor Association; Margaret Nimmo Holland, Voices for Virginia's Children; and Angela C. Valentine, Virginia Department of Juvenile Justice.

Meeting #3: September 11, 2018

The Prevention & Response Protocol Subcommittee held its third and final meeting on Tuesday, September 11, 2018, at 9:00 a.m. in the Shared Committee Room in the Pocahontas Building. A quorum was present. Division of Legislative Services staff presented to the subcommittee for consideration 18 potential recommendations based on the information that the subcommittee had received to date. The subcommittee unanimously voted to recommend all 18 recommendations to the Select Committee for further consideration. These recommendations are included in Appendix C.

Select Committee Meeting #3: September 11, 2018

The Select Committee held its third meeting on Tuesday, September 11, 2018, at 10:00 a.m. in the House Committee Room in the Pocahontas Building in Richmond. A quorum was present. The meeting agenda consisted of two presentations:

1. School Safety: A Budget Overview:

House Appropriations Committee staff provided the Select Committee with an overview of the tentative budget implications of some of the recommendations adopted by the subcommittees of the Select Committee.

2. Subcommittee Recommendations:

Division of Legislative Services staff provided an overview of each recommendation that was unanimously adopted by each subcommittee during its respective meeting earlier that morning. The Select Committee voted unanimously to receive each subcommittee recommendation for further consideration. (See Appendixes A, B, and C).

Select Committee Meeting #4: November 14, 2018

The Select Committee held its fourth and final meeting of the 2018 interim on Wednesday, November 14, 2018, at noon at the Hotel Madison and Shenandoah Valley Conference Center in Harrisonburg, Virginia. A quorum was present.

Prior to the meeting, the Chairman and Vice Chairman of the Select Committee and the chairman of each subcommittee of the Select Committee identified 24 of the recommendations that the Select Committee received from its subcommittees at the September 11 meeting as priority recommendations for final consideration by the Select Committee. Division of Legislative Services staff provided an overview of the 24 priority recommendations, and after discussion by members, the Select Committee unanimously adopted the 24 recommendations that follow.

Appendix A

<u>Letter from Speaker Cox to Clerk of the House of Delegates establishing the Select Committee on School Safety</u>

M. KIRKLAND "KIRK" COX
SPEAKER

SPEAKER'S ROOM - STATE CAPITOL
POST OFFICE BOX 406
RICHMOND, VIRGINIA 23218

COMMITTEE ASSIGNMENTS:
RULES (CHAIRMAN)

March 8, 2018

The Honorable G. Paul Nardo
Clerk of the House of Delegates
State Capitol
Richmond, VA 23218

Dear Mr. Clerk,

Recent tragedies involving unimaginable violence in our nation's schools have renewed questions about state and local policies intended to safeguard and protect our children. It is our responsibility to ensure our schools are safe and that students can learn free from the fear of violence. Toward this end, the Virginia General Assembly has taken steps in recent years to strengthen school security. However, this issue is so complex and multi-faceted that it requires a special and dedicated review process beyond the time constraints of the current session.

School safety is a fundamental public policy issue that encompasses the purviews and jurisdiction of multiple standing House committees. Therefore, I am appointing a Select Committee on School Safety to review comprehensively state and local policies relating to school security and protection.

The committee's scope of work will be limited to strengthening emergency preparedness, hardening school security infrastructure, implementing security best practices, deploying additional security personnel, providing additional behavioral health resources for students, and developing prevention protocols at primary and secondary institutions across the Commonwealth. The Select Committee will make policy recommendations for consideration by the General Assembly during the 2019 Session.

As you know, the appointment of a Select Committee by the Speaker is uncommon, yet not unprecedented. A Select Committee may be appointed in instances where a subject matter of considerable significance falls beyond the parameters of conventional and established standing committees. This appointment of a Select Committee is consistent with House Rules, past practices and long-standing customs of the House dating back a century.

The Select Committee will be comprised of 22 members of the House of Delegates and will reflect the principle of proportional representation. I am appointing the following members to the House Select Committee on School Safety:

Kirk Cox (Chair), Steve Landes, Chris Jones, Tommy Wright, Rob Bell, Danny Marshall (Vice Chair), Todd Gilbert, Chris Peace, Barry Knight, Roxann Robinson, Israel O'Quinn, Nick Rush,
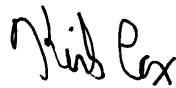
Vivian Watts, Mark Sickles, David Toscano, Charniele Herring, Luke Torian, Paul Krizek, Steve Heretick, Mike Mullin, Jeff Bourne, Schuyler VanValkenburg,

The Committee will be supported primarily by the House Clerk's Office, with technical support provided by the Division of Legislative Services and the Joint Legislative Audit and Review Commission. In addition to in-house staff support, the Committee may contract with outside vendors for specific and specialized support at any time during the Committee's work. Further, I authorize the House Clerk's Office to pay interim compensation and issue reimbursements for member travel associated with the Committee's work.

The Committee will have an organizational meeting no later than May 1, 2018 and may have as many as four meetings in Richmond, unless otherwise noted. The Committee shall complete its work by November 15, 2018 and produce a final report containing recommendations for the 2019 General Assembly Session no later than December 15, 2018.

I am proud of the steps we have taken in recent years to protect our schools, but I will be asking this committee to undertake the important job of finding ways we can do even more to protect our children. I have full confidence we will be able to work in a bipartisan manner to seek practical, common-sense solutions that we can propose to our colleagues for consideration next session.

Regards,

Kirk Cox

CC: The Honorable C. Todd Gilbert
    The Honorable David J. Toscano

Appendix B

Infrastructure & Security Subcommittee Proposals:

1. Recommend that school boards provide all school board employees with access to mobile push applications.

2. Recommend that school boards provide web-based anonymous tip applications to school board employees, students, and students' parents.

3. Recommend that school boards explore the possibility of purchasing ballistic barriers and installing such barriers in school buildings.

4. Recommend integrating school security cameras with emergency communications centers.

5. Increase funding for the School Resource Officer Grants Program (§ 9.1-110 of the Code of Virginia). (See recommendation, Training & School Security, 2 a)

6. Increase funding made available to eligible school divisions pursuant to the School Security Equipment Grant Act of 2013 (§ 22.1-280.2:2 of the Code of Virginia). (See recommendation, Training & School Security, 3 a)

7. Amend § 9.1-110 of the Code of Virginia to permit private elementary and secondary schools in the Commonwealth to apply for and receive grants pursuant to the School Resource Officer Grants Program.

8. Require each school board to collaborate with the local fire department to annually review building and fire codes for each elementary and secondary school in the local school division. (See recommendation, Training & School Security, 4 c)

9. Recommend that the Department of Criminal Justice Services establish best practices for each annual safety-related review that school boards are required to perform.

10. Require certain minimum security standards for all public elementary and secondary schools.

11. Require school crisis, emergency management, and medical emergency response plans to be developed and reviewed collaboratively by school boards and first responders. (See recommendation, Training & School Security, 4 d)

12. Recommend that the Commonwealth or school boards explore the possibility of procuring a social media monitoring program or service.

13. Require a professional who is trained and experienced in Crime Prevention through Environmental Design review and implementation to review each school building project, including new construction and renovation projects. (See recommendation, Training & School Security, 4 e)

14. Localities should establish consensus-driven stakeholder processes for school design and security planning that include public safety personnel, architects, engineers, school officials, and others who may have experience and expertise with school safety audits. (See recommendation, Miscellaneous, d)

15. Require public safety agencies to coordinate the inclusion of local school divisions in the public safety voice communications system. (See recommendation, Training & School Security, 3 b)

16. Design professionals, school officials, police chiefs/sheriffs, fire officials, and building officials should form a team at the local level to avoid conflicts in law and regulations when the E (educational) occupancy is having any type of security infrastructure improvements made for new or existing E occupancies. (See recommendation, Miscellaneous, e)

Appendix C

Student Behavior & Intervention Subcommittee Proposals:

1. Mandatory training for threat assessment team members. (<u>See</u> recommendation, Training & School Security, 1 a)

2. Mandatory threat assessment training for all school personnel.

3. Increase funding to the Center for School and Campus Safety to provide more training, technical assistance, and resources on threat assessment. (<u>See</u> recommendation, Training & School Security, 1 a)

4. Standardize threat assessment data collection. (<u>See</u> recommendation, Training & School Security, 1 b)

5. Increase funding to the Center for School and Campus Safety to build capacity to analyze safety data collected from schools.

6. Decouple the assessment of student threats to self from the assessment of student threats to others in the current threat assessment procedures but coordinate these assessments when they co-occur.

7. Require statewide implementation of a school climate survey, an annual survey of staff and students in grades 6-12, by the Center for School and Campus Safety. (<u>See</u> recommendation, Training & School Security, 1 a)

8. Provide funding for staff and training relating to de-escalation of student misconduct through positive behavior intervention and supports. (<u>See</u> recommendation, Counseling & Mental Health, 2 c).

9. Provide funding to strengthen existing school-based mentor programs or establish new school-based mentor programs for students whose behavior may pose a risk to self or others. (<u>See</u> recommendation, Counseling & Mental Health, 2 c).

10. Promote the implementation of restorative justice programs as an alternative to exclusionary discipline and referrals to law enforcement to address disparities in rates of such disciplinary actions among minority students and students with disabilities. (<u>See</u> recommendation, Counseling & Mental Health, 2 c).

11. Remove the funding cap on support staff in order to increase opportunities for school divisions to hire additional aides, counselors, psychologists, and other specialists. (<u>See</u> recommendation, Counseling & Mental Health, 2 c).

12. Lower ratio of school counselors to students. (See recommendation, Counseling & Mental Health, 2 c).

13. Require school counselors to spend a minimum of 80% of staff time providing direct student services. (See recommendation, Counseling & Mental Health, 1 a)

14. Create new positions (e.g., testing coordinator) to relieve school counselors of additional administrative duties and ensure they have sufficient time to provide counseling services. (See recommendation, Counseling & Mental Health, 1 b).

15. Include mental health counselors in the Standards of Quality. (See recommendation, Counseling & Mental Health, 2 c).

16. Provide funding for enhanced wrap-around mental health services in schools such as suicide prevention and trauma-informed schooling. (See recommendation, Counseling & Mental Health, 2 c).

17. Require mental health screening or annual or semiannual mental health wellness checks for students at certain grade levels. (See recommendation, Counseling & Mental Health, 2 c).

18. Promote peer advisory teams for new students. (See recommendation, Counseling & Mental Health, 2 c).

19. Require mental health to be taught as a component of any family life education program offered in a local school division. (See recommendation, Counseling & Mental Health, 2 b).

20. Require mental health training for teachers. (See recommendation, Counseling & Mental Health, 2 c).

21. Require school crisis, emergency management, and medical emergency response plans to place more emphasis on the recovery phase of crisis response. (See recommendation, Counseling & Mental Health, 2 c).

22. Require memoranda of understanding between law enforcement and school divisions and require such memoranda of understanding to be reviewed at least once every five years and updated as necessary. (See recommendation, Training & School Security, 2 b)

23. Require training for school resource officers with a wider array of topics, including student mental health, interacting with students with disabilities, bullying, and interacting with parents. (See recommendation, Training & School Security, 1 a)

24. Require annual schoolwide or annual classroom-by-classroom training for students on school safety procedures. (See recommendation, Training & School Security, 1 c)

Appendix D

Prevention & Response Protocol Subcommittee Proposals:

1. Require the use of a Memorandum of Understanding between each local school board and the relevant local law-enforcement agency regarding the use of School Resource Officers. (See recommendation, Training & School Security, 2 b)

2. Increase funding for the School Resource Officer Grants Program (§ 9.1-110 of the Code of Virginia). (See recommendation, Training & School Security, 2 a)

3. Increase funding for mental health services in public elementary and secondary schools.

4. Recommend cooperative agreements between school boards and the Department of Social Services and community services boards to provide mental health and community-based services for students who need such services.

5. Recommend that all localities enter into mutual aid agreements with other localities to provide emergency services. (See recommendation, Miscellaneous, a)

6. Recommend that school board employees who are responsible for procurement work with local fire marshals to ensure that any infrastructure improvement complies with the Statewide Fire Prevention Code. (See recommendation, Miscellaneous, b)

7. Require all school board employees to complete Crisis Intervention Team training; permit non-security and non-instructional personnel to complete such training online.

8. Recommend that the Board of Education amend its regulations establishing the Standards of Accreditation to permit school counselors to return to providing counseling services.

9. Amend the statutory provisions relating to the retirement of law-enforcement officers so that retired law-enforcement officers can serve as SROs. (See recommendation, Training & School Security, 2 c)

10. Increase funding to the Department of Criminal Justice Services for additional school safety training programs and personnel.

11. Amend the Virginia Juvenile Community Crime Control Act so that community services can be provided to juveniles before they are brought before the court on a complaint or petition. (See recommendation, Counseling & Mental Health, 2 d).

12. Recommend increased collaboration among the various stakeholders in school safety audits and crisis management planning. (See recommendation, Miscellaneous, c)

13. Recommend the development or purchase of an anonymous suicide tip/chat mobile application.

14. Establish a commission to explore the development of a Commonwealth-run suicide hotline/mobile application (similar to SAFE UT). (See recommendation, Counseling & Mental Health, 2 a)

15. Lower the ratio of school counselors to students in public elementary and secondary schools.

16. Provide funding for the Delinquency Prevention and Youth Development Act.

17. Change the date of the primary elections held in June from the second Tuesday in June to the third Tuesday in June. (See recommendation, Training & School Security, 4 a)

18. Make the November election day a school holiday. (See recommendation, Training & School Security, 4 b)

Appendix E

Presentations to the Select Committee

GOVERNOR'S SCHOOL & CAMPUS SAFETY TASKFORCE OF 2013

Charles A. Quagliato and Ryan Brimmer, Division of Legislative Services
April 26, 2018

GOVERNOR'S SCHOOL & CAMPUS SAFETY TASKFORCE OF 2013

◈ In 2013, after the tragedy at Sandy Hook Elementary School, Governor Robert F. McDonnell issued Executive Order 56, which created a taskforce to conduct an extensive review of school safety research and policy and provide recommendations and proposals to enhance school and campus safety.

◈ The Executive Order mandated a number of actions, including requiring the Taskforce to evaluate school safety audits, identify best practices for school safety, provide recommendations for enhancing K-12 school safety and increasing the effectiveness of the Virginia Center for School Safety, explore expansion and usage of School Resource Officer programs, and recommend safety improvements at college and university campuses.

GOVERNOR'S SCHOOL & CAMPUS SAFETY TASKFORCE OF 2013

◈ The Taskforce comprised law-enforcement personnel at the local, regional, and state levels; school personnel, including teachers, counselors, and administrators; first responders; parents and students; government officials and elected legislators; public and private school representatives; K-12 and higher education employees; and scholars and researchers, as well as other experts.

◈ Members of the Taskforce were placed in one of three work groups (Education, Mental Health, and Public Safety), with a balanced distribution of stakeholders in each work group. Work groups were used to discuss focused ideas and formulate focused recommendations for consideration by the full Taskforce.

GOVERNOR'S SCHOOL & CAMPUS SAFETY TASKFORCE OF 2013

◈ A total of 61 formal recommendations were issued by the three work groups.

◈ The Education Work Group issued eight formal recommendations.

◈ The Mental Health Work Group issued five formal recommendations.

◈ The Public Safety Work Group issued 48 formal recommendations.

EDUCATION WORK GROUP

◈ The Education Work Group attempted to identify and address gaps in school safety, locate and disseminate best practices, foster dialogue between different education and law-enforcement entities, and achieve these objectives in a time of dwindling resources.

◈ The Education Work Group issued eight formal recommendations.

◈ Two of the eight recommendations applied to higher education exclusively.

EDUCATION WORK GROUP

◈ **Recommendation E-01 - Bullying Definition:** To provide a definition of "bullying" in the Code of Virginia and to support legislation pending in the 2013 Session of the General Assembly that provides such a definition. Although the Code of Virginia references bullying in several contexts, such as the requirement that school boards include bullying in their student codes of conduct, no specific definition of bullying provided has been codified.

◈ Implemented by Chapter 575 of the Acts of Assembly of 2013.

EDUCATION WORK GROUP

- **Recommendation E-02 - Required School Division Safety Audit Planning Teams:** To amend the Code of Virginia to require school boards to establish a school safety audit committee to consist of representatives of parents; teachers; local law-enforcement, fire and rescue, behavioral health, and medical service agencies; judicial and public safety personnel; and the community at large. Current law permits but does not require such committees.

- Implemented by Chapter 609 of the Acts of Assembly of 2013.

EDUCATION WORK GROUP

◈ **Recommendation E-03 - Lock-down/Intruder School Drills:** To require every public school to conduct a lock-down/intruder drill, as described and addressed in The Virginia Educator's Guide for Planning and Conducting School Emergency Drills, at least once every week during the first 20 schools days of each school session and monthly thereafter. This frequency parallels that of fire drills.

◈ Partially implemented by Chapter 609 of the Acts of Assembly of 2013 (lock-down/intruder drills required twice per school year). Further implementation by Chapter 524 of the Acts of Assembly of 2016 (lock-down/intruder drills required four times per school year).

EDUCATION WORK GROUP

◇ **Recommendation E-04 - Antibullying Training Funding:** To provide funding for the implementation of recommendations set forth in the Study of the Nature and Effectiveness of Virginia School Divisions' Antibullying Policies (House Joint Resolution No. 625, 2011); specifically, to "provide technical assistance and training for school divisions and schools in best policies, practice, and procedures for implementing bullying prevention and responding to bullying incidents."

◇ Partially implemented. Although no specific funding was provided for this recommendation, the Virginia Center for School and Campus Safety and Virginia Department of Education provide a number of free resources regarding the best policies, practices, and procedures for implementing bullying prevention and responding to bullying incidents.

EDUCATION WORK GROUP

◈ **Recommendation E-05 - Safety and Security Fund:** To establish in the state treasury a recurring nonreverting fund to be made available for use at the discretion of schools and localities for school safety and security.

◈ Implemented by Chapter 608 of the Acts of Assembly of 2013. The proposed budget for 2018-2020, Item 136, provides $6 million per fiscal year for the Fund in the form of notes issued by the Virginia Public School Authority.

EDUCATION WORK GROUP

◈ **Recommendation E-08 - School Resource Officers:** To recommend that law-enforcement officers complete the School Resource Officer (SRO) training curriculum provided by the Virginia Center for School Safety (VCSS) or the equivalent training provided through their local department prior to assignment as an SRO or within 12 months of being assigned to the position.

◈ Implemented. The Department of Criminal Justice Services recommends that law-enforcement officers complete the SRO training curriculum prior to assignment as an SRO or within 12 months of being assigned to the position.

MENTAL HEALTH WORK GROUP

◈ The Mental Health Work Group attempted to evaluate Virginia's mental health system to recommend improvements for identification of, intervention in, and treatment of behavioral and mental disabilities with a focus on ways to prevent acts of violence.

◈ One of the important objectives of the Mental Health Work Group was to address the myth that violence is caused by mental illness. The Work Group cites a National Institute of Mental Health report that only 4% of violence in the United States could be attributed to persons with mental illness.

◈ The Mental Health Work Group issued five formal recommendations. None of the five recommendations applied to higher education exclusively.

MENTAL HEALTH WORK GROUP

◈ **Recommendation MH-01 - Suicide Prevention:** To expand a comprehensive statewide program of public education, evidence-based training, health and behavioral health (BH) provider capacity-building, and suicide (and related homicide) prevention activities in collaboration with VDH, DOE, DVS, DARS, and other partners. Target audiences will include CSB and private BH providers; health and social service providers; and community gatekeepers, including teachers, clergy, law enforcement, youth leaders, military and veteran advocates, and parents and families.

◈ Implemented. In 2013, Budget Item 314 (N), $500,000 was appropriated from the General Fund so that DBHDS could develop and implement a comprehensive statewide suicide prevention program. This amount of funding remains in the budget.

MENTAL HEALTH WORK GROUP

◈ **Recommendation MH-02 - Child/Adolescent Outpatient and Psychiatric Outpatient Services:** To expand access to child/adolescent outpatient clinicians and child psychiatrists (direct, consultative, and telepsychiatry) for behavioral health conditions such as depression, anxiety, disturbing thoughts, interpersonal or relationship problems, substance abuse, etc., in a one-to-one, counselor-client setting, as close to the onset of the problem as possible to reduce the likelihood that manageable mental health problems become full-blown crises.

◈ Implemented. In 2013, an additional $1.9 million was allocated in Budget Item 315 (W) to provide child psychiatry and children's crisis response services. Additional implementation occurred with Chapters 607 and 683 of the Acts of Assembly of 2017 (STEP-Virginia). Implementation is ongoing, and these issues are being examined by the Joint Subcommittee to Study Mental Health Services in the Commonwealth in the 21st Century.

MENTAL HEALTH WORK GROUP

◈ **Recommendation MH-03 - Mental Health First Aid:** To provide five-day instructor training and certification on how to recognize and respond to mental or emotional distress. Some trained instructors will be clinicians who also act as community resource staff for consultations and interventions and will build networks through Virginia 211 referrals. Subsequent 12-hour trainings will target peers, teachers, clergy, health - professionals, community agency personnel, military and veteran service organizations and advocates, and other first responders and "gatekeepers" who have extensive public contact.

◈ Implemented. In 2013, Item 315 (AA), $600,000 was appropriated from the general fund to provide mental health first aid training and certification to recognize and respond to mental or emotional distress. This amount of funding remains in the budget.

MENTAL HEALTH WORK GROUP

◇ **Recommendation MH-04 - CIT Law-Enforcement Assessment (Drop-off) Centers:** To develop new sites for police drop-off where an officer can take a person in crisis for access to treatment and quickly return to regular law-enforcement duties. Individuals will receive clinical assessments for possible civil commitment and linkage to services for acute and subacute mental health treatment needs 24 hours per day.

◇ Implemented. In 2013, Item 315 (X), an additional $900,000, for a total of $1.5 million, was appropriated from the general fund to expand capacity for three additional drop-off centers, for a total of eight centers, to provide an alternative to incarceration for people with serious mental illness. In the proposed 2018 budget, $10.5 million was appropriated for 32 drop-off centers.

MENTAL HEALTH WORK GROUP

◈ **Recommendation MH-05 - Adult Outpatient and Psychiatric Services:** To expand access to adult outpatient clinicians and psychiatrists (direct, consultative, and telepsychiatry) for behavioral health conditions such as depression, anxiety, disturbing thoughts, interpersonal or relationship problems, substance abuse, etc., in a one-to-one, counselor-client setting, as close to the onset of the problem as possible to reduce the likelihood that manageable mental health problems become full-blown crises.

◈ Implemented. In 2013, an additional $3.8 million was allocated in Budget Item 315 (Q) to expand community crisis intervention services. Additional implementation occurred with Chapters 607 and 683 of the Acts of Assembly of 2017 (STEP-Virginia). Implementation is ongoing, and these issues are being examined by the Joint Subcommittee to Study Mental Health Services in the Commonwealth in the 21st Century.

PUBLIC SAFETY WORK GROUP

◈ The Public Safety Work Group, through the collaboration of local and state law-enforcement personnel, officials, fire services personnel, emergency medical service providers, emergency managers, researchers, education representatives, government officials, and other citizens, sought opportunities to enhance school and campus safety in a time of finite resources.

◈ Within the Public Safety Work Group, a school design subgroup was formed. The subgroup, with the assistance of architects and other experts, reviewed policies and building codes and offered a number of best practices and recommendations for schools.

◈ The Public Safety Work Group issued 48 formal recommendations.

◈ Seven of the 48 recommendations applied to higher education exclusively.

PUBLIC SAFETY WORK GROUP

⬧ **Recommendation PS-01 - Immunity from Civil Liability:** To expand current Virginia law by extending immunity to any person who reports, with good faith, information that an individual poses credible danger of serious bodily injury or death to one or more students, school personnel, or others on school property.

⬧ Implemented by Chapter 665 of the Acts of Assembly of 2013.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-02 - Lock-down Drills Mandated:** To mandate that schools conduct one lock-down drill by February 1 of each year.

◈ Implemented by Chapter 609 of the Acts of Assembly of 2013 (lock-down/intruder drills required twice a school year). See also Recommendation E-03.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-03 - Designation of Emergency Manager for Schools:** To require each school division within the Commonwealth to designate an Emergency Manager who can coordinate school preparedness within the division and also coordinate with the locality in which schools are located.

◈ Implemented by Chapter 609 of the Acts of Assembly of 2013.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-04 - Juvenile Records Information Sharing:** To facilitate sharing of juvenile intake and petition information with school divisions and public and private institutions of higher education.

◈ Implemented by Chapter 769 of the Acts of Assembly of 2013.

PUBLIC SAFETY WORK GROUP

⬥ **Recommendation PS-05 - Public Safety Study:** To evaluate and assess the feasibility of armed security positions within the school building, weighing the pros and cons and assessing the risks and liability concerns conducted by the Public Safety Work Group. Report of the Work Group will be provided by June 30, 2013.

⬥ Implemented. Study report provided by William V. Pelfrey, Jr., Ph.D., Associate Professor of Criminal Justice and Chair, Homeland Security/Emergency Preparedness, Wilder School of Government and Public Affairs, Virginia Commonwealth University.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-06 - Restore § 9.1-110 Funding for SRO Incentive Grant Fund:** To appropriate funds to replenish the School Resource Officer Incentive Grant Fund.

◈ Implemented in 2013 Appropriation Act – Item 393 (F.3.).

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-07 - Critical Incident Response Model Curriculum:** To direct DCJS, VSP, and DOE to develop model Critical Incident Response training for teachers.

◈ Implemented by Chapter 676 of the Acts of Assembly of 2013.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-08 - Mandatory Establishment of Security and Vulnerability Checklists and Sharing of Crisis Management Plans with Law Enforcement and First Responders:** A —To mandate that an annual school safety team vulnerability checklist be conducted using a standardized safety protocol provided by the VCSS and inclusive of CPTED principles. Results of such checklist will be shared with local law enforcement. B — To require school superintendents to share the results/findings of safety audits with the chief law-enforcement officer and to share school crisis, emergency, and medical response plans with the chief law-enforcement officer and chief fire/EMS official of their locality.

◈ Implemented by Chapter 609 of the Acts of Assembly of 2013.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-09 - Funding for Facility Upgrades:** To create a fund to provide grants and loans to localities, subject to local match, for facility upgrades of older facilities to improve security.

◈ Partially implemented by Chapter 608 of the Acts of Assembly of 2013. Fund was created but no funding has occurred.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-11 - Mandated Reporting Threat Assessment Analysis:** To require schools to annually report to the VCSS quantitative data collected on threat assessments. VCSS will examine the effectiveness of these processes and analyze statewide trends.

◈ Implemented by Chapter 710 of the Acts of Assembly of 2013.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-12 - Funding for Threat Assessment Protocols:** To create a fund within the VCSS to provide technical assistance to localities for developing threat assessment-based protocols.

◈ Not Implemented. Although Chapters 676 and 710 of the Acts of Assembly of 2013 and Item 393 (F.4.) of the 2013 Appropriation Act provided funding to develop a model critical incident response curriculum and a model policy on threat assessment teams, funding was not provided for technical assistance or any kind of training on threat assessment protocols.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-13 - Mandated K-12 Threat Assessment Teams:** To require each school board to establish a violence prevention committee and require each K-12 school to have a threat assessment team similar to those in § 23-9.2:10 (now at § 23.1-805) of the Code of Virginia.

◈ Implemented by Chapter 710 of the Acts of Assembly of 2013.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-14 - Criminal Offenses:** Straw-man purchases, prohibited under existing Virginia law, occur when a person who lawfully may purchase a firearm purchases a firearm with the intent to transfer that firearm to a person who is ineligible to purchase a firearm. Depending on circumstances, this is punishable either as a Class 6 felony (1-5 years) or as a Class 5 felony (1-10 years). This recommendation increases the punishment for all straw-man transactions, adds a mandatory one-year punishment for the purchaser, and adds a new mandatory punishment of 10 years for the ineligible person if the transaction involves multiple firearms.

◈ Partially implemented by Chapter 797 of the Acts of Assembly of 2013. The mandatory minimum for the strawman purchase of multiple firearms is five years.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-15 - Criminal Offenses:** Virginia law (Virginia Code §§ 18.2-308.1:1, 18.2-308.1:2, 18.2-308.1:3, and 18.2-308.1:4) presently prohibits purchase or transport of firearms by 1) persons acquitted by reason of insanity, 2) persons adjudicated legally incompetent or mentally incapacitated, 3) persons involuntarily committed or involuntarily admitted to outpatient treatment or voluntarily admitted following the issuance of a temporary detention order, and 4) persons subject to protective orders. A violation of state law is punishable as a Class 1 misdemeanor (up to 12 months in jail). Violation of parallel provisions of federal law presently is a felony. This recommendation increases the punishment for the state law violation to a Class 6 felony, punishable by 1-5 years in prison or, in the discretion of the court, up to 12 months in jail.

◈ Not implemented as proposed but Chapter 797 of the Acts of Assembly of 2013 did increase the penalty, from a Class 6 felony to a Class 4 felony, for selling to a person prohibited from purchasing or transporting a firearm.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-16 - Criminal Offenses:** To create new criminal offenses for entering a school while armed or while in possession of an explosive device while intending to commit a violent felony listed in § 19.2-297.1. Proposed punishment is a Class 5 felony (1-10 years).

◈ Not implemented. In 2013, SB 1377 (Stuart) was introduced but was tabled in the House Committee for Courts of Justice.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-17 - Additional Conferences by the Virginia Center for School Safety:** To direct the Virginia Center for School Safety to host the following additional conferences: Bullying Prevention Forum, National School Safety Summit, and School Safety and Technology Vendor Fair.

◈ Partially implemented. The Virginia Center for School and Campus Safety has hosted a Bullying Prevention Forum, and a National School Safety Summit but has not hosted a School Safety and Technology Vendor Fair.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-18 - Directs the Virginia Center for School Safety to host the following additional trainings:** Mental Health 101 Training and School Safety Audit Team Training.

◈ Implemented. The Virginia Center for School and Campus Safety provides Mental Health 101 Training and School Safety Audit Team Training.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-19 - Additional Resources Provided by the Virginia Center for School Safety:** To direct the VCSS to provide the following resources: Best Practices; Educators' Guide to Conducting Emergency Drills; Juvenile Law Handbook; and Study on Campus Safety: to review strategies for implementation of relevant recommendations to enhance school or campus safety, and K-12 School Recommendations: to review and evaluate the Secure Virginia Panel recommendations from 2004 reports to determine relevancy of recommendations for school safety.

◈ Implemented. The Virginia Center for School and Campus Safety provides these resources.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-20 - Template for Localities:** To recommend that the Virginia Department of Emergency Management, the Department of Criminal Justice Services, and the Virginia Department of Fire Programs collaborate in the development of a template for use by localities in developing their own local plans for the integration of first responders.

◈ Implemented. A local emergency operations plan template was created and has been made available to localities to use in developing their own local emergency operations plan.

PUBLIC SAFETY WORK GROUP

- **Recommendation PS-21 – Department of Education Study Regarding Proposed Changes to Allow Armed Persons in Schools:** The DOE Studydetermined that existing laws regarding guns in schools are appropriate and safeguard school employees and children from accidental, reckless, or unintentional harm as it relates to the possession of a handgun on school property by persons other than certified law-enforcement officers. The House Bill recommending that local school boards designate at least one qualified person for every school to carry a concealed handgun on school property requires further study and examination. Information brought before the Taskforce has shown that the issues of accountability, liability, training, and supervision of armed personnel are of significant importance and need to be fully researched and understood before moving forward with this concept.

- Implemented. In 2013, HB 1557 (Marshall) was introduced but was left in the House Militia, Police and Public Safety Committee. Study report provided by William V. Pelfrey, Jr., Ph.D., Associate Professor of Criminal Justice and Chair, Homeland Security/Emergency Preparedness, Wilder School of Government and Public Affairs, Virginia Commonwealth University.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-23 - Name Change:** To recommend that the "Virginia Center for School Safety" of the Department of Criminal Justice Services be changed in the Virginia Code to the "Virginia Center for School and Campus Safety" in order to highlight and include the legislative mandates relating to institutions of higher education.

◈ Implemented by Chapters 7 and 158 of the Acts of Assembly of 2014.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-24 - Standing Committee:** To recommend a standing committee at the state level consisting of design and architect professionals, school officials, police/sheriffs, fire officials, emergency managers, and building officials tasked with identifying and addressing conflicts in law and regulations regarding infrastructure improvements on new and/or existing school and campus facilities. The committee would also research and disseminate best practices on infrastructure design and improvements for localities.

◈ Not implemented.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-30 - New School and Campus Construction and Renovation Conceptual Phase Plan Review:** All school and campus projects (new and renovations) should require a review of conceptual phase plans by a professional who is trained and experienced in CPTED review and implementation.

◈ Not implemented but suggested to localities. Recommendation from the Infrastructure Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-31 - New K-12 Construction and Higher Learning Access Control:** All new K-12 schools should include a single monitored public entry, including vestibules and electronic access control systems for exterior door(s). Institution of higher learning campus buildings should include an electronic access control system for exterior doors. If mechanical keys are utilized, a strict control of the key system should be implemented.

◈ Not implemented but suggested to localities. Recommendation from the Infrastructure Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-32 - Stakeholder Input into School Design and Security Planning:** Localities and institutions of higher learning should establish consensus-driven stakeholder processes for school design and security planning, involving public safety personnel, architects, engineers, school officials, and others who may have experience and expertise with local school safety audits.

◈ Not implemented but suggested to localities. Recommendation from the Infrastructure Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-33 - Website Resource for Safe School Design:** Links on the Virginia Department of Criminal Justice Services and the Department of Education websites should be provided to reference the appropriate documents for safe school design.

◈ Not implemented. Recommendation from the Infrastructure Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-34 - Data Exchange Related to Potential Threats:** Local and state policy makers and law-enforcement professionals should be urged to exchange trend data regarding other potential threats that would require vigilance and preparation.

◈ Implemented and ongoing. Recommendation from the Infrastructure Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-35 - Communicating over Common Voice Communication Systems:** Local school divisions should discuss with public safety agencies (police, fire, rescue) the need to communicate over a common voice communications system.

◈ Not implemented but suggested to localities. Recommendation from the Communications Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-36 - Inclusion of School Divisions in Public Safety Voice Communications System:** Public safety agencies should coordinate the inclusion of local school divisions in the public safety voice communications system.

◈ Not implemented but suggested to localities. Recommendation from the Communications Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-37 - Application of Compatible Systems and Interoperability:** To the extent possible, public safety and school divisions should consider the application of Project 25 compliant systems to ensure the greatest level of interoperability exists.

◈ Not implemented but suggested to localities. Recommendation from the Communications Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-38 - Data Sharing between Public Safety and Schools:** Public safety agencies and schools should consider data sharing to the greatest extent possible. This may include actual data, video, school bus AVL systems, etc., when it is determined that shared access benefits the safety of the schools and the ability of public safety to respond.

◈ Not implemented but suggested to localities. Recommendation from the Communications Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-39 - Code Development Process:** To continue the current building and fire code development process without a need for changes to the Code of Virginia. The current process has worked well for 40 years and provides a consensus process that dozens of experts, stakeholders, and citizens participate in and has produced a widely recognized set of building and fire codes.

◈ Not implemented but suggested to localities. Recommendation from the Building Codes Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-40 - Local Design Group Formation:** Design professionals, school officials, police chiefs/sheriffs, fire officials, and building officials should form a team at the local level to avoid conflicts in law and regulations when the E (educational) occupancy is having any type of security infrastructure improvements made for new or existing E occupancies.

◈ Not implemented but suggested to localities. Recommendation from the Building Codes Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-41 - Participation in USBC, SFPC, and BHCD Review Process:** Stakeholders should review the current Uniform Statewide Building Code (USBC) and Statewide Fire Prevention Code (SFPC) standards for potential enhancements and to gain consensus if regulatory code changes are to be submitted for the next regulatory process by the Board of Housing and Community Development (BHCD). Stakeholders should actively participate in the current process.

◈ Not implemented but suggested to localities. Recommendation from the Building Codes Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-42 - Training for Recommendation Implementation:** The group should develop an educational training program relating to all aspects of the recommendations from the group not only in the area of building and fire codes but for all other recommendations.

◈ Not implemented but suggested to localities. Recommendation from the Building Codes Team of the School Design Work Group.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-43 - No Change to Existing Laws as They Relate to Possession of Firearms on School Property:** The Taskforce has determined that existing laws regarding guns in schools are appropriate and adequate. Section 22.1-277.07:1 states that school divisions may establish their policies notwithstanding any other provision of the law to the contrary. Section 18.2-308.1 states that it is a Class 6 felony to possess a firearm on any public, private, or religious elementary, middle, or high school, including buildings and grounds. Exceptions include any law-enforcement officer or an armed security officer, licensed pursuant to Article 4 (§ 9.1-138 et seq.) of Chapter 1 of Title 9.1, hired by a private or religious school for the protection of students and employees as authorized by such school.

◈ No implementation needed.

PUBLIC SAFETY WORK GROUP

◇ **Recommendation PS-44 - Additional Funding for SRO Grant Incentive (PS-06):** To include an additional $1.3 million in the budget for the funding of additional SRO and school security officer (SSO) positions in Virginia schools. The basis for this request is that 42 SRO positions were funded through the 2013 General Assembly budget amendment of at least $1.3 million. According to the 2012 school safety audit report, approximately 879 schools reported that they did not have any safety/security personnel such as SROs, SSOs, or other types of such personnel working at their school at least part time during the 2011-2012 school year. Of the grant requests received in 2013, 43 position requests were denied due to lack of funding

◇ Implemented in 2013 Appropriation Act – Item 393 (F.1.).

PUBLIC SAFETY WORK GROUP

- **Recommendation PS-45 - Department of Education Study Regarding Proposed Changes to School Security Officer Position Definition:** The Taskforce has determined that existing laws regarding guns in schools are appropriate and safeguard school employees and children from accidental, reckless, or unintentional harm as it relates to the possession of a handgun on school property by persons other than certified law-enforcement officers. The House Bill recommending the placement of armed retired law-enforcement officers serving in security positions in schools requires further study and examination. Information brought before the Taskforce has shown that the issues of accountability, liability, training, and supervision of armed personnel are of significant importance and need to be fully researched and understood before moving forward with this concept.

- Implemented. In 2013, HB 2277 (Gilbert) was introduced but was tabled in the House Committee for Courts of Justice. Study report provided by William V. Pelfrey, Jr., Ph.D., Associate Professor of Criminal Justice and Chair, Homeland Security/Emergency Preparedness, Wilder School of Government and Public Affairs, Virginia Commonwealth University at request of VCSS.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-46 - Standing School and Campus Safety Committee:** To form a standing School and Campus Safety Committee at the gubernatorial level consisting of members from appropriate state agencies and members selected or nominated by relevant school, campus, and law-enforcement associations and/or groups. The committee would be charged with identifying school and campus safety issues, making recommendations on the basis of best practices in this field, and making legislative recommendations. This standing committee would ensure the work and recommendations generated and approved by the 2013 Governor's School and Campus Safety Taskforce would be sustained. The Committee would work in concert with the identified state agencies to address necessary improvements needed to keep Virginia schools and campuses as safe as possible through the latest research, best practices, and legislative changes.

◈ Not implemented.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-47 - Enhanced Penalty for Assaulting School Security Officers:** To make a minor change to Virginia Code § 18.2-57 to include the designation of SSOs in a class of school employees that warrant enhanced penalties for assault.

◈ Implemented by Chapters 663 and 714 of the Acts of Assembly of 2014.

PUBLIC SAFETY WORK GROUP

◈ **Recommendation PS-48 - Enhanced Penalty for Assaulting any School Personnel:** To change Virginia Code § 18.2-57 to include the designation of all school personnel in a class of persons that warrant enhanced penalties for assault. Section 18.2-57 already recognizes teachers, principals, assistant principals, and guidance counselors as school employees that, if victimized by assault, justify an enhanced penalty. This recommendation further strengthens this language to include all school personnel ("a full or part time employee of any public or private elementary or secondary school and is engaged in the performance of his duties…"), as defined in §§ 18.2-57 and 9.1-101.

◈ Implemented by Chapters 663 and 714 of the Acts of Assembly of 2014.

GOVERNOR'S SCHOOL & CAMPUS SAFETY TASKFORCE OF 2013

- A total of 61 formal recommendations were issued by the three work groups.

- The Education Work Group issued eight formal recommendations. Of the eight recommendations, four recommendations were implemented, two recommendations were partially implemented, and two recommendations applied to higher education exclusively.

- The Mental Health Work Group issued five formal recommendations. All five recommendations were implemented.

- The Public Safety Work Group issued 48 formal recommendations. Of the 48 recommendations, 20 recommendations were implemented, three recommendations were partially implemented, 17 recommendations were not implemented, no implementation was necessary for one recommendation, and seven recommendations applied to higher education exclusively.

Department of Criminal Justice Services

Virginia Center for School & Campus Safety

Presentation to the House Select Committee on School Safety

April 26, 2018

Virginia Department of Criminal Justice Services

www.dcjs.virginia.gov

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VCSCS

- Constituencies
- Legislation
- SROs & SSOs in Virginia
- Threat Assessments
- Data Collection
- Trainings and Conferences
- Resources
- Partnerships
- Staffing and Funding
- Challenges

Constituencies

- 132 public school superintendents
- 2,200 school administrators
- 4,500 assistant school administrators
- 120,000 teachers and school staff
- 69 colleges and universities
- 42 campus law enforcement agencies
- 367 law enforcement agencies
- 23,000 law enforcement officers
- 780 School Resource Officers
- 1,200 School Security Officers
- 600 Campus Security Officers

Virginia Department of Criminal Justice Services

www.dcjs.virginia.gov

3

School Safety in Virginia

- Local educational control

- State Level Mandates
  - Physical (physical deterrents)
  - Structural (policies and processes)
  - Support (climate and engagement)
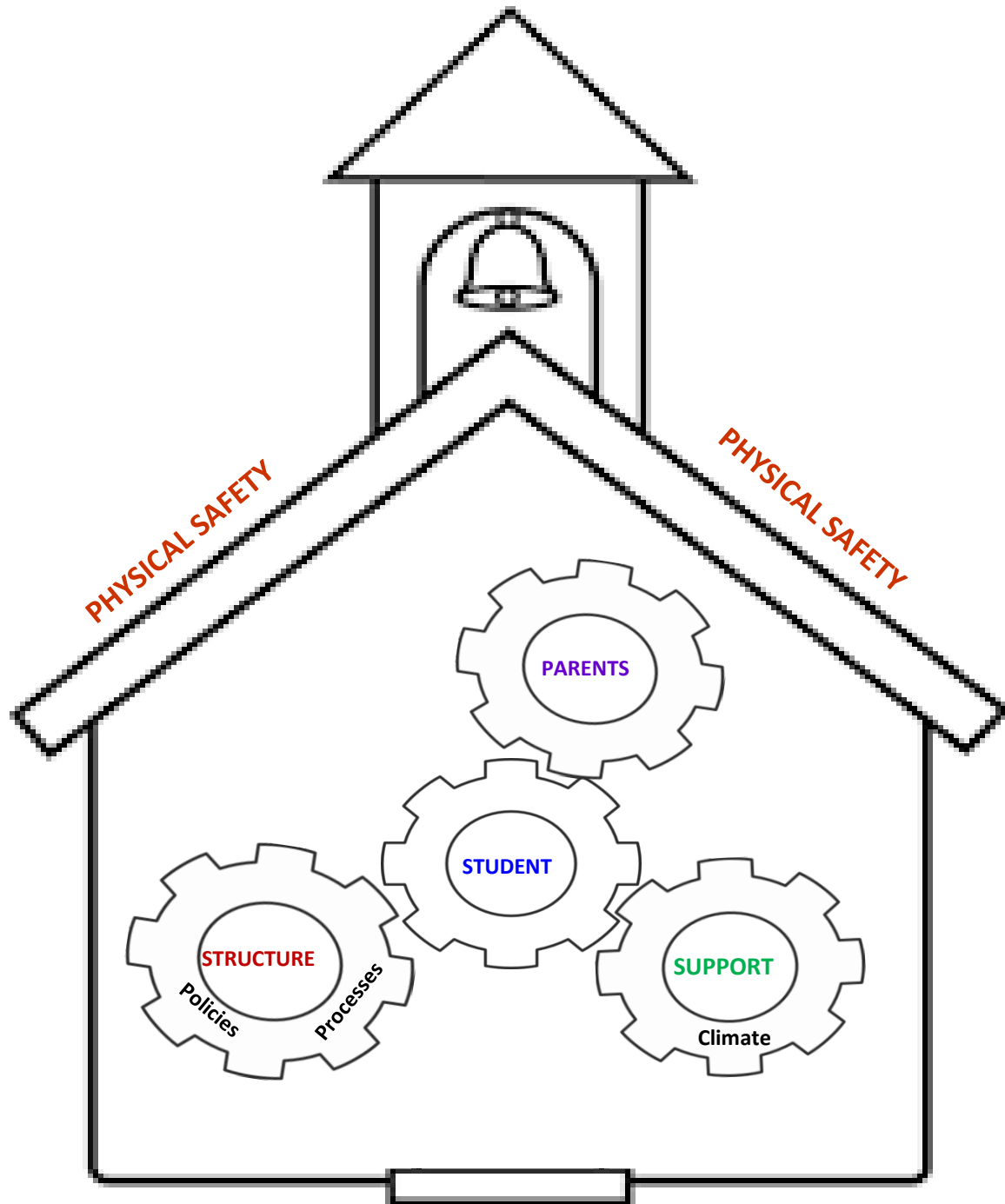
Legislation

Legislation

1999 - Columbine

2000

- Established the Virginia Center for School Safety (Va. Code § 9.1-184)

- Placed at DCJS

- Provide services to K-12 public schools

Legislation

Center is responsible for:

K12

- Providing **training** for all school personnel
- Serving as a **resource and referral center** and providing technical assistance for Virginia school divisions
- Facilitating the annual **school safety audit** pursuant to Va. Code § 22.1-279.8
- **Maintaining and disseminating information** to local school divisions on effective school safety initiatives in Virginia and across the nation
- Encouraging **development of partnerships** to promote school safety in Virginia

2012 – December – Sandy Hook
2013 – School and Campus Safety Task Force

- Plethora of other changes to include:
  - Renamed the Virginia Center for School and Campus Safety
  - K12 Threat Assessment teams
  - Critical Incident Response Curriculum
  - Emergency managers
  - Model Policies and Procedures
  - Lockdown drills

Legislation

2015 – Center for Public Integrity - Governor's Children's Cabinet

- School- Law Enforcement Partnership Guide and Model MOU

2016

- DCJS is required to develop multidisciplinary curricula on trauma-informed sexual assault investigation; Center tasked with development
- No funding allocated

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School Resource Officers & School Safety Officers in Virginia

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Legislation

Virginia SRO Program

- SROs in Virginia schools in mid 1980s
- DCJS began funding SROS through Byrne funding in mid 1990s and offering SRO training
- Provide services to K-12 public schools

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Legislation

§ 9.1-101 defines a SRO **FOR purposes of grant funding:**

- A certified law-enforcement officer

- Hired by local law-enforcement agency

- Provides law-enforcement and security services to public elementary and secondary schools

- Police Departments and Sheriff's Offices can place any officer in a school as they deem appropriate.

- There is not a separate certification for SROs

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Legislation

§ 9.1-101 defines a SSO:

- Employed by local school board

- Maintains order and discipline, prevents crime, investigates violations of school board policies

- Detains students violating the law or school board policies on school property or at school-sponsored events

- Ensures safety, security, and welfare of school students, faculty, staff and visitors

Roles of SRO and SSO

School Resource Officer	School Security Officer
1. Law enforcement agency employee	1. School employee
2. Complying with federal, state and local statutes	2. Complying with/guided by local school policies and regulations
3. Under direction of law enforcement command	3. Under direction of local school principal or designee
4. Assigned to school and community activities	4. Primarily assigned to school campus activities
5. Responsible for enforcing state law	5. Responsible for enforcing school policy
6. Responsible for custody and arrest in conformance with law	6. Responsible for detaining individuals
7. Search must be in accordance with State and Federal law	7. Can search students and others based upon reasonable suspicion
8. Laws and custody requirement procedures apply	8. May detain and question students
9. Act under the standards of law	9. Act in absence of parents (*in loco parentis*)
10. Use of force permissible as guided by department policy	10. Use of force should be limited and only used in accordance with local school policy

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Threat Assessment in Virginia Public Schools

Legislation

Virginia law (§ 22.1-79.4) requires threat assessment teams for public schools:

- Each local school board shall adopt policies for the establishment of threat assessment teams
  - Including the assessment of and intervention with **individuals** whose behavior may pose a threat to the safety of school staff or students
  - Consistent with the model policies developed by the Virginia Center for School and Campus Safety in accordance with § 9.1-184
  - Such policies must include procedures for referrals to community service boards and health providers where appropriate

Legislation

The superintendent of each school division shall establish a threat assessment team for each school

- Each team shall include persons with expertise in:
  - Counseling
  - Instruction
  - School administration
  - Law enforcement

- Threat assessment teams may serve more than one school (as determined by the superintendent)

Threat Assessment

- Preventative not Punitive
- "Making" a threat versus "posing a threat"
- Threat assessments are conducted by multi-disciplinary teams including individuals with expertise in:
  - human resources
  - Education
  - school administration
  - mental health, and
  - law enforcement

VIRGINIA CARES FOR SCHOOLS & CAMPUSES

CARES involves communities working together to build:

Caring & Connection

Awareness

Recognition

Engagement

Support

Toward the safety and well-being of our communities

Data Collection

Data Collection

- Facilitate the annual school safety audit pursuant to Va. Code § 22.1-279.8

- Audit data provides picture of school safety in Virginia to drive best practices and improve school safety for school administrators and first responders

- Threat assessment teams shall report quantitate data on their activities Va. Code § 22.1-79.4(E)

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Data Collection

Safety Audit

- Collect, analyze, and disseminate various Virginia school safety data, including school safety audit information submitted to it pursuant to Va. Code § 22.1-279.8

- Develop a list of items to be reviewed and evaluated in the school safety audits required by this section. Such items shall include those **incidents reported to school authorities** pursuant to Va. Code § 22.1-279.3:1

2016-17 Data

- Nearly two-thirds of schools (1,285, 66%) reported conducting one or more threat assessments in 2016–2017

- These schools conducted a total of 9,238 threat assessments, most of which involved students currently enrolled at the schools (9,087, 98%)

2016-17 Data

- Half of the threats from current students involved threats against self only (suicide, self harm), 45% involved threats against others only, and 5% involved threats against others and self

Data Collection

- Of the reported 9,238 threat assessment cases conducted in 2016-2017, 928 (10%) were classified as a highest level threat (HLT) by 380 schools, and among those HLT cases, 40 (<1%) resulted in an act being carried out at 27 schools

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Data Collection

2016-17

- Just over one-third of schools reported that no threat assessments were conducted: 671 schools (34%)

- Schools reporting that no threat assessments were conducted, by school type:

- 38% of elementary schools,

- 22% of middle schools,

- 19% of high schools, and

- 58% of other schools

Data Collection

1. **Virginia School Safety Survey** (completed online annually)

2. **Division Level Survey** (every 3 years)

3. **Virginia School Crisis Management Plan Review and Certification** (annually by August 31)

4. **Virginia Secondary School Climate Survey** (administered in the Spring alternating middle and high schools)

5. **School Safety Inspection Checklist** (every 3 years)

Safety Audit – Climate Survey

What is the purpose of the survey?

- to provide schools with information on school climate and safety conditions in order to maintain a safe and orderly school environment conducive to learning

- measures student and teacher/staff perceptions of school rules and discipline, teacher-student relationships, student engagement in school, and the extent of bullying and teasing at school

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Safety Audit

"a **written assessment** of the safety conditions in each public school to

   (i) **identify** and **if necessary**, **develop solutions** for **physical safety concerns**, including building security issues and

   (ii) **identify and evaluate any patterns of student safety concerns** occurring on school property or at school sponsored events. Solutions and responses shall include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board's standards for student conduct."
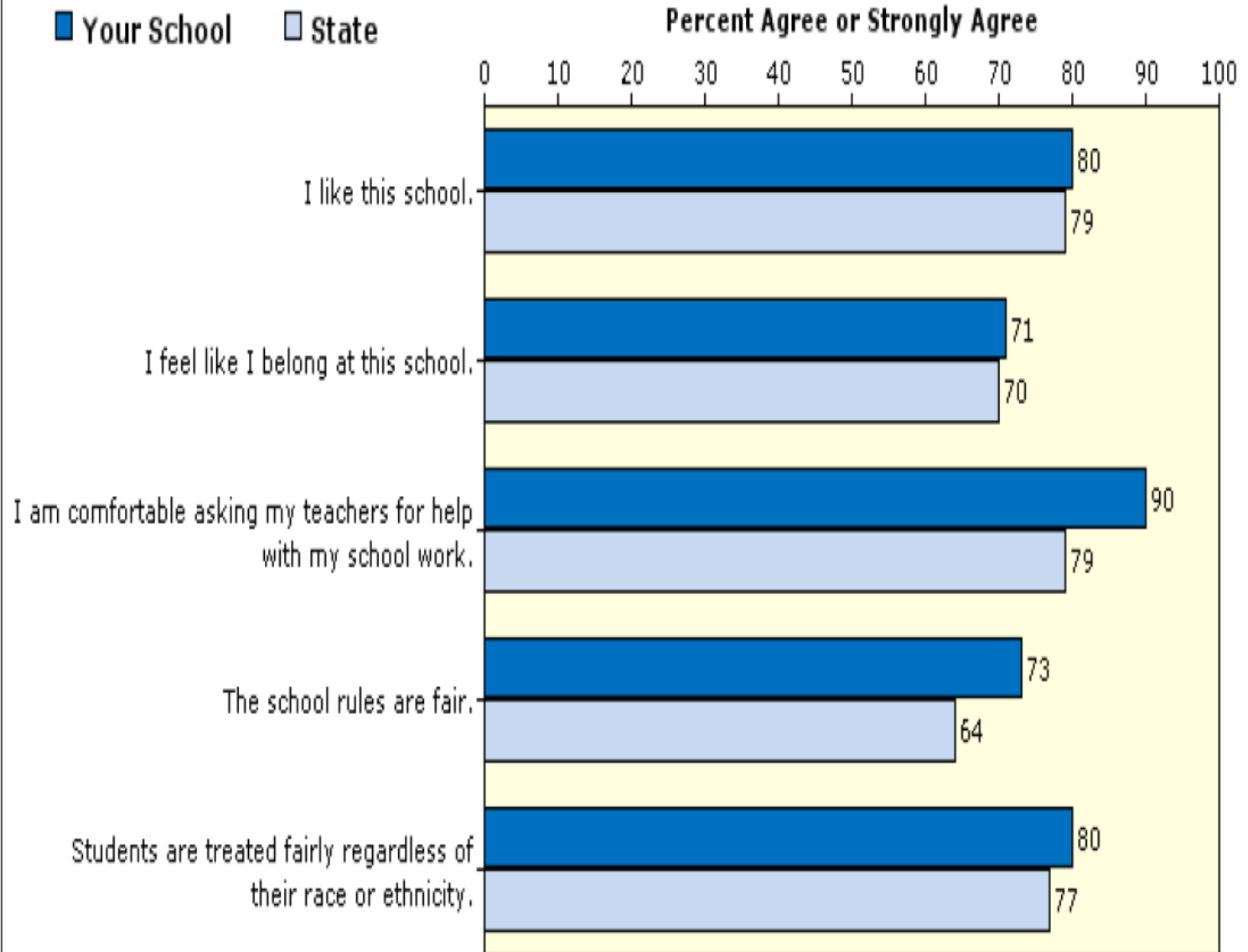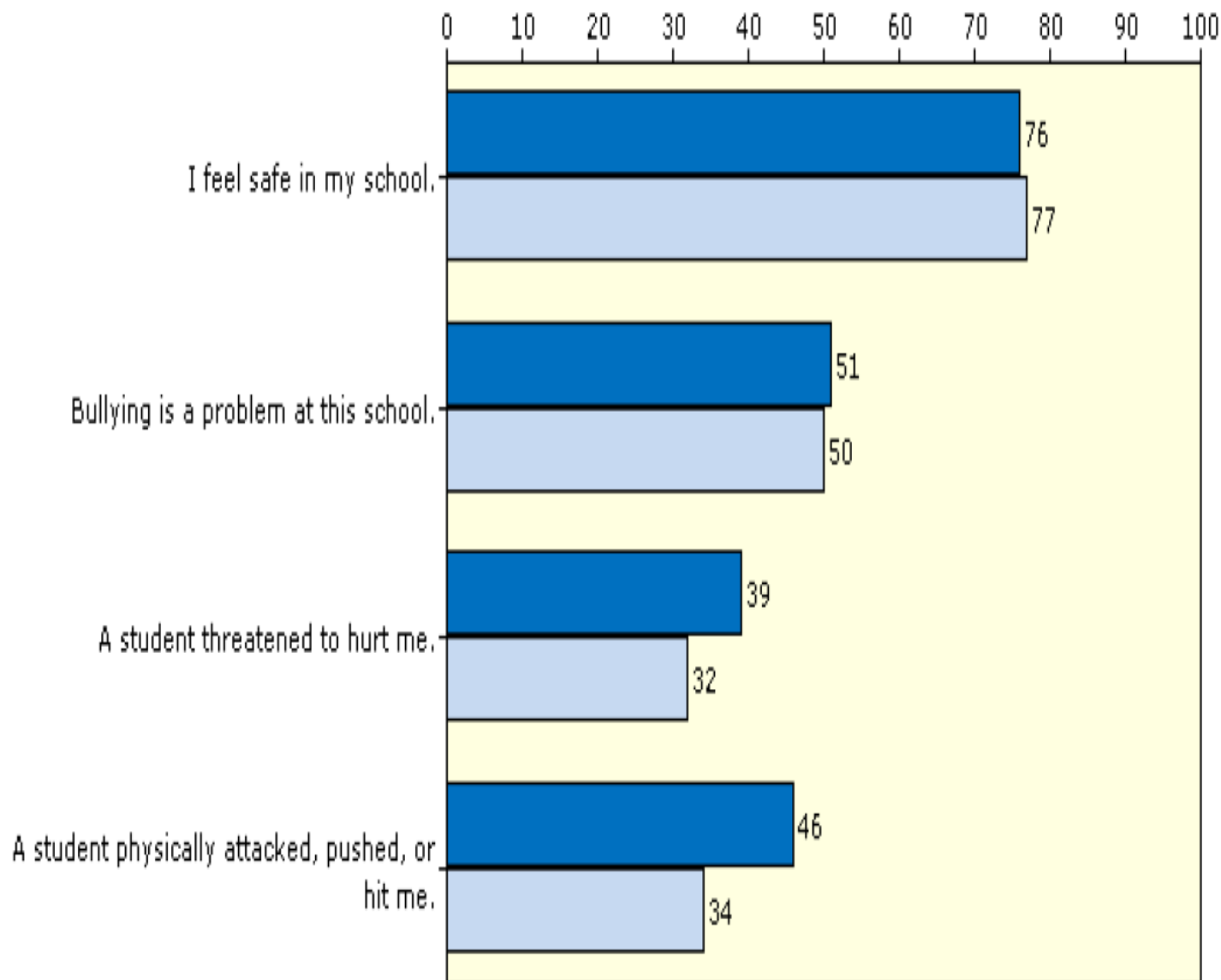
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Climate Survey Summary
A Virginia High School

Student Support Scale Most teachers and other adults at this school...	School	Region	State
Care about all students.	65%	63%	74%
Want all students to do well.	79%	81%	86%
Listen to what students have to say.	50%	50%	61%
Treat students with respect.	60%	63%	74%
How much do you agree or disagree with these statements?			
There are adults at this school I could talk with if I had a personal problem.	77%	73%	76%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	76%	75%	84%
I am comfortable asking my teachers for help with my school work.	80%	83%	86%
There is at least one teacher or other adult at this school who really wants me to do well.	95%	94%	95%
Average for 8 items above	2.8	2.8	3
Additional items not included in overall scale, but relevant to safety.			
If another student talked about killing someone, I would tell one of the teachers or staff at school.	77%	76%	81%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	80%	80%	88%
I feel safe in my school.	72%	67%	82%

Trainings and Conferences

Trainings and Conferences

School Safety

Campus Safety

Public Safety

Mixed Audience

Trainings and Conferences

Annually:

- 6-8 conferences

- 150 training events

- 6,000- 8,000 constituents

Trainings and Conferences

Six annual conferences for primary constituents:

1. Campus Safety and Violence Prevention Forum (March 2018)

2. The Briefings (April 2018)

3. Violent Crime Conference (June 2018)

4. School and Campus Safety Training Forum (August 2018)

5. School Safety Symposium (August 2018)

6. Strengthening Connections (November 2018)

Special topic conferences as needed

– Civil Disturbance Planning

– Trauma on Law Enforcement

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Trainings and Conferences

School Safety

- School Resource Officer and School Administrator Training
- Adult Sexual Misconduct in Schools
- Bomb Threat Management in Schools
- Human Trafficking for Schools
- K12 Threat Assessment
- Legal and Liability Considerations in School Safety
- Gang Awareness for School Personnel
- Title IX Investigations and the Role of the Office for Civil Rights

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Trainings and Conferences

School Safety

- Next Steps in Crisis Management Planning
- Critical Incident Response
- Civilian Response to Active Shooter Events
- Social Media for Educators
- Title IX Investigations and the Role of the Office for Civil Rights
- Drug Abuse Awareness and Prevention
- Trauma Informed Discipline Practices
- Restorative Justice Practices
- Impact of Implicit Biases

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Campus Safety

- Basic & Advanced Campus Threat Assessment

- Campus Crime Prevention

- Enhancing the Campus & Community Response to Adult Sexual Assault

- Trauma Informed Sexual Assault Investigations

- Investigation of Dating Violence, Domestic Violence, and Stalking for Campus Police

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Trainings and Conferences

Campus Safety

- Title IX Investigations
- Managing Critical Incidents for Higher Education Institutions
- Mental Health First Aid for Higher Education
- Strategic Legal Guidelines for University Police Operations

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Trainings and Conferences

Public Safety

- Financial Investigations in Heroin and Opioid Abuse

- Dynamics of Officer /Citizen Encounters

- Interview and Interrogation Skills

- Animal Cruelty and Fighting Investigations

- Homegrown Violent Extremists (HVEs)

Mixed Audience

- Adult and Youth Mental Health First Aid

- Applied Suicide Intervention Skills Training

- Social Media Awareness

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Trainings and Conferences

Newest training courses are:

- Disability Awareness for Law Enforcement Officers

- The Impact of Emotional and Psychological Trauma in Policing: Understanding, Awareness, Resiliency, and Support

- Planning and Response to Civil Disturbances

- Methamphetamine Laboratory Training Program: First Responder Awareness and Operations

- And much, much more !

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Resources

Resources

Resource Development and Technical Assistance Tools

1. Publications

2. Videos

3. Guidance

4. Curriculum to support sustainability of trainings

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Topics focused on existing needs or new legislative mandates

- Threat Assessment

- School Climate

- School safety audits and security checklists

- Conducting emergency drills

- Crisis planning and emergency response

- Legal issues (ex: search and seizure)

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Mandated

Resources

- Critical Incident Response Video and Accompanying Manual
- *Guidance for Emergency Manager Designee*
- *Guidance for School Systems in the Event That Victims Arise from an Emergency*
- *Guidance on Required Drill*
- *Juvenile Law Handbook*
- *K12 Threat Assessment: A Prevention Overview Video and Accompanying Manual*
- *Model School Resource Officer (SRO) Memorandum of Understanding (MOU) and Program Guide*
- *School – Law Enforcement Partnership Guide*
- *School Crisis, Emergency Management and Medical Emergency Response Plan and Quick Guide*
- *School Safety Audit Infographic*
- *School Safety Audit Template for Divisions*
- *School Safety Audit Template for Schools*
- School Safety Inspection Checklist
- Threat Assessment Model Policies, Procedures, and Guidelines
- *Technical Assistance for Threat Assessment and Management Teams*
- *Threat Assessment Video and Accompanying Manual*
- *Virginia's Educator's Guide to Conducting Drills*
- *Virginia School Bus Driver and Monitor Video and Manual*

Resources

Higher Education Resources for Threat Assessment

- Campus Threat Assessment Training Curriculum

- Handbook for Campus Threat Assessment and Management Teams

- Guidance for Technical Assistance for Threat Assessment and Management Teams for Virginia Schools and Institutions of Higher Education

- Technical Assistance for Threat Assessment and Management Teams for Virginia Schools and Institutions of Higher Education (request for services)

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Resources

Curriculums include:

- SRO Training Curriculum
- School/Campus Security Officer
- K12/IHE Threat Assessment
- Disability Awareness for LEOs
- Title IX Primer for IHE
- Trauma Informed Sexual Assault Investigations

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Partnerships

Research

- NIJ Grant on School Climate (UVA)
- NIJ Grant on School to Prison Pipeline (Va. Tech.)
- NIJ Grant on School Threat Assessment (UVA)
- NIJ Grant to Study SROs (Va. Tech.)
- College Threat Assessment Study
- Core Minimum Standards for Campus Police Departments

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Parterships

State Agencies
- Virginia Office of the Attorney General
- Virginia Department of Health
- Virginia Department of Behavioral Health
- Virginia Board for People with Disabilities
- Virginia ABC
- Virginia Department of State Police
- Commission on Youth

Federal Agencies
- Bureau of Alcohol, Tobacco and Firearms (ATF)
- U.S. Attorney's Office
- Department of Homeland Security (DHS)
- Federal Bureau of Investigation (FBI)
- U.S. Department of Education
- Readiness and Emergency Management for Schools (REMS)
- High Intensity Drug Trafficking Areas (HIDTA)

State and Professional Associations

- Virginia Association of Chiefs of Police
- Virginia Association of College Law Enforcement Administrators
- Virginia Educational Associations
- Koshka Foundation for Safe Schools
- Maryland Center for School Safety
- Other state centers

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Staffing and Funding

Staffing and Funding

2000

- Center established by legislation at the DCJS with 1 FTE and $57,000

- SRO Grant Fund established at 1.7 million to provide SRO grants to localities

2013

- SRO Grant Fund refunded and Center's funding increased to $410,377

- Center received additional $202,000 but reduced to $42,000 due to budget reductions over the next several years

Staffing and Funding

FTEs

- **Manager of the Center** (1 FTE originally funded)

- **Campus Safety and Violence Prevention Supervisor** (IHEs) (Position transferred from SCHEV in response to Gov. Sexual Assault Task Force)

VA Center for School and Campus Safety Organizational Chart

Public Safety Training & VCSCS Manager

- K12 Coordinator
- Higher Ed Coordinator
- Violent Crime Coordinator
  - Grant Monitor
  - Grant Monitor
- Training Support Coordinator
- Safety Audit Specialist

Key:

From General Assembly | Other positions supplemented by DCJS

Center for School and Campus Safety Funding

Bar chart showing Center for School and Campus Safety Funding:
- 2000: $57,285, 1 FTE
- 2013: $612,377, 1 FTE
- 2018: $452,377, 2 FTE

Staffing and Funding

Other Acquired Funding for training:

- **Virginia Office of the Attorney General**
  - **$550,000 – SRO/School Administrator**
  - **$667,000 – Threat Assessment**
  - **$660,000 – Gang and Violent Crime**
- **VDOE**
- **DBHDS**
- **VBPD**
- **VDH**

Challenges

Challenges

- Ongoing need for training due to turnover in localities

- Continual need to keep resources updated and current

- Grant writing and research opportunities

- Online training for hard to reach constituencies (teachers)

- Coordination and resource sharing with sister agencies with mission overlap (suicide, alcohol and drug prevention, school climate, health matters etc.)

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VCSCS Staff

We are here to help!
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July 2018

School safety: Other states' approaches to preventing & responding to school shootings

**House Select Committee
on School Safety**

Information collected

- Other states' approaches
  - Interviews
  - State statutes, documents & reports

- General research
  - Academic literature
  - National reports

- Short-term review, less depth than a JLARC study

Key takeaways

- No single approach has proven to be completely effective at preventing & responding to school shootings

- Other states use multiple approaches, many of which Virginia also uses

- Comparison of Virginia to other states did not reveal any significant shortcomings in Virginia

- Some states' approaches may be worth exploring during Select Committee's remaining work

JLARC identified 9 school safety approaches used by other states to varying degrees

Category	Approach	Other states?
Prevention	Measuring & improving school climate	Some
	Threat assessment	Some
	Tips lines / smartphone apps	Some
Planning & personnel	School safety plans	Many
	School safety coordinators	Few
	School resource officers	Many
Facilities & testing	Physical security measures	Many
	Safety audits	Many
	Response drills	Many

Agenda

Section	Topic
Prevention	• Measuring & improving school climate • Threat assessment • Tip lines / smartphone apps
Planning & personnel	• School safety plans • School safety coordinators • School resource officers
Facilities & testing	• Physical security measures • Safety audits • Response drills

School climate: "Quality and character of school life"

- Few states systematically measure school climate statewide, but almost all said positive school climate improves safety

- Usually measured by a survey of students and staff

- Virginia has been measuring school climate statewide since 2013

Positive school climate may reduce the likelihood of school violence

- Research: Positive school climate is associated with lower rates of bullying, fighting, weapon carrying, suicidal thoughts among students

- Positive school climate is also associated with
  - Better academic performance
  - Reduced suspensions and truancy
  - Improved student mental health
  - Improved teacher morale

Virginia's teachers and students generally view school climate as positive, but concerns exist

- Virginia school climate survey (middle schools) found that about 80% of students felt positive about their school and felt safe (2017)

- But about one-third of students said someone at school physically attacked, pushed, or hit them

- Teachers also felt positive, except about discipline

- Most principals report using the results of school climate surveys

Evidence-based interventions to improve school climate

- Positive Behavior Intervention & Support (PBIS)

- Social-emotional learning

- Mental health services and counselors

- Teacher coaching

Threat assessment: A structured process to evaluate and address identified threats of violence

- Goal is to assess the credibility and severity of a threat of violence

- Structured process used by a team with complementary expertise

- FBI and the U.S. Secret Service recommend as the main strategy to prevent violent attacks in schools

- Prevention, not prediction

SOURCE: U.S. Federal Bureau of Investigation, 2000; U.S. Secret Service and Department of Education, 2004.

JLARC

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Other states cited Virginia as a leader in threat assessment

- Virginia field tested threat assessment guidelines in 35 schools a few years after the 2000 FBI report

- Virginia was first state to require threat assessment teams in every K-12 school

- Few states have an established statewide school threat assessment process, but some are working on it

Use of Virginia threat assessment teams can improve school safety

- Schools using Virginia threat assessment teams had
  - lower suspension rates
  - less bullying

SOURCE: Cornell et al. 2012: comparison of outcomes for schools that received VSTAG training to schools that did not. See also Cornell et al. 2011 and 2009.

Two-thirds of Virginia schools conducted threat assessments (2016-2017)

- 9,238 assessments conducted
  - 50% involved threats to harm self only
  - 10% were classified at the highest threat level
  - 0.5% (40 incidents) were highest threat level

- Threat assessment may not be the best approach to investigate threats to harm self only

Tip lines or apps: Report school safety threats, suicide threats, bullying, drug use, other violence

- Reporting via text messages, toll-free hotlines, voicemail, email, smartphone apps

- Information routed through law enforcement dispatchers, state homeland security or school administrators

- Students often the best source of information about incidents before they occur

Some states have tip lines; Extent of adequacy and awareness in K-12 in Virginia is unclear

- Several states (CO, OH, NC) have anonymous tip lines focused specifically on school safety
  - "Safe2Tell" (CO) received 9,000+ tips last year

- At least 10 states, including Virginia, participate in "See Something, Send Something" app
  - Not exclusive to school safety
  - Tips go to Virginia State Police
  - Unclear of adequacy and awareness among K-12 students and staff

Anecdotal evidence suggests tip lines or smartphone apps may be helpful in identifying incidents

- Rigorous research on effectiveness of tip lines is not available

- School safety experts cited tip lines as "very appropriate" in preventing school violence

- Data from Colorado's tip line program: 28 prevented attacks over a six-year period

SOURCE: The Role of Technology in Improving K-12 School Safety, RAND Corporation, 2016; Safe2Tell: An anonymous, 24/7 reporting system for preventing school violence, Payne and Elliott, 2011.

Agenda

Section	Topic
Prevention	• Measuring & improving school climate • Threat assessment • Tip lines / smartphone apps
Planning & personnel	• School safety plans • School safety coordinators • School resource officers
Facilities & testing	• Physical security measures • Safety audits • Response drills

School safety plans: Detailed document governing school responses to a variety of emergencies

- Ideally contains procedures to follow before, during, and after crisis or emergency, including
  - Lockdown, shelter-in-place, evacuation, reunification
  - Communication with emergency responders
  - Notification to parents

- Ideally includes provisions for staff training to implement plan

- Ideally available electronically (including school layout)

Sometimes referred to as emergency operations plan or multi-hazard plan.

Many states require schools to have school safety plans, but practices vary

Practice	States
Require collaboration with local police, fire, rescue, or other community partners to develop plans	19 states AL, AK, AZ, CA, CT, CO, DE, GA, LA, MA, MN, NC, NH, NV, NY, OH, RI, TN, WV
Require plans to be submitted for review to state school safety center, department of education, & police	3 states IN, OH, MD
Make plans available online to first responders and school officials	6 states AZ, NY, OH, TN, MD, NC

Virginia law requires each school to have safety plan

- Comprehensive plan for natural disasters, acts of violence on school property, medical emergencies, etc.

- Must be provided to local law enforcement and emergency responders

- Must be reviewed annually by local school board and certified annually by division superintendent

- DCJS Center for School and Campus Safety must provide guidance to school divisions for development of plans

Some Virginia schools report needing more training on plans or lack first responder access to school layout

- 24% reported need for training in crisis planning, prevention, and response

- 35% reported (1) they did not know whether first responders have electronic access to school layout, or (2) that first responders did not

SOURCE: 2017 School Safety Audit Survey.

Safety coordinators and specialists: Accountable for all school safety planning, staffing, and activity

- Several states (IN, NJ, TN) use coordinators or specialists
  - Responsible for developing and maintaining safety plan
  - Must be trained, and then provide training as needed to other school staff

- Virginia school divisions required to appoint emergency manager, but responsibilities and training not defined

School resource officers (SROs): Sworn or certified law enforcement assigned to a school

- Engage in community policing to create safe environment

- Authorized to carry a firearm

- Have a variety of roles
    - Safety expert, law enforcer, and first responder
    - Student mentor and informal counselor
    - Liaison between school and public safety agencies

Most states authorize the use of SROs

- SROs authorized in at least 36 states, but use is typically a local decision

- Some states also require training and MOUs
  - At least 9 states require specialized training
    (CO, FL, GA, IN, MD, MO, NJ, TN, & TX)
  - At least 5 states require MOU to define operation, supervision, funding, & training
    (FL, IN, MD, MO, & TN)

Virginia law defines the SRO role, and state provides some grant funding

- Majority of schools across Virginia have SROs (2017)
  - 53% of public schools (vs. 42% nationwide)
  - 76% of secondary schools (vs. 58% nationwide)

- Majority of funding by localities; state grant ≈$1.7 million annually*
  - SRO training is not required by state (unless funded by grant)

- Virginia also authorizes school security officers (SSOs) to maintain order and prevent crime

Percentages include full- and part-time SROs. National data is for 2015-16 school year.
*For FY19, the state SRO grant is $3.0 M. 18% of Virginia schools also have a school security officer ('17).

SROs increase the perception of safety in Virginia; may need more definition of role and training

- Majority of teachers and students said SRO made them feel safer at school (VA school climate survey)

- Not all Virginia schools (83%) reported using an MOU to define roles and responsibilities of the SRO, school division, and law enforcement agencies

- Majority of SROs report needing additional training for working with students with special needs and mental health issues, and dangerous students

Agenda

Section	Topic
Prevention	• Measuring & improving school climate • Threat assessment • Tip lines / smartphone apps
Planning & personnel	• School safety plans • School safety coordinators • School resource officers
Facilities & testing	• Physical security measures • Safety audits • Response drills

Physical security measures: States typically have a minimal role in physical security in schools

- School divisions, rather than states, tend to determine building design and use of physical security measures

- State role in physical security is often limited
  - Providing checklists or guidance, informed by federal or other guidance
  - Encouraging or directly conducting school security assessments, which partly focus on physical school security
  - Providing funding contingent on compliance with requirements

State funding of physical security is usually minimal or periodic

- Some states reported providing minimal or no funds to school divisions for physical security (e.g., AZ and NE)

- Some states provide one-time capital funding to offset cost of improving physical security

State	Estimated $
Florida	$99 million
Colorado	$30 million - $80 million
Maryland	$20 million
Georgia	$16 million
Connecticut	$15 million
New Mexico	$10 million

Some states provide loans or allow localities to raise local revenue

State	Funding type / description	Estimated $
Indiana	Subsidized loan (1% to 4% interest over 10 years)	$35 million
Ohio	Authorized districts to assign levies for purpose of improving school safety (Citizens in one district voted for a levy, citizens in another district voted against it)	Various

In Virginia, state provides some funding for security measures

- Funding for facilities is primarily a local responsibility

- Since 2013, Virginia has been awarding divisions grants for school security equipment

- For 2018-2019, Virginia school divisions applied for up to $100,000 in grants ($6 million total) to be used for "qualified security equipment" such as
  - Intercom systems, two-way radios
  - Surveillance cameras, security scanning equipment

In May, 2018, the Virginia Public School Authority issued $6 million in debt to fund the School Security Equipment Grants program for 2018-2019.

Some physical security measures are increasingly common in VA and other states

- Identification cards or processes

- Locking & monitoring doors

- Staff communication technology

- Alarms and emergency alerts

SOURCE: What Can Be Done About School Shootings? A Review of the Evidence, Borum, Randy, Cornell, Modzeleski, Jimerson, 2010; The Role of Technology in Improving K-12 School Safety, Rand Corporation, 2016.

Video surveillance is somewhat prevalent; metal detectors are far less prevalent in other states

Physical security measure	Estimated prevalence in public schools
Video surveillance and cameras	≈60%
Metal detectors (required walk-through)	≈5%
Metal detectors (handheld, random)	≈3%

SOURCE: The Role of Technology in Improving K-12 School Safety, Rand Corporation, 2016.

Some low-cost security measures are not harmful to school climate, but may not be fully effective

Security measure	Strengths & weaknesses
Access controls (locked doors, ID cards)	• Strongly recommended to prevent unauthorized access • Not completely effective because shooter often is a student who has access to building
Surveillance cameras	• Shown to deter property crimes, theft, and violence • May be helpful during response • No evidence that deters school shooters
Emergency alerts	• Effective method of simultaneously alerting all students • Can be ignored if overused
Two-way communication	• Helps school staff communicate during incident • Especially useful if coordinated with law enforcement and helpful during response

SOURCE: Academic research.

Metal detectors are more costly and can harm school climate, but can be somewhat effective

Security measure	Strengths & weaknesses
Metal detectors (Fixed, always)	• Found to be effective at detecting knives and guns • Can be harmful to school climate and can create logistical challenges and delays • Not always effective (Example, Minnesota, 2005: Student arrived at school with gun, shot staff operating metal detectors, then proceeded into school.)
Metal detectors (Hand-held, random)	• Found to be effective at detecting knives and guns • May be less harmful to school climate and less logistically challenging than fixed metal detectors • Less effective than fixed metal detectors, but can have a deterrent effect due to random nature and mobility
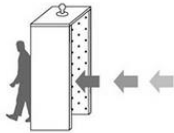
Safety audits: Identify ways to improve school safety

- Can be used to assess multiple aspects of school safety
  - Physical safety of school buildings and grounds
  - Safety plans, policies, procedures
  - School climate (perceptions about safety)
  - Capacity or resources for safety and security

At least 26 other states perform school safety audits; most commonly "facility audits"

Audit approach	States
General school safety audit	26 states AZ, CO, CT, FL, ID, IL, IA, KY, LA, MD, MN, MT, NV, NH, NJ, NM, NY, ND, OH, OR, SC, SD, TN, TX, UT, WY
Audit of facility site (physical safety of school building & grounds)	16 states AZ, CO, FL, ID, IL, KY, MD, MN, MT, NV, NM, NY, ND, OR, SD, TN

SOURCE: REMS Technical Assistance Center.

All Virginia school divisions must have safety audit committee to perform annual safety audits

- Specific audit requirements for each school
  - Review safety plan (annual)
  - Survey students, staff on climate & safety (annual)
  - Audit facility site using safety checklist (tri-annual)

- Audit committee reviews audit documents and develops written assessment* of safety conditions in each school
  - Submitted to school division superintendent, who provides required information to DCJS

*Should identify physical safety and student safety concerns, and recommend solutions.

Many states primarily rely on "self-audits" by school staff, though several states do their own audits

- Many states require self-audits

- Some states (KY, NE, TN, NM) have state entity or consultant conduct audits, rather than rely on self-audits

- Using non-school staff to conduct audits require additional funding for staffing & travel

  - To reduce costs, some states hire part-time safety auditors (who are often former law enforcement officers or school staff)

Response drills: School shooter response drills are increasingly common

- Common for schools in Virginia and nationwide to conduct drills for variety of purposes
  - Fire
  - Tornado and other inclement weather
  - Lockdown

- More schools report conducting active shooter response drills

Response drills should be governed by a clear plan, but states take different approaches

- Purpose of drill is to ensure response is consistent with plan

State	Number and type of drills
Maryland	6 drills (lockdown, shelter in place, evacuation, fire)
New Jersey	2 active shooter drills (in addition to monthly lockdown and regular fire drills)
New York	4 lockdown drills
North Carolina	1 lockdown
Pennsylvania	Various (severe weather, emergency bus evacuation, monthly fire drill — some schools are replacing fire drill with active shooter or lockdown drills)

Examples of notable approaches in other states

State	Approach to school shooter drills
Kentucky	• Recently focusing on "situational awareness" due to many different ways an incident can unfold • During a drill, a principal might ask students to find the closest exit and leave as orderly as they can
New Jersey	• Requirement to have at least 2 active shooter drills per year • Random drills, observed by school safety center staff; local law enforcement can be present • Compare response during drill to what is called for in school security plan • Goal is to provide feedback, improve plan and response as necessary

Virginia schools are required to conduct lockdown drills

- Required in Virginia law as of 2013

- In 2017, five school divisions reported the need to
  - Improve and increase lockdown drills and fire drills
  - Increase coordination with local law enforcement

- Additional guidance about frequency and approach to safety drills could be helpful

SOURCE: Virginia School Safety Audit Survey Results, DCJS, 2017.

Agenda

Section	Topic
Conclusion	• Risk • Key takeaways

Efforts to prevent and respond to school shootings should be placed in context of risk

- ≈50 million U.S. youth (age 5-18) in ≈100,000 schools

- Researchers assert that children are safer in schools than many other places

  - ≈1.6% of all U.S. youth killed by homicide were killed in schools (1993-2015)

- Each year, 11 to 34 U.S. youth were killed by homicide in schools (1993-2015)

- Recent school shootings in Parkland, FL and Santa Fe, TX suggest a near-term increase, but unclear whether this is a change in long-term trend

SOURCE: FBI Uniform Crime Reports; Dewey Cornell testimony to U.S. Congress on March 20, 2018.

Key takeaways

- No approach proven to be completely effective

- Other states use multiple approaches, many of which Virginia also uses

- Comparison of Virginia to other states did not reveal any significant shortcomings in Virginia

Key takeaways (continued)

- Some states' approaches may be worth exploring during Select Committee's remaining work

  - <u>School climate</u> – Assess state-level responsibilities to measure and consider proven school climate improvement strategies (e.g. mental health counselors)

  - <u>Threat assessment</u> – Continue improvements to training and clarify implementation (threat to others vs. threat to self only)

  - <u>Smartphone app</u> – Examine adequacy, awareness, and usage among K-12 students

Key takeaways (continued)

- Some states' approaches may be worth exploring during Select Committee's remaining work

    - <u>Personnel</u> – Provide additional or enhanced training (e.g., mental health) for SROs and others responsible for school safety; assess need for additional clarity about school staff responsible for school safety; ensure MOU to define SRO role

    - <u>Safety plans</u> – Assess quality and ensure involvement and electronic access by first responders

    - <u>Safety audits</u> – Consider periodically conducting random school safety audits by external group (rather than self-audits)

    - <u>Response drills</u> – Provide additional guidance and/or consider testing different approaches to response drills

House Select Committee on School Safety

House Appropriations Committee Staff
Susan L. Hogge
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September 11, 2018

DIRECT AID TO PUBLIC EDUCATION PROGRAMS THAT PROVIDE SUPPORT TO STUDENTS

Standards of Quality (SOQ) Legislation Overview

Current state statute, § 22.1-253.13:2., requires school divisions to:

- Employ a minimum number of guidance counselors relative to the number of students in membership –
  - Elementary – 0.20 FTE per 100 students (1 to 500)
  - Middle – 0.20 FTE per 80 students (1 to 400)
  - High - 0.20 FTE per 70 students (1 to 350)
  - Added flexibility in the language allows school divisions to determine the actual placement of counselors according to the area of greatest need, regardless of whether the schools are elementary, middle, or high school locations

- Provide student-based services and support positions* such as:
  - Social workers and social work administrative positions
  - Guidance administrative positions
  - Attendance support positions related to truancy and dropout prevention
  - Health & behavioral positions, including school nurses and school psychologists

*see Appendix A for a more complete category of support position types

Standards of Quality (SOQ) Budget Overview

- The state provides funding for counselors and support positions which are included in the total SOQ Basic Aid budget allocation using the prescribed SOQ formula for counselors and a calculated ratio for support positions and school nurses uses a statewide prevailing average cost basis

- While there are no specific ratio requirements for employment of any support positions – such as school psychologists or social workers – a school may hire and report them as support positions which the state does fund at a ratio of one support position to every four SOQ instructional positions funded (teachers, librarians, counselors, principals and assistant principals)

- Guidance Counselors: approximately $114 million and 2,990 funded SOQ positions are budgeted each year

- Support Positions (excluding nurses): estimated $534 million each year in funding for this biennium, but no specific number of positions are set out or required

- School Nurse funding is calculated separately from other support position costs and $65 million is allocated each year
  - Budget language states that school divisions may spend these funds to hire licensed school nurses or to pay for licensed nurses contracted by the division to provide school health services

At-Risk Add-on Supplement

At-Risk Add-on: Increased the top funding range from 13% to 14% and added $7.1 million in FY 2020, resulting in total funding for the biennium at $100.3 million the first year and $107.1 million the second year

- All school divisions receive an allocation that is based on the number of students eligible for free-lunch

- Must certify that they will use funding to support approved programs for students who are educationally at risk

- The approved programs may include: _teacher recruitment programs and incentives_, Dropout Prevention, community and school-based truancy officer programs, Advancement Via Individual Determination, Project Discovery, Reading Recovery, ESL related programs, _hiring additional school guidance counselors_, or programs related to increasing the success of disadvantaged students in completing a high school degree and providing opportunities to encourage further education and training

- _Further, each school division shall report each year by August 1 to the Department the individual uses of these funds. The Department shall compile the responses and provide them to the Chairmen of House Appropriations and Senate Finance Committees no later than the first day of each Regular General Assembly Session_

Positive Behavioral Interventions and Support

Positive Behavioral Interventions and Support (PBIS): Increased funding by $550,000 each year for revised total of $1.6 million in the first year and $1.6 million in the second year of the current budget

- The program's goal is to improve school climate and reduce disruptive behavior in the classroom
- Funds are allocated as competitive grants to schools that demonstrate positive student outcome objectives such as reductions in disciplinary referrals and out-of-school suspension rates
- Divisions with schools that have reported high suspension rates are given prioritization in grants awarded by DOE – no local match is required

- In addition, DOE has funding to develop, maintain and conduct statewide training, technical assistance, and on-site coaching for teachers and administrators on implementing the PBIS initiative within their schools

($ in millions)	FY 2014*	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Direct Aid to Public Education	$0.34	$0.6	$0.6	$1.1	$1.1	$1.6	$1.6
# of School Divisions Awarded	20	26	22	46	44	data not available yet	
Central Office (DOE)	$0.28	$0.4	$0.4	$0.2	$0.2	$0.2	$0.2

The first year PBIS was included in the budget – see Appendix B for complete grant award details by division

Virginia Tiered System of Supports

Virginia Tiered System of Supports (VTSS): Program initially grew out of the Response-to-Intervention initiative which began in 2007 – in summary, it aligns academics, behavior and social-emotional wellness into a single decision-making model to establish the supports needed for schools to be effective learning environments for all students

- Allows divisions, schools and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process
- Effective implementation requires the consistent use of evidence-based, system-wide practices in order to provide a quick response to academic, behavioral, social and emotional needs of students

- DOE received $250,000 each year in new state funding this biennium & has $1.5 million in federal dollars (Personnel Development grant)
- Direct Aid budget reflects $707,941 in FY 2019 from the fifth and final year of a federal School Climate Transformation grant

VTSS Divisions 2018-19
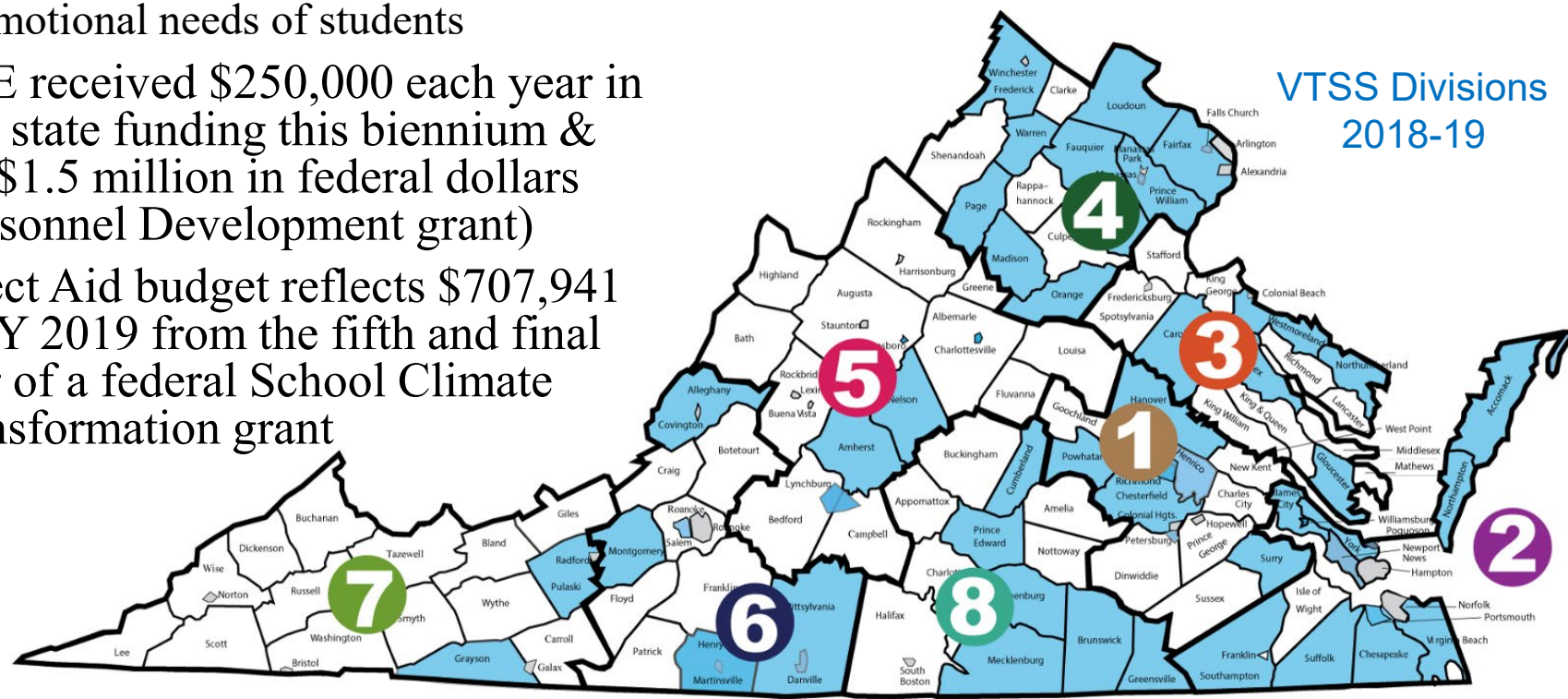
Communities in Schools

Communities in Schools (CIS) initiative: Direct Aid budget reflects $1.2 million each year for the program

- Funds are targeted with partnership affiliates in Petersburg, Richmond City, Chesterfield, Hampton Roads and Southwest Virginia
- CIS of Virginia is part of the national CIS network and shares in the same core mission: surround students with a community of support, empowering them to stay in school and achieve in life
  - Provides technical assistance and training to local affiliates and assist localities in creating and sustaining CIS partners
  - Work together with local businesses, social service agencies, health care providers and volunteers to provide a coordinated system of integrated student services to the most at-risk students at our schools – such as school supplies, health care, counseling, academic assistance, food, or a positive role model
  - New language adopted during the 2018 Session directs CIS to work with and assist the Community School organization with developing opportunities to establish a Community School program in interested school divisions
    - A Community School is designed to utilize the local school as the hub to gather and bring together partners and community resources to offer a range of supports and opportunities to children, youth, families and communities

Security Equipment Fund

Security Equipment Fund: Established with an aggregate principal amount of $30.0 million for a revolving five-year Security Equipment Fund – of which a maximum of $6.0 million is awarded each year

- For the first year, $1.3 million NGF was included in the FY 2014 Budget to pay for the first year of debt issuance - funded through the Literary Fund
- About the same amount has been included in every subsequent budget year to pay for the debt on the issued bonds (see Appendix B for current budget language)

- School divisions are eligible to receive up to $100,000 in security equipment grants each year – can apply annually for funding projects

- Are required to provide a 25% match of the awarded grant amount
  - However, as an exception, the state Superintendent of Public Instruction is authorized to reduce the required match for those divisions with a local composite index (LCI) of less than 0.2000
    - Currently, three divisions (Lee, Buena Vista, Scott) have a LCI less than 0.2000 & are eligible – as is the Virginia School for the Deaf & Blind – which has no LCI
  - Comparably, 17 divisions have a LCI between 0.2000-0.2500, which is less than the local match requirement, but not eligible for LCI match reduction
    - Charlotte, Dickenson, Emporia, Greensville, Henry, Hopewell, Martinsville, Nottoway, Patrick, Petersburg, Pittsylvania Portsmouth, Prince George, Radford, Russell, Smyth, Wise

Security Equipment Grant Application Process Guidelines

- Interested divisions apply to the Department of Education (DOE) for the security equipment grants through an on-line application process
  - Application window is generally open for a 6-week period, typically, mid-June through August 1 of each year

- Must identify specific security equipment selected from the approved list eligible for funding, related estimated costs to purchase & install the equipment

- All items must be installed within or attached to the exterior of the school building itself and may not installed outside of a school (such as parking lot areas and athletic fields for additional security-related lighting) or on a school bus (monitoring cameras)

- May not use any of the grant money for 'bricks and mortar' related projects, professional services costs such as architectural and engineering fees, or to cover extended equipment warranties or service contract agreements (such as licensing renewals or smart phone apps)

- All of the applications are reviewed for expenditure eligibility, and the award for each school is determined on a competitive basis using a ranking of scored criteria points

Security Equipment - Summary of Applications and Awarded Project Grant Amounts

- Since the Security Equipment Grant initiative began in 2013, the total cost of eligible projects submitted by the school divisions has exceeded the total amount of available funding (see Appendix C for annual data)

- For example, to meet the total project costs for 2017, an additional $3.0 million would be needed

  - Estimated cost sharing would be about $2.4 million from the state and the 25% local match would be about $600,000 from school divisions

Total State & Local Costs for Security Equipment Projects

Chart: $ in Millions vs. Grant Year (starts at beginning of school year)

Total Estimated Project Costs Eligible for Funding: 2013: $8.3, 2014: $7.9, 2015: $10.0, 2016: $9.2, 2017: $10.5

Total Project Costs Funded: 2013: $7.4, 2014: $7.5, 2015: $7.5, 2016: $7.5, 2017: $7.5

Difference between the annual totals represent unmet need of eligible projects
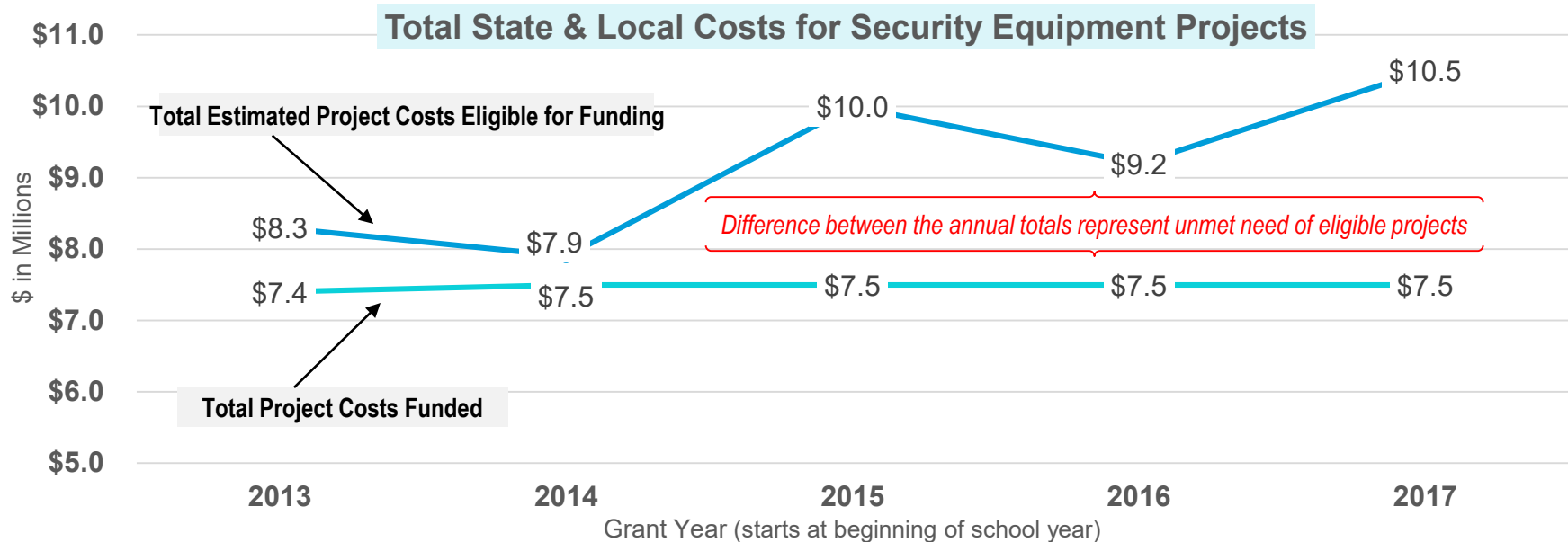
For this past 2017-2018 school year a total of 103 school divisions applied for security equipment grant awards *(highlighted in green)*
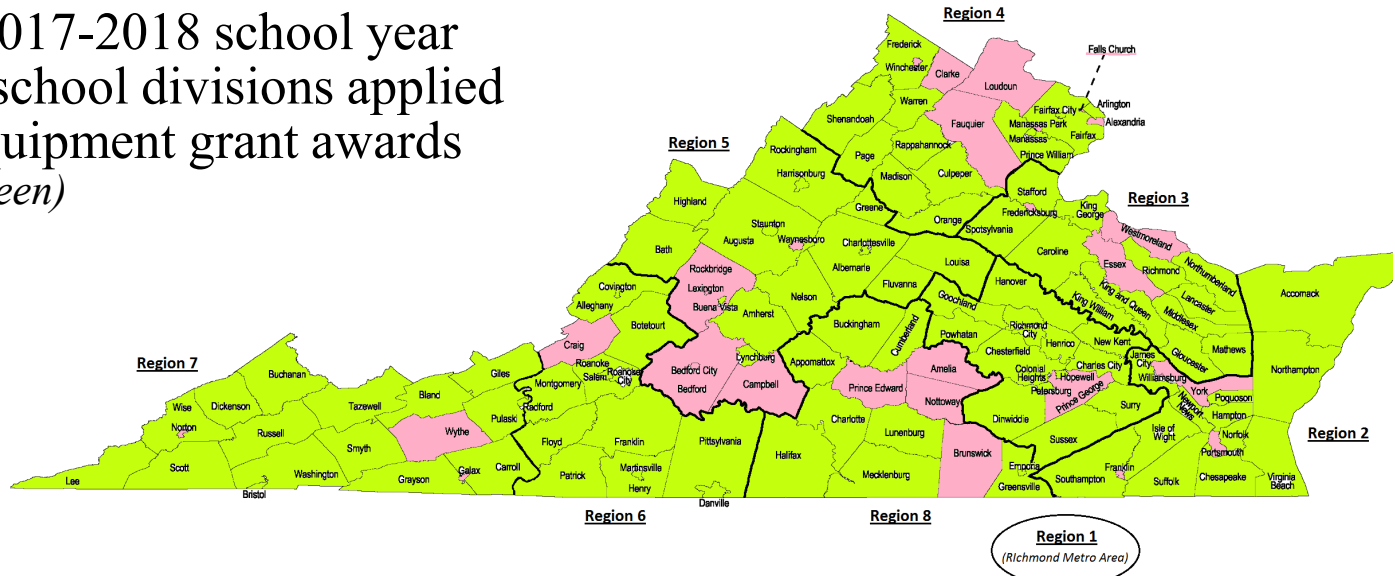
See Appendix D for additional details of individual school division grant award amounts by each fiscal year

Security Equipment Grant Awards - Summarized by Total Number of Years Available to Date
Total Number of School Divisions
(maximum of five years: FY 2014 to FY 2018)

38	All Five Years
48	Four of the Five Years
22	Three of the Five Years
15	Two of the Five Years
6	One of the Five Years
3	Did Not Apply for Grant Awards
132	Total School Divisions

Eight Superintendent Regions
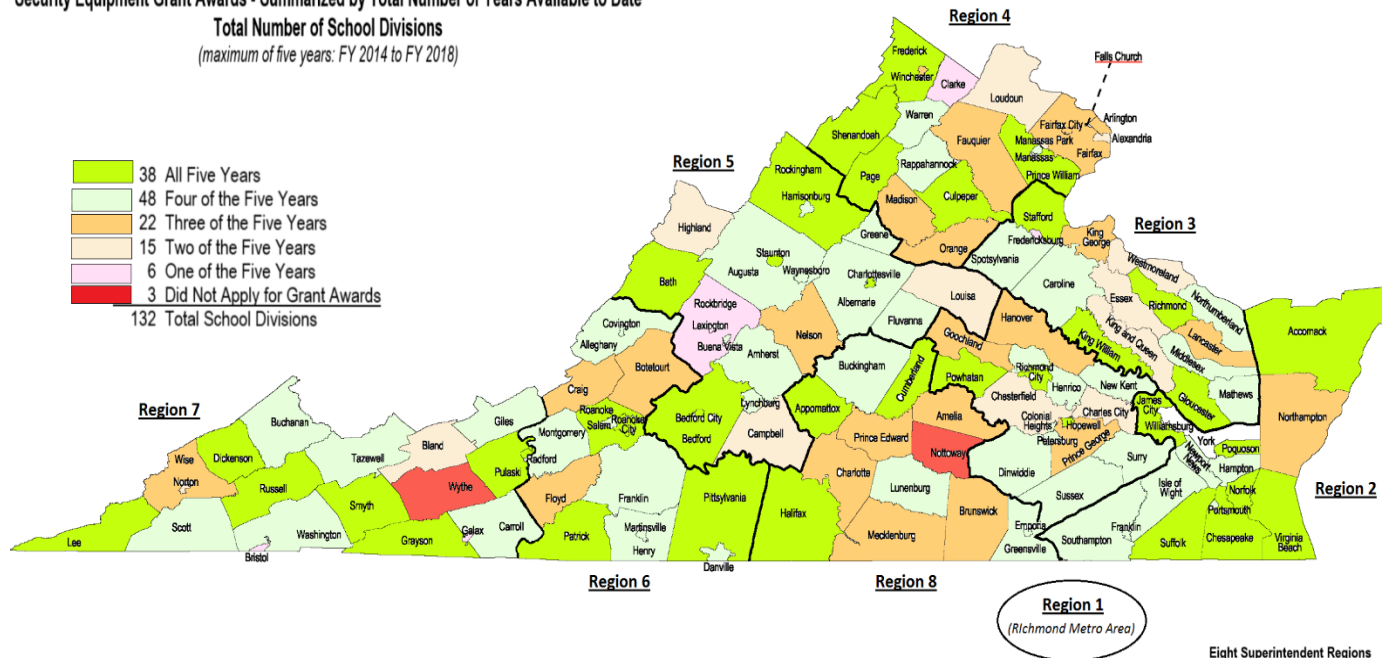
2018 Legislation: Changes to Health Instruction

HB 1604 (Bell, R.B.) Health instruction; instruction to incorporate standards to recognize dimensions of mental health (see Appendix E for adopted legislation)

- The legislation requires classroom instruction on health to include new standards that recognize the multiple dimensions of health by including mental health and the relationship of physical and mental health so as to enhance student understanding, attitudes, and behavior that promote health, well-being, and human dignity

- The bill also directs the Board of Education to review and update the health Standards of Learning for students in grades 9 and 10 to include mental health

  - DOE is currently preparing a draft proposal to present at the October's BOE meeting to begin the process to implement the requirements of the legislation (see Appendix E for proposed timeline of process)

Lottery Supplemental Per Pupil Amount

Lottery Supplemental Per Pupil Amount: Increased the total funding by $43.4 million in the first year and by $48.1 million in the second year

- During the 2016 Session, action was taken to restore the policy that budgets a portion of the Lottery revenues to the school divisions on a per pupil amount (PPA) allocation

- Schools can spend the funding with 'no strings' attached or limitations on how the money can be spent and there is no local match requirement

- Allocations are determined using the PPA along with each division's LCI

	Fiscal Year	Total Estimates	Lottery-Funded Programs	Supplemental Lottery PPA	Percent	Supplemental Lottery PPA
			($ in millions)			
2016 Session (CH 780)	2017	$561.5	$524.9	$36.6	6.5%	$52
	2018	$541.2	$384.0	$157.2	29.0%	$224
2017 Session (CH 836)	2017	$608.6	$572.0	$36.6	6.0%	$53
	2018	$546.5	$355.2	$191.3	35.0%	$274
2018 Session (CH 1 & CH 2)	2018	$608.5	$417.2	$191.3	31.4%	$274
	2019	**$592.5**	**$395.4**	**$234.7**	**39.6%**	**$336**
	2020	**$598.4**	**$395.4**	**$239.4**	**40.0%**	**$342**

FUNDING FOR BEHAVIORAL HEALTH SERVICES FOR CHILDREN AND ADOLESCENTS

Sources of Funding for Behavioral Health Services for Children and Adolescents

Funding for children's behavioral health services comes from three primary sources in the Health and Human Resources budget:

- Department of Behavioral Health and Developmental Services (DBHDS)
  - Community Services Boards
  - Federal Mental Health Block Grant
  - Federal Substance Abuse, Prevention and Treatment Block Grant

- Virginia Medicaid Program

- Children's Services Act

Recap: 2013 School & Campus Safety Taskforce Recommendations for Behavioral Health Care

- Implement comprehensive, statewide suicide prevention program

- Expand access to child and adolescent outpatient clinicians and child psychiatrists for behavioral health services

- Implement mental health first aid training and certification to recognize and respond to mental or emotional distress

- Develop CIT assessment centers (drop-off) for law enforcement to use for individuals in crisis to access clinical assessments and allow officers to quickly return to law enforcement duties

- Expand access to adult outpatient clinicians and psychiatrists for behavioral health services

- Focus today is services for children and adolescents

Initial & Current Funding of 2013 Recommendations (GF dollars only*)

Recommendation	FY 2014 Budget	FY 2019 Budget	Services Funded through DBHDS
Comprehensive Suicide Prevention Program	$500,000	$500,000	Regional prevention programs & events, classroom materials, social marketing, training/professional development, crisis center support.
Child/Adolescent Access to Outpatient Clinicians and Child Psychiatrists	$1,900,000	$8,400,000	Regional programs include crisis response services, target population is children through age 17.
	$4,000,000	$4,000,000	Coordinated specialty teams for transition-age youth (17-24) who have experienced first episode of psychosis.
Mental Health First Aid Training	$600,000	$600,000	Two modules: adult & children, As of FY 2017 trained 757 Mental Health First Aid (MHFA) instructors who have trained 31,889 adults & youth in MHFA.
CIT Assessment Centers	$900,000	$12,300,000	Funding brings the total number of assessment centers to 38. Local decision to serve children in crisis.

*Funding appropriated to DBHDS. Does not include Medicaid funding for federal funding available through the Mental Health Block Grant or the Substance Abuse Prevention and Treatment Block Grant.

Other DBHDS Services for Children

- 2017 General Assembly adopted legislation (STEP-VA: System Transformation, Excellence & Performance in Virginia) to transform the behavioral health service system provide a comprehensive statewide array of community based services
  - Will serve adults and children

STEP-VA Services Funded in 2018-20 Budget	
Same Day Access to Services	Fully funded at all 40 CSBs $13.7 million GF & $2.9 million NGF
Primary Care Screening Services and Monitoring for Health Risks	$3.7 million GF in FY 2019 and $7.4 million GF in FY 2020 to phase in at all 40 CSBs
Outpatient Services	$15 million GF in FY 2020 to begin phasing in core outpatient services at all CSBs
Detoxification Services	$2.0 million GF in FY 2020

Other DBHDS Services for Children

- 2017 General Assembly provided $7.0 million GF over the biennium fund an alternative transportation system for adults and children subject to a temporary detention order

  - Will provide a trauma-informed, safe and effective means of delivering services while minimizing trauma to the children and adolescents in crisis

- Federal Mental Health Block Grant (MHBG) and Substance Abuse Prevention and Treatment (SAPT) Block Grant also provide funding for selective children's mental health and substance abuse treatment services

  - Wide array of programs provided through CSBs, local and state government and non-profit advocacy agencies

  - Examples of current grants include:

    - $1.0 million per year through September 2020 for regional programs to expand access to services for children with serious emotional disorder with co-occurring substance abuse problems

    - $736 000 through September 2022 for the Virginia Department of Health to conduct a Virginia Youth Suicide Prevention Program

Medicaid Funded Children's Behavioral Health Services

- Medicaid provides a wide array of children's behavioral health services
  - Inpatient and outpatient mental health services
  - Medications and medication management
  - Therapeutic day treatment (TDT) for children and adolescents
  - Intensive in-home services for children and adolescents
  - Group home or residential treatment center services
  - Mental health skill-building services for adolescents
  - Treatment foster care case management for children and adolescents
- Medicaid also provided $34.5 million in FY 2018 for school health services identified in a child's IEP, including psychological services provided by a psychologist or school social worker
- Starting August 1st, Department of Medical Assistance Services (DMAS) began phasing in Medallion 4.0 program integrating medical and behavioral health services through Medicaid managed care organizations

Medicaid Funded Children's Behavioral Health Services (GF & NGF $)		
Medicaid Service	**FY 2018 Expenditures**	**Description**
Therapeutic Day Treatment	$169.1 million	Psychotherapeutic interventions including evaluation, medication education & management, counseling, skill building. Majority of services provided in school settings (in-school, after school and summer programs).
In-home intensive	$145.6 million	Services designed to help keep children in home and decrease out of home placements. May include family counseling, outpatient therapy, crisis intervention, care coordination, communication skill building, and other transition services.
Mental Health Case Management	$26.9 million	Assists the child and family/caregiver in accessing needed medical, psychiatric, social, educational, and other needed supports.

Medicaid Funded Children's Behavioral Health Services (GF & NGF $)

Medicaid Service	FY 2018 Expenditures	Description
Residential Treatment Centers	$78.6 million	Institutional based services which provide room and board and active therapeutic treatment designed to provide necessary support and address mental health, behavioral, substance abuse, cognitive, and training needs of children under 21 years of age to prevent or minimize the need for more intensive inpatient treatment.
Therapeutic Group Homes	$10.6 million	Therapeutic support services provided in group home settings. May include psycho-education activities, therapeutic supervision, behavioral modification, and mental health care.
Treatment Foster Care Case Management	$3.5 million	Assists the child and family/caregiver in accessing needed medical, psychiatric, social, educational, and other needed supports.

Children's Services Act (CSA)

- CSA was enacted in 1993 to create a collaborative system of services and funding for at-risk youth and families
  - Establishes local multidisciplinary teams responsible to coordinate services for children with emotional and behavioral challenges and their families
- Localities are mandated to serve eligible children:
  - Special education
  - Foster care
  - Children requiring mental health services to avoid placement in foster care
- Served 15,743 children at cost of $382 million in FY 2017
  - 11,927 children received community-based, residential/congregate or therapeutic foster care services
  - 3,816 received special education private day treatment services

CSA Expenditures totaled $382 million in FY 2017

Community Based Services $49.9 (13%)

Residential / Congregate Care $79.1 (21%)

Foster Care Therapeutic Treatment $96.9, (25%)

Special Education Private Day Placement $156.1 (41%)

SCHOOL RESOURCE OFFICER & SCHOOL SECURITY OFFICER INCENTIVE GRANT PROGRAM

SRO/SSO Incentive Grant Program

- Established by 1999 General Assembly to incentivize the hiring of School Resource and School Security Officers in schools for which these positions do not already exist
  - *Code of Virginia,* § 9.1-110

- The *Code* (§ 9.1-101) provides definitions for School Resource Officer and School Security Officer
  - <u>School Resource Officer</u>: certified law-enforcement officer employed by local law-enforcement agency to provide law-enforcement services in public schools
  - <u>School Security Officer</u>: individual employed by school board to maintain order and discipline, investigate violation of school board policies, and detaining students for violating law or school board policies on school property or at school sponsored events

SRO/SSO Incentive Grant Program and Funding

Fiscal Year	Grants GF
2014	$1.3 million
2015	$1.3 million
2016	$1.3 million
2017	$1.3 million
2018	$1.3 million
2019	$2.6 million
2020	$1.3 million

- $1.3 million GF has been appropriated annually for SRO/SSO Incentive Grants since FY 2014

- 2018 General Assembly increased amount available for grants by $1.3 million in FY 2019

How Existing SRO/SSO Incentive Grant Funds are Awarded

- *Code of Virginia* (§ 9.1-110) authorizes Criminal Justice Services Board to establish criteria for making grants from the Fund
  - Administered by the Virginia Center for School and Campus Safety

- Grants are awarded for a maximum of 48 months to establish an SRO or SSO position in a specific elementary, middle, or high school
  - Priority is given to a) continuation grants versus new grant requests and b) localities requesting SRO or SSO positions in schools that currently lack them

- For FY 2019, the maximum amount funded per position, including local match, is $50,000 for SROs and $22,000 for SSOs
  - Localities are required to match the grant award in amount proportionally equal to their local school division's composite index score
  - Grant funds are to be used only for compensation costs of SRO and SSO positions identified in the grant award
  - Maximum amount funded per position was set by Board policy when the Incentive Grant Fund was established

SRO/SSO Incentive Grant Awards
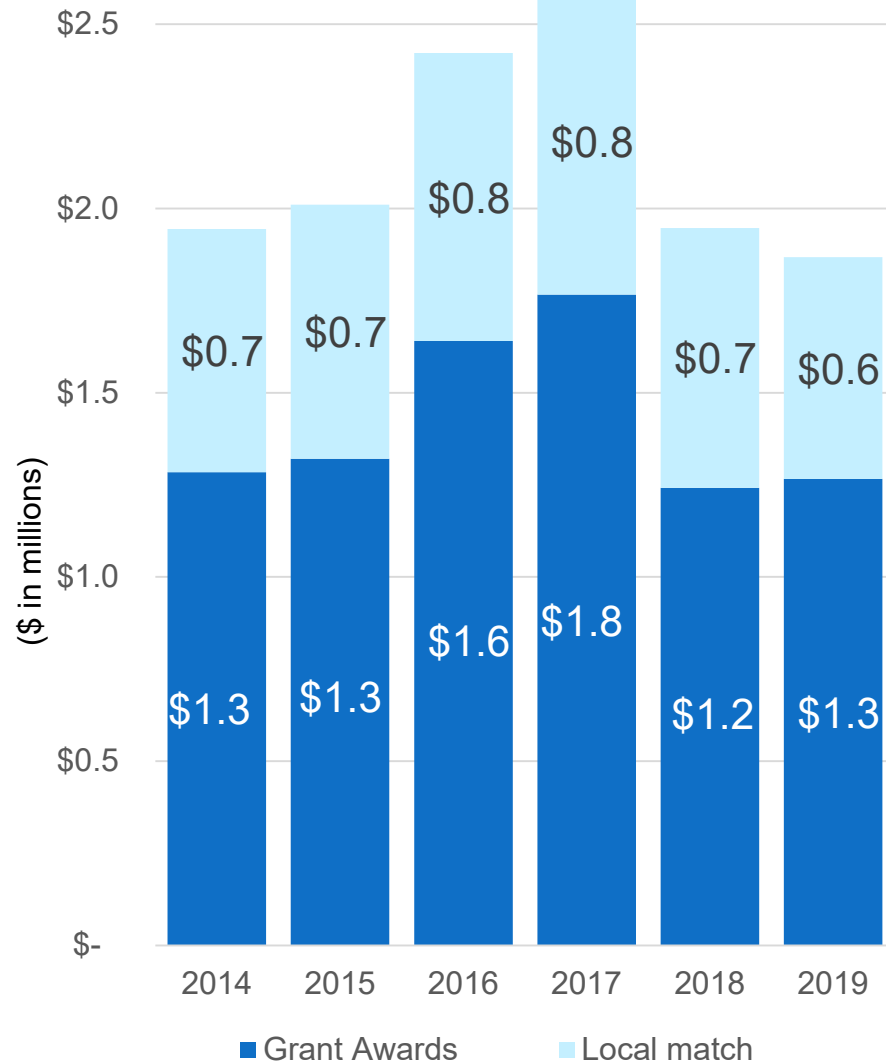
- For FY 2019, $1.3 million GF in grants was awarded to localities
  - This required an additional $600,000 in matching funds to be provided by localities

- Grant amounts per locality ranged from $4,400 to $103,830
  - Dependent upon number of positions requested and local composite index of locality

SRO/SSO Incentive Grant Approvals and Denials
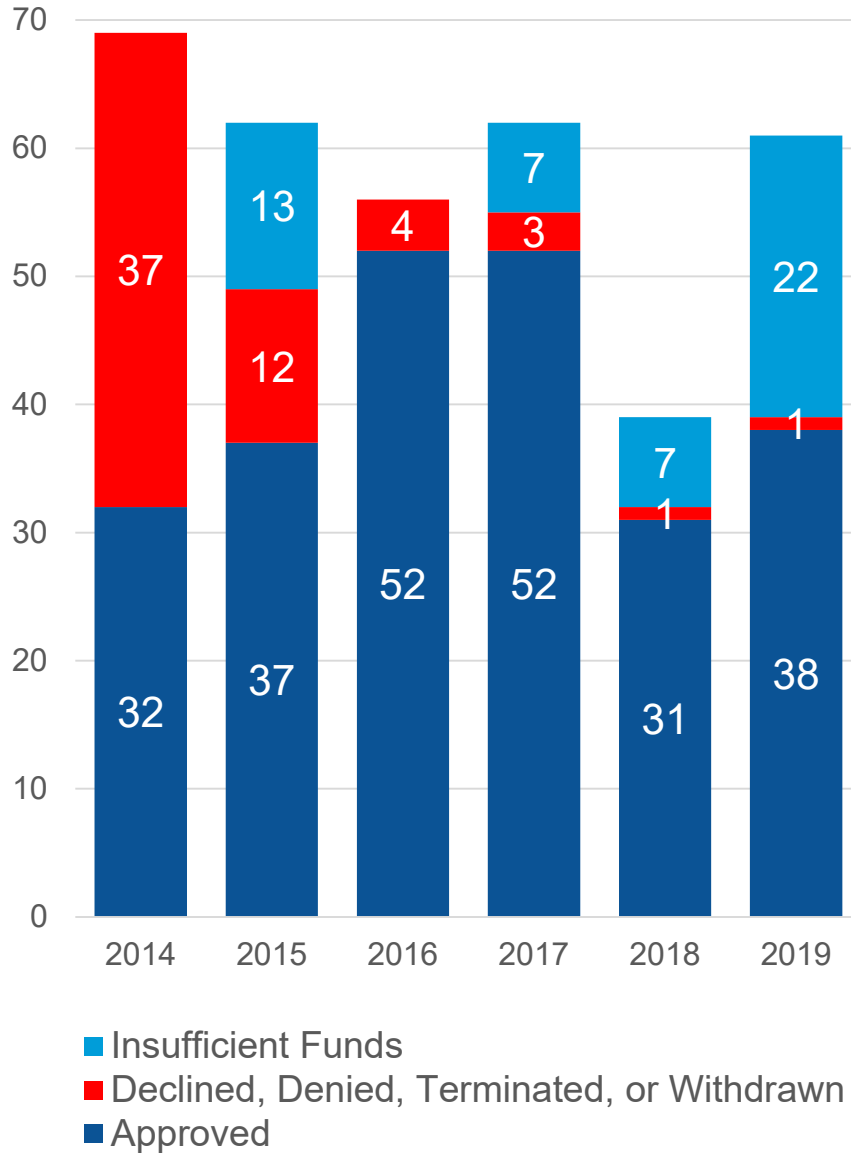
- In FY 2019, 38 localities received grants
- Outright denials of applications are relatively rare in recent years
  - The large number of denials seen in FY 2014 is related to restarting the grant program following Great Recession budget reductions
- In recent years, the number of denials due to insufficient funds has increased
  - The 22 denied for this reason in FY 2019 requested a total of $1.3 million in matching grant funds

How "New" Grant Funding Awarded

- DCJS has solicited applications to distribute "new" $1.3 million appropriated for grants in FY 2019 funds using one-time, 12-month grants to localities rather than the previous 48-month period
  - Decision was made to award one-time grants with new appropriation, as funding was not provided for FY 2020
  - Those awarded grants from "new" $1.3 million tranche will be eligible for continuation grant if additional appropriation is extended past FY 2019
- Localities may use in-kind match to meet required local match based upon their local composite index
  - Allows localities to use payment of ancillary costs (e.g. equipment and training) associated with new positions in order to meet their required match
- Total grant award increased to $70,000 for SROs and $35,000 for SSOs
  - Decision made administratively to reflect increased personnel costs because respective existing limits of $50,000 and $20,000 were set in 2004
- New rules regarding maximum grant amounts and local in-kind match will continue for all grants going forward

Prevalence of School Resource Officers Reported in School Safety Survey

- According data from the 2017 School Safety Survey, 127 of the 133 school divisions responding to the survey reported employing SROs
  - The School Safety Survey is administered annually by the Virginia Center for School and Campus Security, and is completed by principals

- Principals reported that of 1,105 of 1,956 public schools (56.5%) employ SROs
  - Elementary Schools: 392 of 1,095 (35.8%)
  - Middle Schools: 304 of 329 (92.4%)
  - High Schools: 300 of 311 (96.5%)
  - Other (combined, technical, alternative, etc.): 109 of 211 (49.3%)

- Statewide, 56.2% of SROs are reported as being employed full-time
  - Elementary Schools: 13.1% report having FT SROs
  - Middle Schools: 81.1% report having FT SROs
  - High Schools: 91.0% report having FT SROs
  - Other (combined, technical, alternative, etc.): 51.4% report having FT SROs

Virginia Center for School and Campus Safety

- *Code* specifies broad responsibilities for the Center, including:
  - training public safety and school personnel
  - development and dissemination of best practices
  - collection and analysis of school safety data
  - provision of technical assistance
  - conducting school safety audits

- Total GF appropriation of $613,000 FY 2019, from two sources

- Center has received Byrne-JAG funds to support costs of seven positions.
  - Totaled $633,000 NGF in FY 2018

FY	VCSCS ($GF)	Model Critical Incident Response
2014	$357,285	$202,300
2015	$357,285	$202,300
2016	$357,285	$202,300
2017	$410,877	$202,300
2018	$410,877	$202,300
2019	$410,877	$202,300
2020	$410,877	$202,300

Appendices

Support Category	Position Title
Assistant Superintendent	Assistant Superintendent
Instructional Professional	Guidance Administration
	Social Worker Administrative
	Homebound Administrative
	Improvement Administrative
	Media Administrative
	Social Worker Instructional
	Improvement Instructional
	Media Instructional
	Social Worker Other
Instructional Technical/Clerical	Guidance Technical
	Improvement Technical
	Media Technical
	Principal Technical
	Guidance Clerical
	Social Worker Clerical
	Homebound Clerical
	Improvement Clerical
Attendance and Health Administrative	Attendance and Health Administrative
	Attendance and Health Other Professional
	Attendance and Health Psychologist
Attendance and Health Technical/Clerical	Attend & Health Technical
	Attend & Health Clerical

Support Category	Position Title
Administration Administrative	Administration Administrative
	Administration Other Professional
Administration Technical/Clerical	Administration Technical
	Administration Clerical
Technology Professional	Technology Administrative
	Technology Developer
Technology Technical/Clerical	Technology Clerical
Operation & Maintenance Professional	Op & Maint. Administrative
	Op & Maint. Other Professional
School Based Clerical	Media Clerical
	Principal Clerical
Operation & Maintenance Tech. & Clerical	Op & Maint. Tech.
	Op & Maint. Security Guard
	Op & Maint. Clerical
	Op & Maint. Trades
	Op & Maint. Laborer
	Op & Maint. Service

Title 54.1. Professions and Occupations » Chapter 36. Psychology » § 54.1-3600. Definitions

- "Practice of psychology" means the practice of applied psychology, clinical psychology or school psychology.

- The "practice of school psychology" means:

  - 1. "Testing and measuring" which consists of psychological assessment, evaluation and diagnosis relative to the assessment of intellectual ability, aptitudes, achievement, adjustment, motivation, personality or any other psychological attribute of persons as individuals or in groups that directly relates to learning or behavioral problems that impact education.

  - 2. "Counseling" which consists of professional advisement and interpretive services with children or adults for amelioration or prevention of problems that impact education.

  - Counseling services relative to the practice of school psychology include but are not limited to the procedures of verbal interaction, interviewing, behavior modification, environmental manipulation and group processes.

  - 3. "Consultation" which consists of educational or vocational consultation or direct educational services to schools, agencies, organizations or individuals. Psychological consulting as herein defined is directly related to learning problems and related adjustments.

  - 4. Development of programs such as designing more efficient and psychologically sound classroom situations and acting as a catalyst for teacher involvement in adaptations and innovations.

- "Psychologist" means a person licensed to practice school, applied or clinical psychology.

- "School psychologist" means a person licensed by the Board of Psychology to practice school psychology.

School Division	FY2014	FY2015	FY2016	FY2017	FY2018
ACCOMACK		$41,427	$25,000	$25,000	$25,000
ALBEMARLE					
ALLEGHANY					
AMELIA					
AMHERST				$25,000	$25,000
APPOMATTOX					
ARLINGTON				$16,000	
AUGUSTA					
BATH	$8,430	$4,215			
BEDFORD					
BLAND					
BOTETOURT					
BRUNSWICK				$25,000	$25,000
BUCHANAN					
BUCKINGHAM					
CAMPBELL					
CAROLINE					
CARROLL					
CHARLES CITY				$25,000	
CHARLOTTE					
CHESTERFIELD	$5,000	$2,500	$100,000		
CLARKE					
CRAIG					
CULPEPER					
CUMBERLAND				$25,000	$25,000
DICKENSON					
DINWIDDIE					
ESSEX	$6,377	$3,189			$12,000
FAIRFAX			$25,000	$25,000	$25,000
FAUQUIER				$18,398	$49,910
FLOYD					
FLUVANNA					
FRANKLIN					
FREDERICK				$15,445	

School Division	FY2014	FY2015	FY2016	FY2017	FY2018
GILES					
GLOUCESTER	$9,028	$4,514			
GOOCHLAND					
GRAYSON				$17,196	$15,000
GREENE					
GREENSVILLE				$17,690	$16,335
HALIFAX	$17,505	$8,752		$8,076	
HANOVER			$25,000	$25,000	$25,000
HENRICO				$23,480	$25,000
HENRY				$25,000	$25,000
HIGHLAND					
ISLE OF WIGHT					
JAMES CITY					
KING GEORGE					
KING QUEEN					
KING WILLIAM		$54,233	$27,117		
LANCASTER					
LEE					
LOUDOUN		$50,994	$25,497		
LOUISA					
LUNENBURG	$7,286		$5,000		$15,000
MADISON			$25,000	$25,000	$25,000
MATHEWS					
MECKLENBURG					$15,000
MIDDLESEX					
MONTGOMERY	$12,337	$6,169	$25,000	$25,000	$25,000
NELSON				$25,000	$25,000
NEW KENT					
NORTHAMPTON	$8,242	$9,213		$19,000	$38,075
NORTHUMBERLAND		$33,216	$25,000	$25,000	$25,000
NOTTOWAY					
ORANGE				$10,000	$38,000
PAGE				$20,000	$20,000
PATRICK					

School Division	FY2014	FY2015	FY2016	FY2017	FY2018
PITTSYLVANIA	$10,418	$5,209		$24,332	$40,910
POWHATAN				$10,000	$25,000
PRINCE EDWARD			$25,000	$25,000	$25,000
PRINCE GEORGE					
PRINCE WILLIAM	$47,716	$23,858			$49,770
PULASKI			$25,000	$25,000	$25,000
RAPPAHANNOCK					
RICHMOND					
ROANOKE					
ROCKBRIDGE					
ROCKINGHAM					
RUSSELL	$11,932	$5,966		$9,500	
SCOTT					
SHENANDOAH					
SMYTH					
SOUTHAMPTON				$25,000	$25,000
SPOTSYLVANIA					
STAFFORD					
SURRY					
SUSSEX					
TAZEWELL	$8,048				
WARREN		$26,239	$25,000	$25,000	$25,000
WASHINGTON					
WESTMORELAND				$30,000	
WISE					
WYTHE		$21,602	$25,000	$9,086	
YORK					
ALEXANDRIA		$65,543	$32,772		
BRISTOL					$15,000
BUENA VISTA					
CHARLOTTESVILLE				$9,611	$28,000
COLONIAL HEIGHTS					
COVINGTON					
DANVILLE	$3,320	$1,660		$25,000	$25,000

School Division	FY2014	FY2015	FY2016	FY2017	FY2018
FALLS CHURCH		$43,897	$21,949		
FREDERICKSBURG					
GALAX					
HAMPTON				$25,000	
HARRISONBURG					
HOPEWELL					
LYNCHBURG	$17,834	$14,009		$25,000	$25,000
MARTINSVILLE				$25,000	$25,000
NEWPORT NEWS	$40,279	$25,230		$25,000	$25,000
NORFOLK	$47,000	$28,591			
NORTON					
PETERSBURG	$16,008	$13,096	$35,500		$15,000
PORTSMOUTH				$25,000	$25,000
RADFORD					
RICHMOND CITY	$18,514	$14,348		$25,000	$25,000
ROANOKE CITY	$11,768				
STAUNTON			$20,000		
SUFFOLK			$5,000	$25,000	$25,000
VIRGINIA BEACH	$33,998		$25,000	$25,000	$25,000
WAYNESBORO			$25,000	$25,000	$25,000
WILLIAMSBURG		$75,098	$37,549	$25,000	$25,000
WINCHESTER					
FAIRFAX CITY					
FRANKLIN CITY		$15,232	$7,616		
CHESAPEAKE				$25,000	$25,000
LEXINGTON					
EMPORIA					
SALEM				$15,196	$15,000
BEDFORD CITY					
POQUOSON					
MANASSAS CITY					
MANASSAS PARK					$15,000
COLONIAL BEACH					
WEST POINT					
TOTAL:	**$19,807**	**$51,331**	**$150,000**	**$199,843**	**$186,910**

Grant Year	FY	# of Div.	# of Specialty Centers	# of School Applications Submitted/ Approved	Total Project Amount _Requested_	# of School Applications Approved & Funded	Total Project Amount Eligible _Approved_	Total Project Amount Requested _Reimbursement_	Total State Share of Project Amount Awarded	Total Local Match Project Amount Required
2013	2014	85	3	553	$10,611,529	457	$8,348,671	$7,438,002	$6,000,000	$1,438,002
2014	2015	100	6	727	$13,471,726	367	$7,938,858	$7,481,041	$6,000,000	$1,481,041
2015	2016	100	1	706	$11,185,066	518	$10,022,001	$7,458,170	$6,000,000	$1,458,170
2016	2017	96	5	567	$10,558,465	434	$9,178,574	$7,484,228	$6,000,000	$1,484,228
2017	2018	103	4	670	$11,239,383	545	$10,454,667	$7,456,269	$6,000,000	$1,456,269

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Accomack County	$51,248	$100,000	$100,000	$93,198	$12,352	**$356,798**
Albemarle County	$39,994	$0	$48,025	$83,914	$47,459	**$219,392**
Alleghany County	$0	$45,444	$13,084	$73,247	$23,159	**$154,934**
Amelia County	$100,000	$100,000	$100,000	$0	$0	**$300,000**
Amherst County	$0	$93,446	$74,412	$70,560	$22,289	**$260,707**
Appomattox County	$59,730	$33,360	$59,118	$68,000	$81,900	**$302,108**
Arlington County	$0	$22,240	$38,992	$0	$44,480	**$105,712**
Augusta County	$0	$56,722	$60,116	$42,408	$91,720	**$250,966**
Bath County	$56,866	$27,708	$11,318	$11,377	$46,083	**$153,352**
Bedford County	$75,597	$88,785	$56,000	$26,639	$79,664	**$326,685**
Bland County	$13,836	$0	$0	$44,318	$0	**$58,154**
Botetourt County	$0	$27,471	$59,745	$0	$84,830	**$172,046**
Brunswick County	$0	$71,280	$70,960	$41,872	$0	**$184,112**
Buchanan County	$0	$12,450	$33,370	$96,909	$28,805	**$171,534**
Buckingham County	$94,961	$0	$82,092	$15,299	$18,640	**$210,992**
Campbell County	$0	$40,922	$0	$86,027	$0	**$126,949**
Caroline County	$0	$81,260	$100,000	$100,000	$4,180	**$285,440**
Carroll County	$0	$99,623	$91,697	$87,120	$87,520	**$365,960**
Charles City County	$0	$0	$0	$53,427	$59,780	**$113,207**
Charlotte County	$87,273	$0	$0	$99,999	$100,000	**$287,272**
Chesterfield County	$0	$86,300	$0	$0	$29,541	**$115,841**
Clarke County	$0	$67,223	$0	$0	$0	**$67,223**
Craig County	$38,849	$28,480	$47,200	$0	$0	**$114,529**
Culpeper County	$73,462	$100,000	$98,720	$66,074	$79,540	**$417,796**

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Cumberland County	$40,000	$57,514	$18,976	$64,000	$37,172	$217,662
Dickenson County	$79,226	$64,353	$79,482	$98,332	$12,858	$334,251
Dinwiddie County	$0	$99,292	$100,000	$81,959	$67,608	$348,859
Essex County	$11,479	$0	$57,403	$0	$0	$68,882
Fairfax County	$100,000	$0	$0	$93,600	$71,200	$264,800
Fauquier County	$42,846	$5,888	$0	$78,866	$0	$127,600
Floyd County	$0	$94,414	$0	$69,129	$47,872	$211,415
Fluvanna County	$0	$20,646	$28,072	$65,574	$80,000	$194,292
Franklin County	$75,760	$65,338	$0	$55,200	$14,580	$210,878
Frederick County	$34,385	$4,562	$6,520	$51,631	$71,998	$169,096
Giles County	$0	$79,222	$80,360	$48,840	$80,000	$288,422
Gloucester County	$77,259	$98,714	$82,922	$78,877	$30,297	$368,069
Goochland County	$0	$0	$24,000	$99,999	$69,262	$193,261
Grayson County	$50,536	$41,755	$47,376	$66,464	$70,462	$276,593
Greene County	$0	$36,915	$44,917	$58,080	$52,153	$192,065
Greensville County	$0	$67,920	$68,544	$46,743	$57,370	$240,577
Halifax County	$52,080	$16,390	$28,745	$51,509	$16,905	$165,629
Hanover County	$0	$53,218	$8,400	$0	$84,000	$145,618
Henrico County	$0	$72,880	$78,373	$77,236	$9,379	$237,868
Henry County	$0	$53,900	$64,800	$56,000	$14,400	$189,100
Highland County	$5,500	$0	$846	$0	$0	$6,346
Isle of Wight County	$86,205	$33,989	$50,843	$0	$100,000	$271,037
King George County	$100,000	$0	$93,600	$0	$94,420	$288,020
King & Queen County	$80,000	$0	$0	$0	$64,045	$144,045
King William County	$64,000	$26,593	$32,000	$36,000	$80,000	$238,593

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Lancaster County	$0	$80,000	$100,000	$0	$16,800	**$196,800**
Lee County	$100,000	$41,564	$100,000	$57,682	$100,000	**$399,246**
Loudoun County	$0	$33,989	$32,476	$0	$0	**$66,465**
Louisa County	$100,000	$0	$0	$0	$40,321	**$140,321**
Lunenburg County	$48,000	$26,400	$7,444	$0	$7,906	**$89,750**
Madison County	$100,000	$0	$100,000	$0	$69,365	**$269,365**
Mathews County	$0	$1,232	$5,462	$14,048	$7,440	**$28,182**
Mecklenburg County	$96,763	$0	$0	$14,474	$55,365	**$166,602**
Middlesex County	$100,000	$94,414	$0	$15,153	$23,689	**$233,256**
Montgomery County	$60,565	$100,000	$100,000	$0	$49,169	**$309,734**
Nelson County	$100,000	$0	$100,000	$0	$37,126	**$237,126**
New Kent County	$0	$62,494	$14,622	$41,350	$59,710	**$178,176**
Northampton County	$40,230	$0	$51,200	$0	$8,160	**$99,590**
Northumberland County	$78,931	$0	$1,271	$37,828	$7,400	**$125,430**
Nottoway County	$0	$0	$0	$0	$0	**$0**
Orange County	$75,876	$0	$100,000	$0	$100,000	**$275,876**
Page County	$89,265	$100,000	$79,590	$94,190	$81,600	**$444,645**
Patrick County	$92,668	$20,470	$47,936	$86,518	$94,863	**$342,455**
Pittsylvania County	$100,000	$86,948	$100,000	$100,000	$100,000	**$486,948**
Powhatan County	$21,592	$24,768	$1,273	$15,128	$44,495	**$107,256**
Prince Edward County	$0	$79,029	$39,020	$58,189	$0	**$176,238**
Prince George County	$78,356	$79,680	$0	$56,512	$0	**$214,548**
Prince William County	$88,914	$24,057	$83,240	$68,000	$61,600	**$325,811**
Pulaski County	$99,276	$58,436	$97,600	$80,000	$69,600	**$404,912**

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Rappahannock County	$0	$13,488	$17,483	$28,816	$38,761	$98,548
Richmond County	$75,992	$63,108	$65,140	$29,497	$34,880	$268,617
Roanoke County	$95,906	$94,414	$61,200	$52,000	$52,000	$355,520
Rockbridge County	$0	$62,939	$0	$0	$0	$62,939
Rockingham County	$72,826	$38,948	$100,000	$58,641	$63,294	$333,709
Russell County	$60,555	$79,970	$58,354	$10,964	$73,814	$283,657
Scott County	$63,512	$31,331	$62,856	$0	$23,755	$181,454
Shenandoah County	$43,704	$54,589	$100,000	$99,999	$23,755	$322,047
Smyth County	$22,812	$26,370	$64,485	$28,000	$80,000	$221,667
Southampton County	$96,436	$38,863	$0	$99,924	$98,304	$333,527
Spotsylvania County	$0	$12,322	$51,754	$81,979	$34,121	$180,176
Stafford County	$100,000	$100,000	$100,000	$89,911	$86,796	$476,707
Surry County	$40,000	$0	$34,047	$100,000	$100,000	$274,047
Sussex County	$37,402	$31,370	$0	$44,473	$10,659	$123,904
Tazewell County	$0	$99,365	$99,573	$76,561	$99,624	$375,123
Warren County	$71,410	$0	$61,786	$61,269	$42,640	$237,105
Washington County	$64,448	$0	$58,700	$30,528	$59,720	$213,396
Westmoreland County	$63,248	$8,800	$0	$0	$0	$72,048
Wise County	$0	$85,166	$0	$70,036	$63,334	$218,536
Wythe County	$0	$0	$0	$0	$0	$0
York County	$0	$95,884	$0	$8,880	$0	$104,764
Alexandria City	$0	$41,668	$0	$57,560	$0	$99,228
Bristol City	$0	$0	$0	$0	$100,000	$100,000
Buena Vista City	$0	$3,000	$4,500	$4,500	$51,194	$63,194

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Charlottesville City	$68,800	$25,760	$25,496	$38,616	$99,895	**$258,567**
Colonial Heights City	$0	$73,375	$25,377	$65,153	$65,622	**$229,527**
Covington City	$33,600	$0	$38,516	$33,462	$6,432	**$112,010**
Danville City	$0	$99,990	$95,082	$66,220	$100,000	**$361,292**
Falls Church City	$0	$0	$0	$0	$0	**$0**
Fredericksburg City	$0	$0	$0	$32,000	$0	**$32,000**
Galax City	$0	$0	$0	$80,000	$0	**$80,000**
Hampton City	$100,000	$64,891	$100,000	$0	$100,000	**$364,891**
Harrisonburg City	$0	$37,682	$6,352	$52,563	$2,891	**$99,488**
Hopewell City	$61,567	$100,000	$66,263	$84,544	$55,980	**$368,354**
Lynchburg City	$100,000	$99,911	$94,183	$0	$66,764	**$360,858**
Martinsville City	$79,408	$57,661	$0	$95,477	$69,448	**$301,994**
Newport News City	$72,658	$17,523	$79,286	$0	$98,886	**$268,353**
Norfolk City	$75,974	$90,300	$62,979	$98,517	$79,975	**$407,745**
Norton City	$0	$78,568	$76,025	$0	$0	**$154,593**
Petersburg City	$78,400	$79,957	$50,588	$0	$55,024	**$263,969**
Portsmouth City	$99,960	$28,156	$96,000	$93,303	$0	**$317,419**
Radford City	$13,280	$35,200	$21,120	$4,335	$51,392	**$125,327**
Richmond City	$79,811	$71,474	$79,200	$96,924	$74,000	**$401,409**
Roanoke City	$100,000	$67,072	$87,998	$95,830	$100,000	**$450,900**
Staunton City	$73,301	$99,288	$53,302	$100,000	$100,000	**$425,891**
Suffolk City	$100,000	$72,090	$72,000	$55,776	$3,629	**$303,495**
Virginia Beach City	$100,000	$62,483	$97,835	$97,382	$60,792	**$418,492**
Waynesboro City	$100,000	$47,207	$63,554	$50,000	$0	**$260,761**
Williamsburg-James City County	$57,680	$6,542	$67,200	$54,432	$90,971	**$276,825**

<u>Types of approved security equipment items include:</u>

1) Intercom system
2) Hurricane or Ballistic Security window film
3) Technology equipment to support security systems
4) Security door hardware
5) Electronic access control systems
6) Visitor badge system
7) Surveillance equipment and cameras
8) Security scanning equipment
9) Two-way radios
10) Security alarm systems
11) Mass notification telephone systems equipment
12) Security panic systems
13) Security lighting systems
14) Classroom security door locks
15) Uninterrupted power supply

Summary of School Buildings, as reported on DOE Public School Listing Report

- Although the majority of school divisions, in total 129 out of 132, have received some grant funding over the five years, not all of schools within the divisions or school-related facilities have had security equipment installed

- For FY 2018, there were about 550 schools and facilities that received grant funding for security projects

- Difficult to determine the total needs across the state as a comprehensive collection/survey has not been done

The current total number of types of school facilities & regional programs that are reported with student membership

Schools & Regional Programs (with reported ADM)	Total
Elementary Schools	1,187
Middle Schools	314
High Schools	310
Combined Schools	46
Regional SPED, Alternative & Governor's Schools	244
Total	2,101

In addition, there are a number of other centers and facilities students attend during some point of the school year

Division-Based Centers/Facility (No reported ADM)	Total
Alternative Ed Centers	71
Career & Technical Educ. Centers	43
Gov. STEM or Health Academies	29
Special Education	14
Virtual Centers	6
Other/Multiple Purpose	144
Total	307

VIRGINIA ACTS OF ASSEMBLY -- 2018 SESSION
CHAPTER 392

An Act to amend and reenact § 22.1-207 of the Code of Virginia, relating to health instruction; mental health.
[H 1604]

Approved March 19, 2018

Be it enacted by the General Assembly of Virginia:

1. That § 22.1-207 of the Code of Virginia is amended and reenacted as follows:
   § 22.1-207. Physical and health education.

   Physical and health education shall be emphasized throughout the public school curriculum by lessons, drills, and physical exercises, and all pupils in the public elementary, middle, and high schools shall receive as part of the educational program such health instruction and physical training as shall be prescribed by the Board of Education and approved by the State Board of Health. *Such health instruction shall incorporate standards that recognize the multiple dimensions of health by including mental health and the relationship of physical and mental health so as to enhance student understanding, attitudes, and behavior that promote health, well-being, and human dignity.*

2. That the Board of Education shall review and update the health Standards of Learning for students in grades nine and 10 to include mental health. In its review, the Board shall consult with mental health experts, including representatives from the Department of Behavioral Health and Developmental Services, NAMI Virginia, Mental Health America of Virginia, the Virginia Association of Community Services Boards, and VOCAL.

DOE's tentative timeline to implement the bill is as follows:

- **October** - present timeline proposal to BOE and distribute Superintendent Memo that announces: (i) the schedule of the review process; (ii) availability of the grade ninth and 10 Health SOL review/comment pages on DOE's Web site; and (iii) a request for nominations for review team leaders
- **December** - DOE identifies members of the review team and other stakeholders
- **January** - review team meet to: (i) analyze statewide data; (ii) review national documents and reports; and (iii) make recommendations for potential changes
- **February** - prepare a draft of the standards that reflect the review team's comments
- **March** - DOE meets with steering committee to discuss the draft
- **April** - present the draft of the proposed Health SOL to BOE for first review
- **May** - distribute proposed Health SOL for public comment and hold public hearings
- **June** - present the draft of the revised proposed Health SOLs to BOE for review

School Division	Licensed School Nurses Salary Expenditure	FTE	Unlicensed School Nurses Salary Expenditure	FTE	School Psychologists Salary Expenditure	FTE	Social Worker Salary Expenditure	FTE	Security Guard Salary/Wages Expenditure	FTE	Guidance Counselors Salary Expenditure	FTE
ACCOMACK	$377,897	10.0	$0	0.0	$182,521	3.0	$0	0.0	$0	0.0	$766,427	14.0
ALBEMARLE	$821,439	24.9	$0	0.0	$600,440	13.0	$8,188	0.2	$0	0.0	$2,772,395	48.2
ALLEGHANY	$188,197	6.7	$0	0.0	$60,229	1.0	$0	0.0	$0	0.0	$356,325	7.0
AMELIA	$135,844	4.0	$0	0.0	$76,951	1.0	$0	0.0	$40,459	1.8	$235,348	4.3
AMHERST	$150,042	3.0	$0	0.0	$211,738	3.0	$0	0.0	$0	0.0	$717,000	14.0
APPOMATTOX	$84,551	4.2	$0	0.0	$0	0.0	$59,963	1.0	$0	0.0	$308,649	6.0
ARLINGTON	$0	0.0	$0	0.0	$3,130,412	30.9	$2,727,916	30.4	$68,848	1.0	$6,271,369	79.5
AUGUSTA	$579,038	17.0	$150,995	7.0	$0	0.0	$264,878	5.0	$0	0.0	$1,777,739	35.0
BATH	$43,944	1.5	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$143,256	3.0
BEDFORD	$857,607	24.4	$0	0.0	$465,630	6.2	$0	0.0	$0	0.0	$1,587,156	33.3
BLAND	$65,011	2.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$92,189	1.6
BOTETOURT	$409,130	11.0	$0	0.0	$165,435	3.0	$0	0.0	$0	0.0	$831,080	16.0
BRUNSWICK	$97,913	3.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$191,232	4.5
BUCHANAN	$148,550	6.5	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$366,745	6.9
BUCKINGHAM	$0	0.0	$0	0.0	$98,432	1.5	$0	0.0	$0	0.0	$265,141	5.0
CAMPBELL	$376,988	14.0	$0	0.0	$301,436	4.0	$47,816	1.0	$0	0.0	$983,643	20.5
CAROLINE	$218,767	5.3	$0	0.0	$122,859	2.1	$0	0.0	$0	0.0	$612,111	13.0
CARROLL	$295,823	8.0	$0	0.0	$168,509	2.5	$45,784	1.0	$0	0.0	$696,232	13.2
CHARLES CITY	$98,039	2.0	$0	0.0	$50,388	1.0	$0	0.0	$5,388	0.3	$105,288	2.0
CHARLOTTE	$168,781	4.5	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$141,680	3.0
CHESTERFIELD	$2,347,956	47.6	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$9,232,470	169.4
CLARKE	$150,366	4.0	$0	0.0	$101,999	2.0	$61,378	1.0	$0	0.0	$363,213	6.5
CRAIG	$30,515	1.0	$0	0.0	$35,615	1.0	$0	0.0	$0	0.0	$80,008	2.0
CULPEPER	$419,899	10.0	$0	0.0	$290,056	6.5	$0	0.0	$222,744	4.5	$1,198,125	22.5
CUMBERLAND	$54,346	1.6	$27,481	1.0	$71,264	1.0	$0	0.0	$0	0.0	$152,239	3.2
DICKENSON	$148,743	5.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$293,516	6.0
DINWIDDIE	$296,483	9.0	$14,491	0.8	$208,607	3.0	$104,222	2.0	$0	0.0	$782,150	13.5
ESSEX	$111,381	3.0	$0	0.0	$46,259	1.0	$0	0.0	$0	0.0	$233,852	4.0
FAIRFAX	$0	0.0	$0	0.0	$12,622,665	158.6	$12,935,882	156.1	$2,143,552	36.4	$51,619,071	681.4
FAUQUIER	$609,314	19.0	$0	0.0	$391,455	7.0	$326,297	5.1	$0	0.0	$1,989,742	32.0
FLOYD	$129,805	4.4	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$244,341	5.0
FLUVANNA	$180,876	5.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$569,929	10.0
FRANKLIN	$765,894	22.0	$0	0.0	$240,702	4.0	$0	0.0	$118,097	4.9	$1,231,404	25.5
FREDERICK	$863,387	19.0	$0	0.0	$739,464	11.0	$668,443	10.5	$126,128	4.8	$2,837,235	49.1

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GILES	$225,194	7.0	$0	0.0	$55,277	1.0	$0	0.0	$0	0.0	$328,933	7.2
GLOUCESTER	$420,416	9.1	$0	0.0	$126,302	1.7	$177,472	3.0	$0	0.0	$809,661	15.0
GOOCHLAND	$244,155	5.0	$0	0.0	$119,282	2.3	$27,958	0.5	$0	0.0	$445,801	7.7
GRAYSON	$193,798	6.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$257,812	5.5
GREENE	$153,831	5.0	$0	0.0	$0	0.0	$51,742	1.3	$0	0.0	$423,715	8.3
GREENSVILLE	$156,356	5.0	$0	0.0	$60,836	1.0	$0	0.0	$0	0.0	$271,001	6.3
HALIFAX	$381,913	9.0	$0	0.0	$217,144	3.0	$114,364	2.0	$0	0.0	$622,166	12.0
HANOVER	$1,076,201	24.0	$24,535	1.8	$707,087	11.0	$0	0.0	$0	0.0	$3,214,745	49.4
HENRICO	$3,386,003	83.0	$0	0.0	$1,519,785	27.5	$1,919,558	31.0	$0	0.0	$8,151,717	145.7
HENRY	$276,679	7.0	$91,308	8.0	$263,644	4.0	$199,686	4.0	$13,175	0.5	$1,227,811	24.0
HIGHLAND	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$54,400	1.0
ISLE OF WIGHT	$338,329	10.0	$0	0.0	$123,566	2.0	$0	0.0	$0	0.0	$724,949	14.0
JAMES CITY*	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0
KING GEORGE	$267,855	5.3	$0	0.0	$114,632	2.0	$190,767	3.0	$0	0.0	$737,399	11.0
KING QUEEN	$94,881	3.1	$0	0.0	$0	0.0	$0	0.0	$5,200	0.1	$131,791	3.0
KING WILLIAM	$220,582	4.0	$0	0.0	$67,963	1.0	$0	0.0	$4,230	0.3	$264,155	4.5
LANCASTER	$131,258	3.0	$0	0.0	$55,526	1.0	$46,702	0.8	$2,296	0.1	$311,194	5.0
LEE	$336,220	11.0	$0	0.0	$140,466	2.0	$0	0.0	$0	0.0	$534,108	12.0
LOUDOUN	$2,445,211	55.4	$0	0.0	$0	0.0	$2,799,473	38.1	$0	0.0	$14,039,623	203.0
LOUISA	$344,514	8.3	$0	0.0	$300,876	5.0	$107,143	2.0	$0	0.0	$637,484	13.0
LUNENBURG	$86,288	3.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$209,040	4.3
MADISON	$120,351	4.0	$0	0.0	$57,766	1.0	$0	0.0	$0	0.0	$297,396	6.0
MATHEWS	$109,408	3.0	$0	0.0	$48,577	1.0	$29,624	0.6	$0	0.0	$204,906	4.0
MECKLENBURG	$244,403	9.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$622,375	12.0
MIDDLESEX	$140,613	3.0	$0	0.0	$33,256	0.8	$0	0.0	$0	0.0	$210,798	4.0
MONTGOMERY	$786,210	20.0	$0	0.0	$222,292	4.0	$334,525	6.0	$0	0.0	$1,512,265	31.0
NELSON	$0	0.0	$0	0.0	$71,220	1.0	$0	0.0	$0	0.0	$308,963	6.0
NEW KENT	$110,086	2.0	$0	0.0	$187,069	3.0	$127,596	2.0	$0	0.0	$433,433	9.0
NORTHAMPTON	$106,907	3.8	$38,602	2.5	$57,176	1.0	$0	0.0	$0	0.0	$210,629	5.0
NORTHUMBERLAND	$81,130	2.0	$12,075	0.6	$0	0.0	$111,209	2.0	$0	0.0	$259,604	5.0
NOTTOWAY	$103,848	2.0	$0	0.0	$136,689	2.0	$0	0.0	$0	0.0	$297,310	6.0
ORANGE	$313,517	9.0	$0	0.0	$206,273	3.0	$137,224	2.0	$76,548	2.0	$751,150	16.0
PAGE	$302,985	9.0	$0	0.0	$123,123	2.0	$72,158	1.3	$11,083	0.6	$470,476	9.4
PATRICK	$208,398	7.1	$0	0.0	$79,351	1.0	$0	0.0	$0	0.0	$254,095	6.2
PITTSYLVANIA	$591,305	19.8	$0	0.0	$0	0.0	$136,932	2.0	$0	0.0	$1,466,319	31.0

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POWHATAN	$239,139	5.3	$0	0.0	$156,960	2.9	$0	0.0	$0	0.0	$681,718	12.1
PRINCE EDWARD	$88,454	3.0	$0	0.0	$102,827	2.0	$44,707	0.8	$0	0.0	$310,677	6.0
PRINCE GEORGE	$434,717	11.4	$0	0.0	$203,404	3.0	$0	0.0	$0	0.0	$915,718	16.5
PRINCE WILLIAM	$5,178,147	82.8	$0	0.0	$2,891,588	34.3	$3,489,970	39.8	$0	0.0	$15,183,849	222.0
PULASKI	$316,379	9.0	$0	0.0	$140,953	2.0	$126,854	2.0	$95,718	4.0	$655,420	13.0
RAPPAHANNOCK	$59,168	2.0	$0	0.0	$69,952	1.0	$0	0.0	$0	0.0	$186,492	3.0
RICHMOND	$70,210	2.0	$0	0.0	$75,000	1.0	$0	0.0	$0	0.0	$148,280	3.0
ROANOKE	$880,269	27.3	$0	0.0	$525,387	9.0	$0	0.0	$0	0.0	$2,645,756	47.8
ROCKBRIDGE	$158,153	6.0	$0	0.0	$75,011	1.3	$0	0.0	$0	0.0	$465,418	11.5
ROCKINGHAM	$823,192	24.0	$0	0.0	$370,693	6.0	$393,631	6.0	$0	0.0	$1,906,262	36.5
RUSSELL	$269,485	8.1	$0	0.0	$76,733	1.0	$0	0.0	$0	0.0	$520,567	11.0
SCOTT	$308,571	13.0	$0	0.0	$67,535	1.0	$11,130	0.2	$0	0.0	$532,014	10.0
SHENANDOAH	$457,148	11.0	$0	0.0	$0	0.0	$259,347	4.3	$0	0.0	$767,205	15.5
SMYTH	$296,428	8.3	$0	0.0	$85,665	2.0	$0	0.0	$0	0.0	$608,301	12.0
SOUTHAMPTON	$171,322	7.0	$0	0.0	$56,503	1.0	$0	0.0	$0	0.0	$452,131	10.0
SPOTSYLVANIA	$1,418,269	29.5	$0	0.0	$821,166	12.5	$1,008,645	19.4	$0	0.0	$3,636,932	59.9
STAFFORD	$1,668,839	31.7	$0	0.0	$1,016,989	17.1	$766,424	14.2	$349,447	15.3	$4,100,876	65.2
SURRY	$74,526	2.0	$0	0.0	$53,172	1.0	$49,010	1.0	$87,343	3.5	$163,831	3.0
SUSSEX	$105,499	3.0	$0	0.0	$0	0.0	$0	0.0	$8,781	0.3	$241,565	4.0
TAZEWELL	$393,379	9.7	$42,517	1.7	$113,591	1.9	$0	0.0	$0	0.0	$780,346	19.8
WARREN	$278,760	8.0	$0	0.0	$184,265	3.0	$0	0.0	$93,570	2.0	$682,932	13.0
WASHINGTON	$523,524	19.0	$0	0.0	$227,054	3.8	$0	0.0	$0	0.0	$809,776	16.8
WESTMORELAND	$66,042	2.0	$52,965	2.0	$68,620	1.0	$0	0.0	$0	0.0	$305,310	5.0
WISE	$402,397	16.0	$0	0.0	$144,015	3.0	$154,822	4.3	$0	0.0	$741,866	15.5
WYTHE	$312,737	12.0	$0	0.0	$42,750	0.8	$119,920	2.0	$0	0.0	$531,964	12.0
YORK	$674,206	18.0	$0	0.0	$481,987	7.0	$170,650	3.0	$0	0.0	$1,909,275	33.5
ALEXANDRIA	$1,705,598	19.0	$0	0.0	$1,529,231	19.0	$2,422,091	27.1	$351,611	8.8	$4,743,383	60.0
BRISTOL	$157,429	6.0	$0	0.0	$71,007	1.0	$32,102	1.0	$0	0.0	$327,064	7.0
BUENA VISTA	$40,521	1.2	$0	0.0	$9,000	0.3	$0	0.0	$0	0.0	$231,319	4.1
CHARLOTTESVILLE	$432,757	10.1	$0	0.0	$178,688	2.6	$245,003	4.0	$0	0.0	$1,059,157	18.0
COLONIAL HEIGHTS	$243,445	5.0	$0	0.0	$106,020	2.2	$0	0.0	$0	0.0	$470,531	9.0
COVINGTON	$55,477	3.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$211,164	4.0
DANVILLE	$401,163	13.4	$0	0.0	$123,035	2.0	$54,318	1.0	$217,460	13.5	$816,929	14.9
FALLS CHURCH	$0	0.0	$104,361	4.5	$139,100	2.0	$165,038	2.3	$47,961	1.8	$990,943	11.8
FREDERICKSBURG	$233,727	5.0	$0	0.0	$166,260	2.3	$124,001	2.0	$0	0.0	$570,178	12.0

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GALAX	$88,770	2.7	$0	0.0	$49,939	1.0	$0	0.0	$0	0.0	$187,680	4.0
HAMPTON	$1,358,841	35.7	$0	0.0	$494,174	8.3	$1,054,963	20.8	$813,233	35.3	$3,668,949	64.7
HARRISONBURG	$411,717	8.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$891,705	18.0
HOPEWELL	$217,845	6.0	$0	0.0	$187,562	3.0	$0	0.0	$46,145	2.0	$553,606	12.0
LYNCHBURG	$538,301	17.0	$164,899	8.0	$199,728	4.0	$146,635	3.1	$3,115	0.1	$2,169,968	31.5
MARTINSVILLE	$131,116	3.3	$0	0.0	$84,897	1.0	$0	0.0	$0	0.0	$416,942	8.0
NEWPORT NEWS	$2,046,000	55.0	$0	0.0	$1,102,241	17.0	$800,749	14.0	$1,731,225	65.0	$4,956,266	90.5
NORFOLK	$2,443,686	53.2	$0	0.0	$1,360,364	20.7	$1,302,096	21.0	$1,252,182	49.0	$6,146,962	108.1
NORTON	$45,257	1.8	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$103,464	2.2
PETERSBURG	$284,390	7.0	$0	0.0	$64,329	1.0	$232,388	5.0	$227,748	10.0	$674,963	13.5
PORTSMOUTH	$865,496	24.7	$0	0.0	$689,049	10.0	$481,836	8.0	$814,985	41.0	$1,832,208	33.0
RADFORD	$102,749	2.2	$0	0.0	$111,557	1.5	$42,482	0.5	$0	0.0	$281,274	5.0
RICHMOND CITY	$1,688,920	46.0	$265,746	11.0	$1,305,155	21.0	$1,893,007	32.5	$2,136,462	65.0	$4,927,177	80.2
ROANOKE CITY	$0	0.0	$0	0.0	$535,560	9.3	$1,085,660	24.2	$0	0.0	$2,657,036	43.6
STAUNTON	$170,474	4.0	$47,680	2.0	$131,956	1.7	$0	0.0	$0	0.0	$407,867	8.1
SUFFOLK	$567,210	16.0	$210,351	9.0	$347,451	5.0	$0	0.0	$57,693	2.0	$2,087,587	37.0
VIRGINIA BEACH	$4,398,323	89.3	$0	0.0	$2,724,985	45.0	$2,654,247	37.6	$4,471,803	210.3	$10,735,059	187.9
WAYNESBORO	$253,784	6.5	$0	0.0	$132,960	2.0	$0	0.0	$0	0.0	$451,663	10.0
WILLIAMSBURG	$859,162	18.0	$0	0.0	$372,757	7.8	$445,668	7.0	$377,307	10.0	$1,558,497	30.1
WINCHESTER	$326,095	7.0	$0	0.0	$228,672	4.0	$265,676	5.4	$0	0.0	$809,398	13.2
FAIRFAX CITY*	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0
FRANKLIN CITY	$106,284	3.3	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$222,483	5.0
CHESAPEAKE CITY	$1,968,648	49.0	$0	0.0	$1,362,579	19.0	$644,733	9.3	$2,191,320	81.0	$6,822,434	123.9
LEXINGTON	$43,722	2.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$96,464	2.0
EMPORIA*	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0
SALEM	$325,176	6.3	$0	0.0	$193,419	3.0	$68,669	1.1	$22,761	1.0	$655,606	11.0
POQUOSON	$166,494	4.0	$0	0.0	$105,555	1.5	$48,293	0.9	$0	0.0	$334,563	6.5
MANASSAS CITY	$623,421	10.0	$0	0.0	$582,163	8.0	$86,967	1.0	$224,615	5.0	$1,558,240	21.5
MANASSAS PARK	$242,120	5.3	$0	0.0	$57,183	1.0	$0	0.0	$0	0.0	$526,031	8.3
COLONIAL BEACH	$40,711	1.0	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$53,610	1.0
WEST POINT	$36,757	1.5	$0	0.0	$0	0.0	$0	0.0	$0	0.0	$101,999	2.0
Gov Schls & Regl Prgms	$510,197	13.6	$0	0.0	$1,231,786	32.4	$611,934	7.3	$243,336	9.6	$1,832,711	27.2
	$65,026,114	1,591.9	$1,248,004	59.9	$49,508,423	729.5	$45,338,566	647.8	$18,703,569	692.5	$237,773,083	3,890.1

*Represents consolidated division.

- Both CSA expenditures and the number of children served has grown steadily since FY 2013, after years of decline
  - 6.5% annualized growth rate in expenditures and 1.7% annualized growth rate in children served
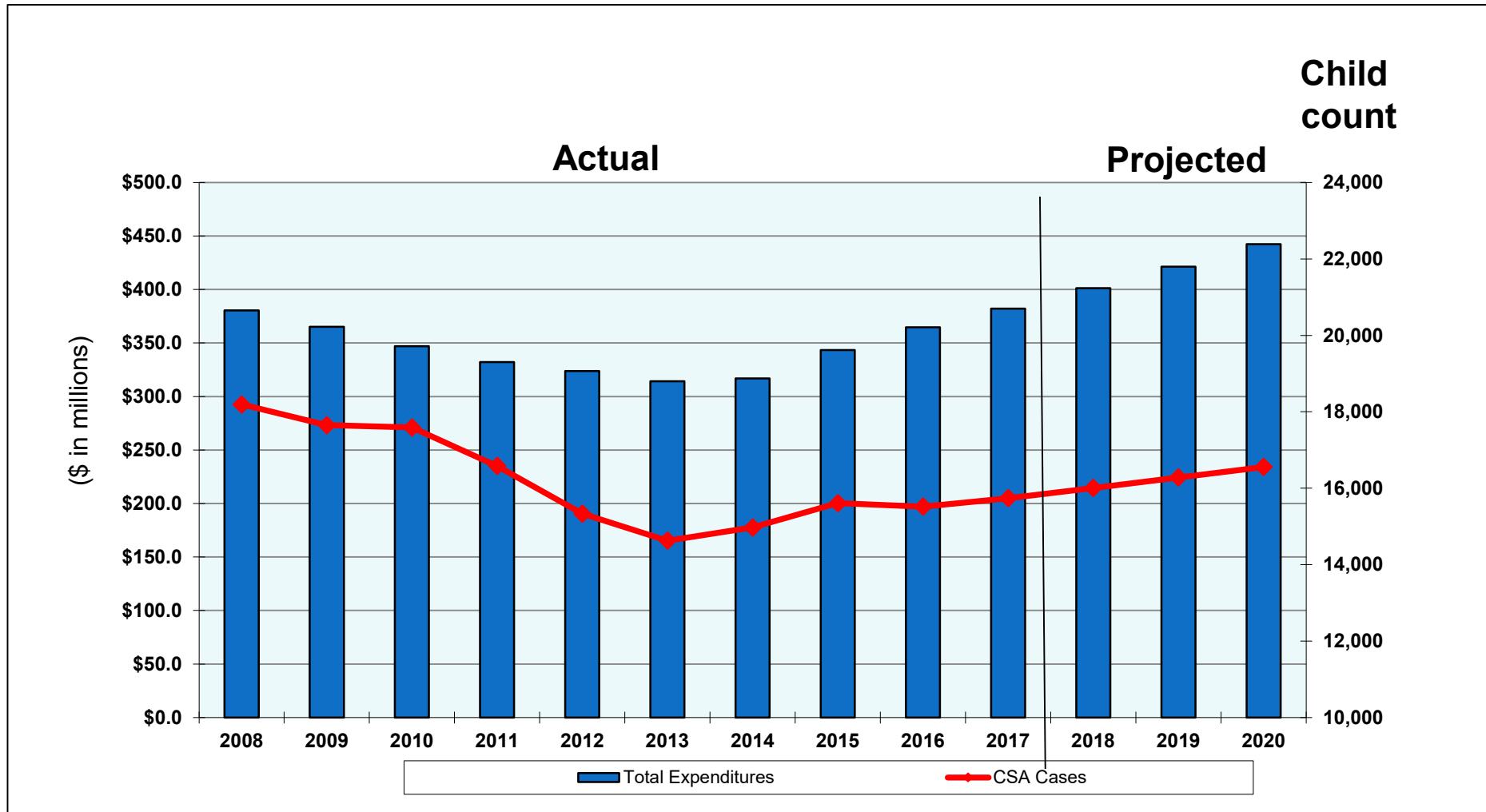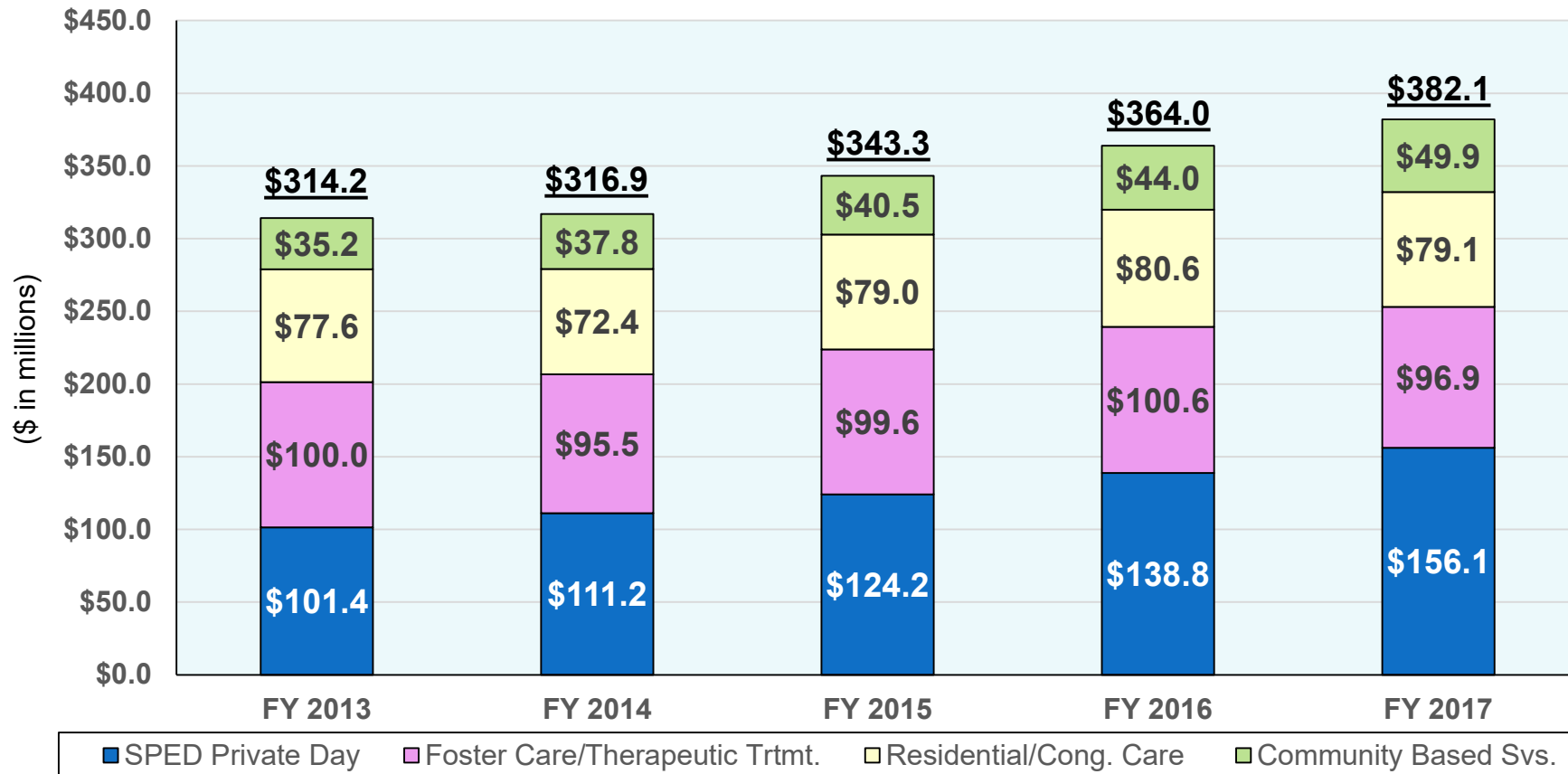
- CSA growth is being driven by special education private day placements
- Special education private day placements now account for 41% of total CSA expenditures, up from 32% in FY 2013
- At the same time, residential/congregate care and foster care/therapeutic treatment have decreased as a percentage of total CSA expenditures

House Select Committee on School Safety

House Appropriations Committee Staff
Susan L. Hogge
Susan E. Massart
David A. Reynolds

September 11, 2018

House Select Committee on School Safety Recommendations

Charles Quagliato and Ryan Brimmer, Division of Legislative Services
November 14, 2018

COUNSELING & MENTAL HEALTH

1. School Counselor Realignment

Recommendation A:

The General Assembly should realign the roles and responsibilities of school counselors to ensure that school counselors are spending the majority of their time providing direct student services, including emotional, behavioral, career, and life counseling and guidance.

Legislative Proposal:

The bill could either (i) add a new section in Article 1 (§ 22.1-289.1 et seq.) of Chapter 15 of Title 22.1 of the Code of Virginia (general provisions relating to school board employees) that requires each school counselor employed by a school board in a public elementary or secondary school to spend a certain minimum percentage of his staff time during normal school hours in the direct counseling of individual students or groups of students or (ii) direct the Board of Education to adopt regulations to establish such a requirement.

Fiscal Impact:

Indeterminate. Additional staff positions may be required in order to ensure compliance.

1. School Counselor Realignment

Recommendation B:

The General Assembly should fund new school-based staff positions (e.g., testing coordinator) to relieve school counselors of additional administrative duties and ensure that they have sufficient time to provide counseling services.

Legislative Proposal:

None necessary, but the Select Committee may wish to consider adding the new school-based staff position(s) to SOQ 2 (Instructional, administrative, and support personnel) (§ 22.1-253.13:2 of the Code of Virginia)

Fiscal Impact:

Indeterminate. If a data coordinator position, or a similar FTE, were established to handle some of the administrative duties of a counselor, the Department of Education has suggested a cost estimate using a weighted average of the funded teacher salaries from Chapter 2 of the General Appropriation Act, which works out to be $66,863 per new position.

2. Addressing Behavioral and Mental Health in Schools

Recommendation A:

The General Assembly should implement a statewide mental health and suicide prevention tip line, similar to SafeUT, that students can access to receive real-time crisis-intervention counseling and report threats of violence.

Legislative Proposal:

Utah created a commission to start SafeUT. The Select Committee could establish such a commission through (i) the budget, (ii) a House Joint Resolution, or (iii) a bill to add a new chapter in Title 30 of the Code of Virginia.

Fiscal Impact:

Initial startup in Utah cost about $150,000. Current costs for operation are about $2.0 million/year to serve 850,000 students. The Commonwealth would also need to develop a statewide crisis line and lifeline staffed by peers.

2. Addressing Behavioral and Mental Health in Schools

Recommendation B:

The General Assembly should require that mental and emotional health be taught as a component of any family life education program offered in a local school division.

Legislative Proposal:

The bill could amend § 22.1-207.1 of the Code of Virginia to require the mental health education and awareness component of the Board of Education's family life education curriculum guidelines to include education on and awareness of mental and emotional health issues that commonly manifest in adolescence.

Fiscal Impact:

Indeterminate. Development of a new standard at DOE may require short-term staffing or use of a consultant, and schools would need to provide professional development to deploy curriculum revisions.

2. Addressing Behavioral and Mental Health in Schools

Recommendation C:

Recognizing that student mental health is a growing and multifaceted issue and that policy-making should be informed by adequate evidence and subject-matter expertise, the General Assembly should create a Commission on Student Mental Health to study, among other topics:

1. The current school counselor-to-student ratio and whether the proposed realignment of counseling responsibilities is improving the delivery of direct student services;

2. The feasibility and affordability of enhanced wrap-around mental health services in schools through partnerships with the Department of Behavioral Health and Developmental Services, the Department of Medical Assistance Services, and community services boards;

3. The effectiveness of de-escalation and alternative disciplinary policies when interacting with students suffering from mental health challenges; and

4. The value of additional teacher training requirements on student mental health, such as mental health first aid.

Legislative Proposal:

The Select Committee could establish such a committee through (i) the budget, (ii) a House Joint Resolution, or (iii) a bill to add a new chapter in Title 30 of the Code of Virginia.

Fiscal Impact:

Indeterminate but likely low ($10,000-$20,000). The Commission on Student Mental Health budget would be determined by the number of members and the number of annual meetings established in the budget, joint resolution, or bill.

2. Addressing Behavioral and Mental Health in Schools

Recommendation D:

The General Assembly should amend the Virginia Juvenile Community Crime Control Act (VJCCCA) so that community services can be provided to juveniles before they are brought before the court on a complaint or petition.

Legislative Proposal:

The bill could amend §§ 16.1-309.2, 16.1-309.3, and 16.1-309.7 of the Code of Virginia to allow juveniles who have been screened for needing community-based services, using an evidence-based assessment protocol, to receive community-based services as provided by the Virginia Juvenile Community Crime Control Act (§ 16.1-309.2 et seq.). The bill would also require the total number of children who have been screened for needing community diversion or community-based services, using an evidence-based assessment protocol, to be factored into the funding determination for community diversion services as provided for by the Act.

Fiscal Impact:

None.

TRAINING & SCHOOL SECURITY

1. Enhanced Training

Recommendation A:

The General Assembly should prioritize increased funding to the Center for School and Campus Safety to:

1. Provide training to education and law enforcement professionals;

2. Implement a statewide school climate survey; and

3. Maintain a catalog of best practices that is regularly shared with school divisions, as well as with law enforcement, fire safety, and emergency services departments.

Legislative Proposal:

None necessary, but the Select Committee may wish to consider amending § 9.1-184 of the Code of Virginia to make one or more of the items listed above permanent duties of the Center for School and Campus Safety.

Fiscal Impact:

Indeterminate.

10

1. Enhanced Training

Recommendation B:

The General Assembly should require the Center for School and Campus Safety to create a standardized data collection and reporting template to be used by all threat assessment teams across the Commonwealth.

Legislative Proposal:

The bill would amend §§ 9.1-184 and 22.1-79.4 of the Code of Virginia to require the Virginia Center for School and Campus Safety to develop a case management tool for use by public elementary and secondary school threat assessment teams and require such threat assessment teams to use such tool to collect and report to the Center quantitative data on its activities.

Fiscal Impact:

$500,000 (one-time cost for development of the case management system).

1. Enhanced Training

Recommendation C:

The General Assembly should require annual schoolwide training for students and faculty on school safety procedures.

Legislative Proposal:

The bill would add in Article 2 (§ 22.1-135 et seq.) of Chapter 9 of Title 22.1 (school buildings) a section numbered 22.1-137.3 to require, in addition to the fire drills, lockdown drills, and tornado drills required by law to be conducted on a periodic basis, an annual schoolwide training for students and faculty on school safety procedures.

Fiscal Impact:

Indeterminate.

2. School Resource Officers and School Security Officers

Recommendation A:

The General Assembly should prioritize increased funding for the School Resource Officer Grants Program to fund 44 new SRO positions, which would reduce the current unfunded demand by half.

Legislative Proposal:

None necessary.

Fiscal Impact:

$1.76 million (44 positions at $40,000/position) of additional funds. Currently, $1.3 million is appropriated from the School Resource Office Grants Program. This recommendation would bring the total cost of the program to $3.06 million.

2. School Resource Officers and School Security Officers

Recommendation B:

The General Assembly should require all school divisions that receive funding through the School Resource Officer Grants Program to enter into an MOU with local law enforcement that outlines the roles, responsibilities, and expectations of the school resource officer, the school division, and the law-enforcement agency.

Legislative Proposal:

The bill would amend § 9.1-110 of the Code of Virginia to require all school divisions that receive funding through the School Resource Officer Grants Program to enter into an MOU with the local law-enforcement agency that employs the school division's school resource officers.

Fiscal Impact:

None.

2. School Resource Officers and School Security Officers

Recommendation C:

The General Assembly should amend the Code of Virginia to allow retired law-enforcement officers to be hired as school resource officers or school security officers without affecting their retirement benefits.

Legislative Proposal:

The bill would amend § 51.1-155 of the Code of Virginia to allow a retired law-enforcement officer to continue to receive his service retirement allowance during a subsequent period of employment by a local school division as a school security officer or by a local law-enforcement agency as a school resource officer.

Fiscal Impact:

Indeterminate. Will depend upon the behavior of LEOs after creation of the rule. For example, if large numbers of LEOs retire earlier than previously expected in order to work as an SRO while receiving pension benefits, it would have an impact on VRS. If few LEOs make this decision, the impact would be minimal.

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3. Preparedness

Recommendation A:

The General Assembly should increase the amount of funding made available for grants to eligible school divisions pursuant to the Public School Security Equipment Grant Act of 2013 for the purpose of purchasing security equipment for schools.

Legislative Proposal:

None necessary, but the Department of Education may want to amend its guidelines concerning the grant program to allow for a broader scope of eligible purchases under the grant program if necessary.

Fiscal Impact:

Indeterminate. An increase in the issuance, as the grant allocations are structured now, will require more funds from the Literary Fund for debt service. A possible increase of $3.0 million would address unmet requests from school divisions (see HAC presentation to Select Committee 9/11/2018).

3. Preparedness

Recommendation B:

The General Assembly should require the inclusion of local school divisions in the public safety voice communications system.

Legislative Proposal:

The bill could add a new section to Chapter 17 (§ 15.2-1700 et seq.) of Title 15.2 (Police and Public Order) of the Code of Virginia requiring law-enforcement agencies to include local schools in their communications system.

Fiscal Impact:

Indeterminate.

4. Campus and Infrastructure

Recommendation A:

Change the date of the primary elections held in June from the second Tuesday in June to the third Tuesday in June to ensure that schools are no longer in session. This will mitigate safety concerns relating to the presence of thousands of individuals unaffiliated with the school on and in school property while students and faculty are in class.

Legislative Proposal:

The bill would amend various sections in Title 24.2 of the Code of Virginia (Elections) to change the date of the primary election held in June from the second Tuesday in June to the third Tuesday in June. The bill would also amend the candidate filing deadlines to reflect the change of date of the primary elections.

Fiscal Impact:

None.

4. Campus and Infrastructure

Recommendation B:

Make the November election day a student holiday/staff clerical day to mitigate safety concerns relating to the presence of thousands of individuals unaffiliated with the school on and in school property while students and faculty are in class.

Legislative Proposal:

The bill would amend § 22.1-98 of the Code of Virginia to require school boards to make the November election day a student holiday/staff clerical day while still complying with the requirement to provide at least 180 teaching days or 990 teaching hours each school year.

Fiscal Impact:

None.

4. Campus and Infrastructure

Recommendation C:

The General Assembly should require each school board to collaborate with the local fire department to ensure that proposed security enhancements comply with building and fire codes.

Legislative Proposal:

The bill could amend § 22.1-138 of the Code of Virginia to require schools to work with the local fire marshal prior to purchasing any security enhancements to ensure compliance with the building and fire codes.

Fiscal Impact:

None.

4. Campus and Infrastructure

Recommendation D:

The General Assembly should require school crisis, emergency management, and medical emergency response plans to be developed and reviewed collaboratively by school boards and first responders.

Legislative Proposal:

The bill could amend § 22.1-279.8 of the Code of Virginia to require each school board to include the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, and the emergency management official of the locality, or their designees, in the development and review of school crisis, emergency management, and medical emergency response plans.

Fiscal Impact:

None.

4. Campus and Infrastructure

Recommendation E:

The General Assembly should require a professional who is trained and experienced in Crime Prevention through Environmental Design (CPTED) review and implementation to review each school building project, including new construction and renovation projects.

Legislative Proposal:

The bill could amend § 22.1-140 of the Code of Virginia to require the licensed architect or professional engineer who provides the required statement to accompany the school superintendent's approval on all plans and specifications for new or remodeled public school building construction to be trained and experienced in Crime Prevention through Environmental Design.

Fiscal Impact:

None.

MISCELLANEOUS

Recommendations for Localities and School Boards

Recommendation A:

Localities should enter into mutual aid agreements with other localities to provide emergency services.

Legislative Proposal:

None.

Fiscal Impact:

None.

Recommendations for Localities and School Boards

Recommendation B:

School boards should require employees who are responsible for procurement to work with local fire marshals to ensure that any infrastructure improvement complies with the Statewide Fire Prevention Code (SFPC).

Legislative Proposal:

None.

Fiscal Impact:

None.

Recommendations for Localities and School Boards

Recommendation C:

School divisions should increase collaboration among the various stakeholders in school safety audits and crisis management planning.

Legislative Proposal:

None.

Fiscal Impact:

None.

Recommendations for Localities and School Boards

Recommendation D:

Localities should establish consensus-driven stakeholder processes for school design and security planning that include public safety personnel, architects, engineers, school officials, and others who may have experience and expertise with school safety audits.

Legislative Proposal:

None.

Fiscal Impact:

None.

Recommendations for Localities and School Boards

Recommendation E:

Design professionals, school officials, police chiefs/sheriffs, fire officials, and building officials should form a team at the local level to avoid conflicts in law and regulations when the E (educational) occupancy is having any type of security infrastructure improvements made for new or existing E occupancies.

Legislative Proposal:

None.

Fiscal Impact:

None.

International Code Council (ICC)
&
National Fire Protection Association (NFPA)

Current National Efforts:
School Safety, Lockdown, and Response

2018 House Select Committee on School Safety

ICC

- Established an ad hoc committee with a goal to provide comprehensive, sound, and valuable tools for assistance in guiding individual schools, school districts, and local and state leaders to keep students, teachers and staff safe from intruders and life-safety hazards

- Recognizes one size will not fit all new or existing schools or address all potential threats
  - Code provisions apply to all schools, urban, rural, public, private and therefore building code changes must be thoroughly considered
  - Solutions may solve one problem, but create other potentially dangerous situations

ICC

- Ad Hoc Committee funded for face-to-face meeting. Committee call to go out after Board approval at its next meeting, July 27, 2018.

- Committee to include to the maximum extent:
  - Education and security fields
  - School Administrators
  - Building Owners
  - Fire and Building Officials
  - Architects and Engineers
  - Builders

ICC

- The scope of this effort is expected to evolve and expand, but will include:
  – Comprehensive review of current building and fire code, specifically looking at the balance between school security, fire safety and first responder safety
  – Comprehensive review of existing guides, white papers, reports and standards related to event preparedness, response, and recovery
  – Identification of best practices and design guides to address both new schools and to evaluate/modify existing schools
  – Compile public information materials

NFPA

- Building Safety and Security Workshop

- NFPA 3000 – Standard for Active Shooter/Hostile Event Response(ASHER) Program

ICC/NFPA Joint efforts

- Continue communication to ensure there isn't a duplication of efforts

- Public Education on the need to adopt the most current codes, as they are updated to include provisions for door locking and lock down drills

- Assess the 2018 Building Safety and Security Workshop review for potential code changes

- Public Education on NFPA 3000 – developing a credentialing program

- Best practices/hardening of the structure and drills predicated on assumed event

ICC/NFPA Joint efforts

- Explore changes to NFPA 72(National Electrical Code) to require built in delay by re-activation of the fire alarm

- Add in enunciator requirements in addition to fire alarms

- Explore other resources (DHS, ANSI, School Safety Advocacy Council)

- Joint involvement in each others code development process

New Product approval

- The Uniform Statewide Building Code provides for approval of new, innovative products

    – Provisions for Alternate Means and Methods code provision to "facilitate prompt acceptance of new building materials and methods"

    – Provision allows the building official to issue building code modification that meet the "spirit and functional intent of the code"

One Button Push to Improve Response Times

Clearly communicate an emergency to 9-1-1, on-site personnel, and first responders in seconds. Response times are shortened and safety for all those in the immediate area is improved.

ONE BUTTON PUSH TO ACTIVATE

IMMEDIATELY CALL 9-1-1

ALERT ON-SITE STAFF INSTANTLY

ENHANCED SITUATIONAL AWARENESS

INCIDENT VISIBILITY AND MANAGEMENT

REDUCE RESPONSE TIMES, WHEN SECONDS COUNT

TRUSTED WHEN SECONDS COUNT

With the push of a button, the Rave Panic Button app immediately dials 9-1-1, while simultaneously sending notifications to people on-site of the incident.

The Rave Panic Button app delivers critical response data to 9-1-1 dispatchers and first responders, giving them tools to coordinate a faster and more effective response.

Trusted by schools, universities, hospitals, and corporations nationwide, because when seconds count, Rave Panic Button can help save lives.

RAVE
MOBILE SAFETY

IMPACTS ALL EMERGENCIES

In the event of an on-site crisis, an organization member can activate the Rave Panic Button app system by pushing one of the five emergency button types. Upon activation, the user's phone will immediately dial 9-1-1 and at the same time, a preset notification is delivered to all necessary personnel including staff and security. This ensures you rapidly initiate lockdowns, evacuations, or other emergency responses.

HELP ARRIVES SOONER

Rave Panic Button alerts 9-1-1 dispatchers of an emergency and who is calling. It automatically delivers critical facility data including key contacts, floor plans, and emergency response plans. This results in faster dispatch of the right resources with improved situational awareness.

INTERNAL ALERTING

Rave Panic Button's Staff Assist feature enables authorized employees to communicate with on-site groups or individuals without initiating an emergency call to 9-1-1. Internal groups and message templates are predetermined to enable fast communication and reduce the duration of disruptions.

ORGANIZATION-WIDE VISIBILITY AND CONTROL

Never miss an incident. With Rave Command View, Rave Panic Button administrators have complete visibility into every panic button activation on your campus as well as its location, incident type, and the location's facility data.

You can connect from anywhere and monitor and manage situations in real time. With floor plans and location provided, on-site responders will have enhanced situational awareness and can respond faster. Administrators can manage on-going incidents with real-time messages to staff and personnel by sending and receiving accurate updates as events unfold.

SAFETY INNOVATION FROM A TRUSTED SOURCE

"It's the only solution we've seen that provides the immediate cross organizational communication needed during an emergency."

KURT MILLS
EXECUTIVE DIRECTOR
SNOPAC 9-1-1

3 MAIN STREET
NEWTOWN, CT 06470

TEL. (203) 270-4296
FAX (203) 270-4356

MAUREEN A. WILL
Director
Maureen.will@newtown-ct.gov

TOWN OF NEWTOWN
EMERGENCY COMMUNICATIONS

To those considering a school safety program:

My name is Maureen Will, and I serve as the Director of Communications Newtown Emergency Communications Center in Newtown, Connecticut. I have also served as the President of the Atlantic Chapter of the Association of Public-Safety Communications Officials, the largest public safety association in the United States. Today, I'd like to share my experience with the Rave Panic Button system.

Every day, we entrust the safety of our children to the men and women who work inside our schools, and in doing so, we also put our faith in the first responders who pledge to protect our kids from harm. The unfortunate reality is that violence and tragedy can strike at any time, and when it reaches the doors and playgrounds of our schools, a coordinated process that begins at 9-1-1 and immediately alerts on-site staff is the most effective way to respond to incidents on a K12 campus.

The Rave Panic Button is the only tool that can be activated from anywhere on campus, and simultaneously initiates a 9-1-1 call while sending out a mass notification through text message and email to key staff and personnel at the school that provides information on the type of emergency, and the location of the incident. This simple but effective process allows faculty and staff to immediately enact emergency plans and provides law enforcement with the context necessary to respond quickly to any threat. The Rave system also presents school floorplans to help our first responders identify the entry points on a school campus and can include points of contact inside the building to engage with during an event requiring an evacuation or shelter in place.

Knowing that all of our schools are leveraging the same system also provides a level of uniformity and standardization that is invaluable to school employees, 9-1-1, law enforcement, fire and EMS. Training staff to use one system and knowing that they can access this life saving technology from any K12 campus makes it more instinctual to use on a day to day basis, and allows our 9-1-1 personnel to work through the response process in a uniform manner.

We put a lot of time and effort toward preparing for emergencies that occur on K12 campuses, but one of the biggest returns on value provided by the Rave Panic Button is its applicability for the incidents school administrators and faculty face on a daily basis. Whether there is a problem that requires police, fire, EMS, or internal staff communication, Rave provides the only solution that immediately contacts 9-1-1, notifies key personnel, triggers the automatic presentation of facility information, and can be activated from anywhere on a campus, whether inside the classroom or out on the soccer field.

Knowing that our students, faculty and emergency responders are linked by a single communications network not only provides peace of mind to the parents and guardians who entrust us with the safety of their children, but also fosters better relationships between public safety and school

officials, which improves community safety and results in a more collaborative approach to school safety. This is why Newtown is proud to partner with Rave, and would fully endorse their efforts across the nation to help keep our kids safe.

Sincerely,

Maureen A. Will, RPL
Director – NECC
3 Main Street,
Newtown, CT 06470

SCHOOL SAFETY

MOTOROLA SOLUTIONS

Leveraging Existing Infrastructure to Secure Schools

Leveraging Existing Infrastructure to Secure Schools

Leveraging Existing Infrastructure to Secure Schools

Leveraging Existing Infrastructure to Secure Schools
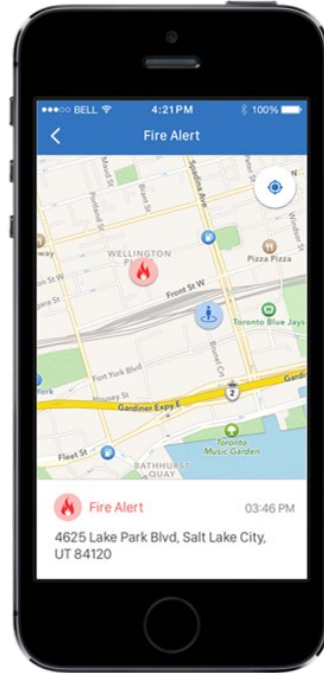
Leveraging Existing Infrastructure to Secure Schools
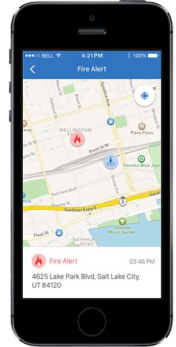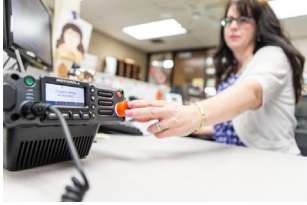
Leveraging Existing Infrastructure to Secure Schools

Objects in area
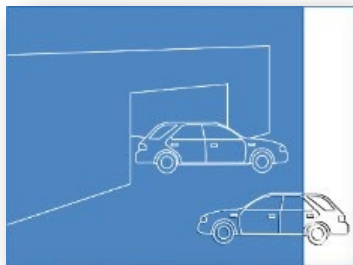
Person loitering
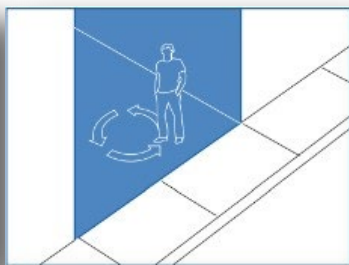
Person crossing beam
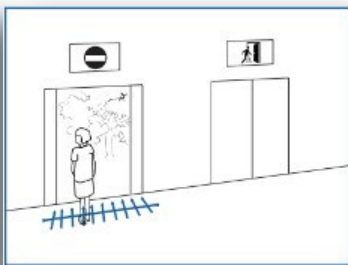
Person appears or enters
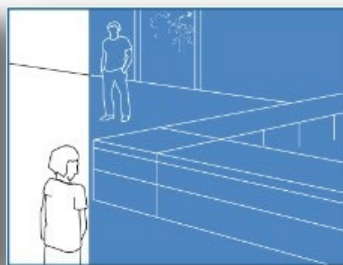
Person not present
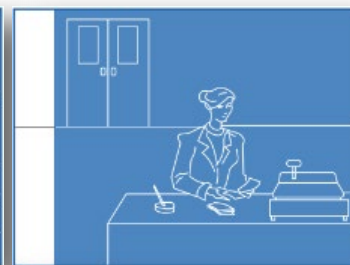
Person enter area
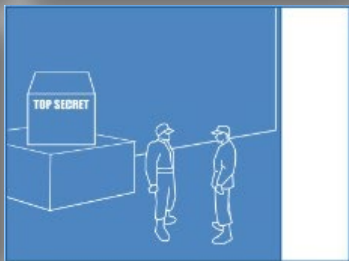
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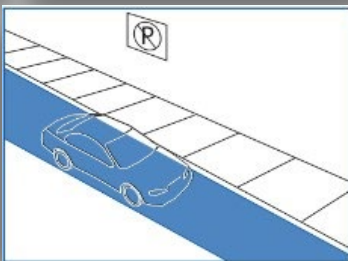
Vehicle stops in area
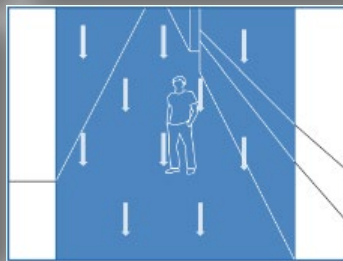
Wrong direction

Camera tamper

Leveraging Existing Infrastructure to Secure Schools

GOVERNOR'S SCHOOL AND SAFETY TASK FORCE
2013

- *Recommendation PS-31* - New K-12 Construction and Higher Learning Access Control: All new K-12 schools should include a single monitored public entry, including vestibules and electronic access control systems for exterior door(s). Institution of higher learning campus buildings should include an electronic access control system for exterior doors. If mechanical keys are utilized, a strict control of the key system should be implemented.

- *Recommendation PS-35* - Communicating over Common Voice Communication Systems: Local school divisions should discuss with public safety agencies (police, fire, rescue) the need to communicate over a common voice communications system.

- *Recommendation PS-36* - Inclusion of School Divisions in Public Safety Voice Communications System: Public safety agencies should coordinate the inclusion of local school divisions in the public safety voice communications system.

GOVERNOR'S SCHOOL AND SAFETY TASK FORCE
2013

- *Recommendation PS-37* - Application of Compatible Systems and Interoperability: To the extent possible, public safety and school divisions should consider the application of Project 25 compliant systems to ensure the greatest level of interoperability exists.

- *Recommendation PS-38* - Data Sharing between Public Safety and Schools: Public safety agencies and schools should consider data sharing to the greatest extent possible. This may include actual data, video, school bus AVL systems, etc., when it is determined that shared access benefits the safety of the schools and the ability of public safety to respond.

- *Recommendation PS-41* - Participation in USBC, SFPC, and BHCD Review Process: Stakeholders should review the current Uniform Statewide Building Code (USBC) and Statewide Fire Prevention Code (SFPC) standards for potential enhancements and to gain consensus if regulatory code changes are to be submitted for the next regulatory process by the Board of Housing and Community Development (BHCD). Stakeholders should actively participate in the current process.

Division of Purchases and Supply

- Responsible for the procurement of all materials, equipment, supplies, printing and nonprofessional services (excluding technology)

- Responsible for the central electronic procurement system as their purchasing system, known as eVA

- Promulgate regulations, Agency Procurement and Surplus Property Manual (APSPM) and Vendors Manual

Division of Purchases and Supply

- Standardization of materials, equipment and supplies

- All contracts entered into by the Division shall be executed in the name of the Commonwealth

- Establish contracts for use by:
  - State agencies
  - Local public bodies
  - Private institutions of higher education
  - Local volunteer fire companies or volunteer emergency medical services
  - Public broadcasting stations

Establishing Statewide Contracts

- Competitive Sealed Bidding
  - Defined specification
  - Award to the low responsive and responsible bidder*

- Competitive Negotiations
  - Statement of Needs
  - Negotiate
  - Award to the highest ranking offeror*

  Multiple awards may be made if stated upfront

Using Statewide Contracts

- All statewide contracts are posted eVA
  - www.eva.Virginia.gov

- Contract documents include:
  - Scope of services/goods
  - Pricing
  - Contractor information
  - Instructions on how to utilize and place orders against the contract

Statewide Contracts

- DGS/DPS has over 350+ contracts

- Examples:
  - Schools buses
  - Office Supplies
  - Vehicles
  - Bulk Fuel
  - Fire Extinguishers
  - X-Ray Scanner Inspection Systems

DGS | Virginia **Department of General Services**

dgs.virginia.gov

eVA — 9008 - Virginia State Contracts

Search For: _____

NIGP Code/Class: _____ *NIGP Code Lookup*

Search   View All

Special Contract Pages

Fuel   Tires

Propane   Vehicles

Mandatory Statewide Contracts

New Contracts (past 60 days)

Other Contracts / Info

Cooperative Contract Submittal

Div. Engineering and Building Contracts

Mandatory Sources

VITA Contracts

Trouble downloading? Click here

Excel

Contract Number	NIGP	Description	Contractors	Authorized Entities	Contract Type	Starts	Ends	Buyer
E194-778	40515	Bulk Fuel: Consignment Motor Fuel	MANSFIELD OIL COMPANY	State / Localities	Mandatory Contract	10/6/2010	10/5/2018	Matt Fritzinger
E194-782	40515	Bulk Fuel: Ferry Fuel	PAPCO INC	State / Localities	Mandatory Contract	10/6/2010	10/5/2018	Matt Fritzinger
E194-73737	Multiple	Bulk Fuel: Statewide Bulk Motor Fuel Program (E194-73737)	MANSFIELD OIL COMPANY QUARLES PETROLEUM INC	State / Localities	Mandatory Statewide Contract	11/6/2015	1/5/2019	Matt Fritzinger
E194-779	40515	Bulk Fuel: Voyager Fuel Card Program	MANSFIELD OIL COMPANY	State / Localities	Mandatory Contract	10/6/2010	10/5/2020	Matt Fritzinger
E194-76552	Multiple	CLOTHING, CLOTHING ACCESSORIES & FOOTWEAR	OD TARAGIN & BROS LLC SO HOWARD UNIFORM COMPANY SOUTHERN POLICE EQUIPMENT CO INC SW GOALTEX CORP SO PRO CORR OUTFITTERS GALLS BEST UNIFORMS IRIS KIM INC UNIFORMS MANUFACTURING INC BOB BARKER COMPANY, INC. CHARM-TEX KAR WING TRADING CO INC THE THOMASTON CORP ARAMARK UNIFORM & CAREER APPAREL HABERDASHER CORPORATE APPAREL LLC SOW	State / Localities	Mandatory Source	3/1/2018	3/31/2019	Precious Walters
E194-73447	60017	Calculators - Scientific Calculators - School Edition	D&H DISTRIBUTING COMPANY	State / Localities	Optional Statewide Contract	1/1/2015	12/31/2018	Danielle Keeton

System Functionality

- <u>Requisitioning</u>: eCatalogs, approvals, orders & electronic order delivery

- <u>eSourcing and Public Posting</u>: electronic responses, supplier notifications

- <u>Supplier Enablement</u>: registration, personalized portal, eCatalogs & punchout

- <u>Contract Management</u>: award, renewals, spend tracking, vendor performance

- <u>Supplier Network</u>: electronic orders, advanced ship notices, invoices

- <u>Buyer Enablement</u>: organization/user setup, Pcards, data maintenance

- <u>Reporting</u>: spend analytics & spend management

- <u>Mobile Applications</u>: for approvers & suppliers

Virginia Distribution Center
Leverage Buying and Distribution of Goods

- Purchases and distributes $25-30 million worth of food and custodial supplies annually to over 1,400 customer locations statewide

- Leveraged Buying Power - items consumed in large quantities by public agencies into single purchases obtain better pricing than individual agency buys

- Strong quality assurance and lab testing program to ensure highest quality products

Surplus Property

- Surplus vehicles saved public bodies hundreds of thousands of dollars
  - City of Radford law enforcement - six vehicles saving $81,412
  - Grayson County Schools - seven vehicles saving $76,165
- Other surplus property savings:
  - City of Suffolk, 27' Utility Vessel - $62,500
  - County of Pulaski, Floating Bridge - $51,940
  - Hanover County, Scoop Loader - $58,980

Protecting life in the public space...

invisibly

‘

Amulet
am·u·let

1. Noun

    An object or emblem considered to possess hidden or magical

    powers of protection; keeping one from evil or harm

2. Word Origin

    From Latin amulētum, of unknown origin

AVERAGE DURATION OF ACTIVE SHOOTER EVENT

12 Minutes

AVERAGE TIME BEFORE FIRST 911 CALL IS PLACED

5Minutes

AVERAGE LAW ENFORCEMENT RESPONSE TIME

18Minutes

LAW ENFORCEMENT RESPONSE TIME

CAPITAL GAZETTE
ANNAPOLIS, MD

1MINUTE

5DEATHS

A Study of 160 Active Shooter Incidents in the United States Between 2000 - 2013: **Location Categories**
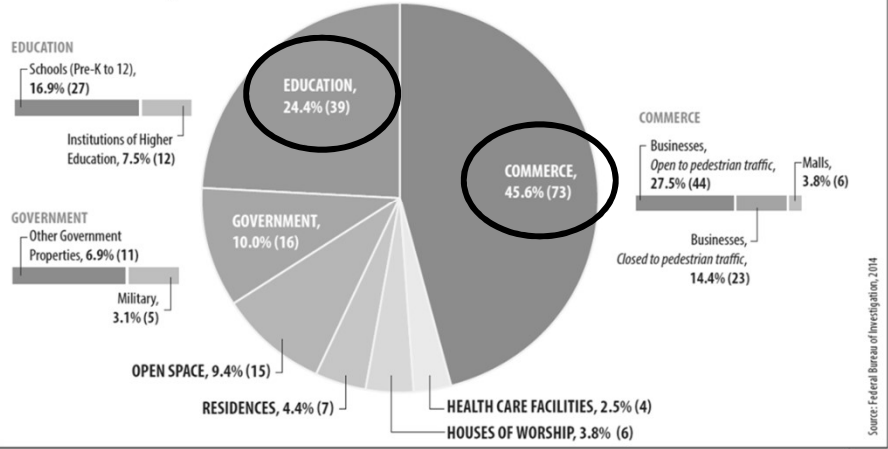
LEADERSHIP

Jeffrey Isquith – President and CEO

Starting his career with the military engineering and product development divisions of Honeywell and General Electric, Jeff gained operational and sales experience that led to subsequent roles leading teams within companies in the medical device, architectural design, and contract furnishings industry.

Today Jeff applies his progressive thinking, technological know-how, and an understanding of the security industry space, to lead a company that brings innovation to life…in order to protect life.

Leading the way has always been Jeff's strong suit.   Jeff is a proud alumnus of The University of Maryland.

EXECUTIVE LEADERSHIP TEAM

Jeffrey Isquith
President and CEO
35 Years Experience
Contract Manufacturing/Sales
Honeywell/GE
US Military Projects
Program Management

Blaine Zippler
CTO
36 Years Experience
DuPont
Ballistic Science

Gene Perez
COO
22 Years Experience
US Foundry Solutions
Semiconductor

Alan Bignall
CFO
Highly experienced CFO
20 years in both large
corporations and startups

Stephanie Guindon
CSO
Sales, Architecture and Interior
Design - Herman Miller/Krug
25 Years Experience

AMULET TEAM

Sue Chetlin
Chief Legal
Counsel IP
Chetlin IP, P.C.
32 Years
Experience
Princeton, UVA

Donald Williams
Former Director
Virginia Dept of
General Services
35 Years
Experience

Mike Jones
President
Major Security
Consulting and
Design
Law Enforcement
40 Years
Experience

Doug Haines
Security Advisor
Physical Security
Facilities
Planning
Instructor
45 Years
Experience
USAF

Mark Hartsky
VP Ballistic Tech
Research and
Devel
34 Years
Experience
DuPont
Ballistic Science

Cory Smith
Systems
Engineer, ME
10 Years
Experience
Timkin
Aerospace

Brent Murrell
Applications
Engineer, ME
U of Maryland
College Park

Jin Kim
Subject Matter
Expert
Active Shooter
Events
23 Years FBI
FBI Academy
Quantico, VA

Ed Rothstein
Business Dev
Colonel (Ret)
CDR Ft. Meade
30 Years Exp
Eisenhower
School
MS National
Security

Roy Farrow
Business Dev
Venture
Accelerator
Fennemore Craig
35 Years
Experience
Stanford University
School of Law

Morgan
Muchnick
Director
15 Years Gov
Public Affairs
US Senate
Committee Staff
Harvard Kennedy
School of Govern

Dan Wacker
National Sales
Manager
40 Years Sales
and Sales
Mgmt
Architectural
Products

Introduce staff present

11

RECOGNITION

The New York Times

"A 21st-century solution to saving lives and reducing injuries to innocent people in public spaces during an active shooter event."

AMULET BALLISTIC BARRIERS

Security Products' Magazine 2015 Gold Govies Award for Life and Fire Safety
Fennemore Craig Venture Accelerator Award Recipient
Featured on DIY's Vanilla Ice Project, safe room episode
Televised News Coverage on NBC, CBS, FOX
Published articles in Industry Magazines (In Business Magazine, Monday Morning Quarterback, Phoenix Business Journal)
Possible speaking engagements with International Security Conference (ISC) East and NeoCon East

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Schools
Hospitals
Corporate Offices
Government Buildings
Hotels/Conference Centers
Airports/Bus and Train Stations
Movie Theaters/Performance
Houses of Worship
Shopping Malls

COMPATIBILE WITH PRODUCTS FROM…

ARCONAS   ASSA ABLOY   mĕTRIKa®
evolucionando conceptos

OMNI   NELLO   transformations
INTERNATIONAL   WALL SYSTEMS

EMAGISPACE   As well as… Haworth Inc.
Build smarter.   Herman Miller Inc.
                                Kimball International
DAVID EDWARD   EVER White®   Steelcase, Inc.
                                Teknion Corporation

If only …

Century 16 Theater - Aurora, Colorado – Post Mass Shooting - Forensic Bullet Trajectory Study
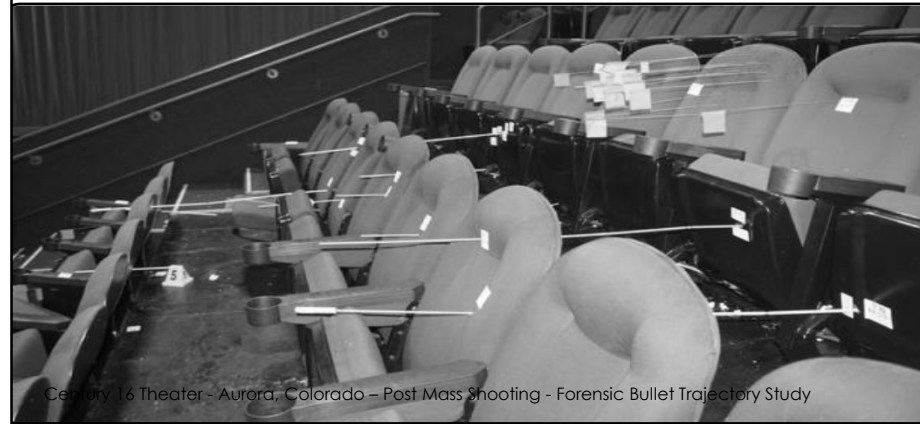
AURORA MOVIE THEATRE SHOOTING – July 20, 2012

12 Killed, 70 Injured

Trail Evidence for prosecution of James Holmes

HIDDEN *WITHIN* **AIRPORT** SEATING

ARCONAS

'Flyaway' Seating
with Amulet®

Unveiled at…
   International Airport Terminal Expo
               March 2017- Netherlands

The furniture can **protect human lives** from gunfire or explosive devices **without affecting** the design, appearance or **comfort** of the airport

Passenger Terminal World | Showcase 2018

ARCONAS USM Airportsystems

New Doha International Airport, Qatar

HIDDEN WITHIN…

TICKETING
GATE STATIONS
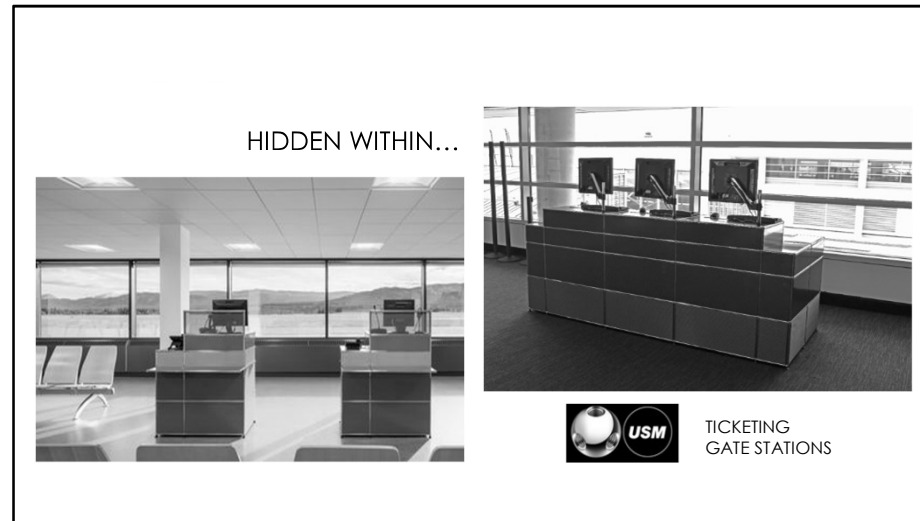
Unveiled at…
International Airport Terminal Expo
March 2017- Netherlands

AMULET® IN ARCHITECTURAL INTERIORS

Door Opening Solutions

ASSA ABLOY

Amulet® MA 'Multi-attribute'

Our newest technology developed with ASSA ABLOY doors in mind

Commercial and Residential

$15B company
Own 37 companies under their umbrella

- ballistic barrier – NIJ Level III – UL8
- weather event protection
- fire resistant
- acoustical
- GreenCircle Certified

AMULET® HIDDEN WITHIN **CONVENTIONAL FURNITURE**
– HOSPITALITY SEATING
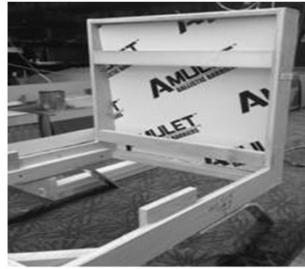
David Edward Corporation
Established in 1963

Beautiful Commercial Furniture for Hospitality

DAVID EDWARD

SECURITY ADVISORY TEAM

Doug Haines
Award Winning
Anti-terrorism Expert
Professor, John Jay
College of Criminal
Justice

Jin Kim
FBI
Subject Matter Expert
Active Shooter and
Mass Casualty Events

Mike Jones
Major Security
Consulting - Founder
Chief of Police (Ret)
VA Capitol Police

Understanding The School Environment

Voice of Customer

**Amulet® Installed
in
Arlington
Loudoun County
Prince William County
School Districts**

EDUCATION

- RECEPTION
- ADMINISTRATIVE OFFICES
- CLASSROOM
- LECTURE HALL
- PERFORMANCE CENTER
- BOARD OF SUPERVISORS DAIS
- LIBRARY

STATE-OF-THE-ART
BALLISTIC
PROTECTION

A
TEACHING TOOL

DESIGNED
FOR THE
EDUCATION SETTING

CLASSROOM

LEARNING
CENTER

LIBRARY

CAFETERIA

AUDITORIUM

ADMINISTRATION

MOBILE OR
STATIONARY

FREESTANDING OR
ATTACHES TO WALL

CONFORMS
TO ANY SIZE ROOM

CONFIGURABLE

MULTIPLE
HEIGHTS AVAILABLE

PROTECTS FROM
INTERIOR AND
EXTERIOR ASSAULTS

SCREENING
CHECKPOINTS

AMULET
Protective Technologies, Inc.

Protecting life in the public space...invisibly
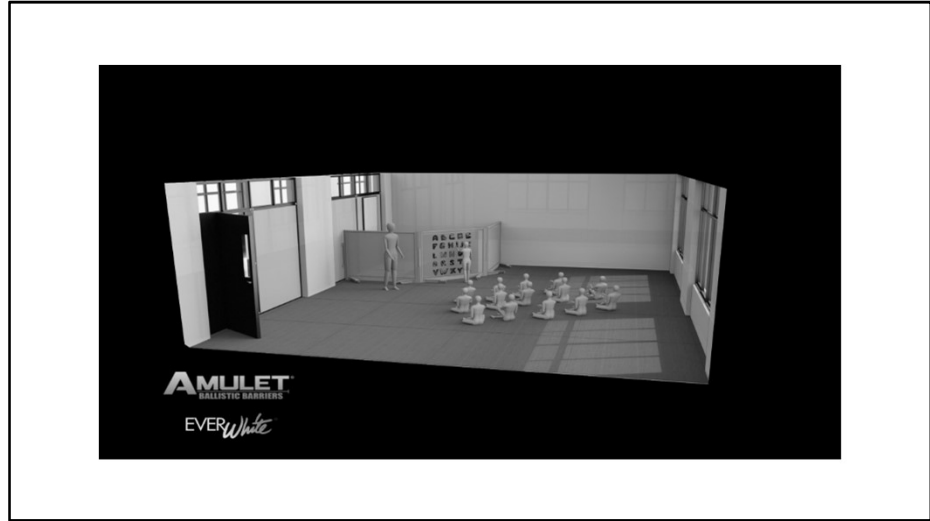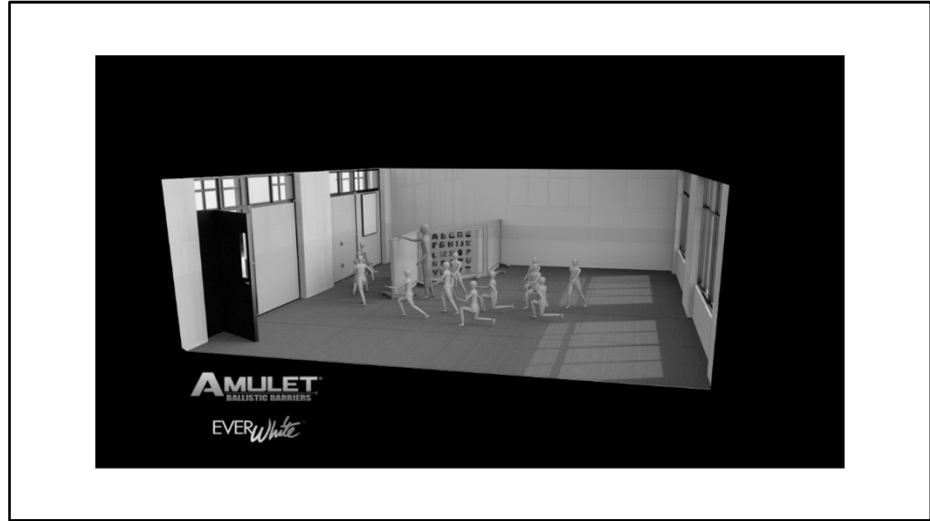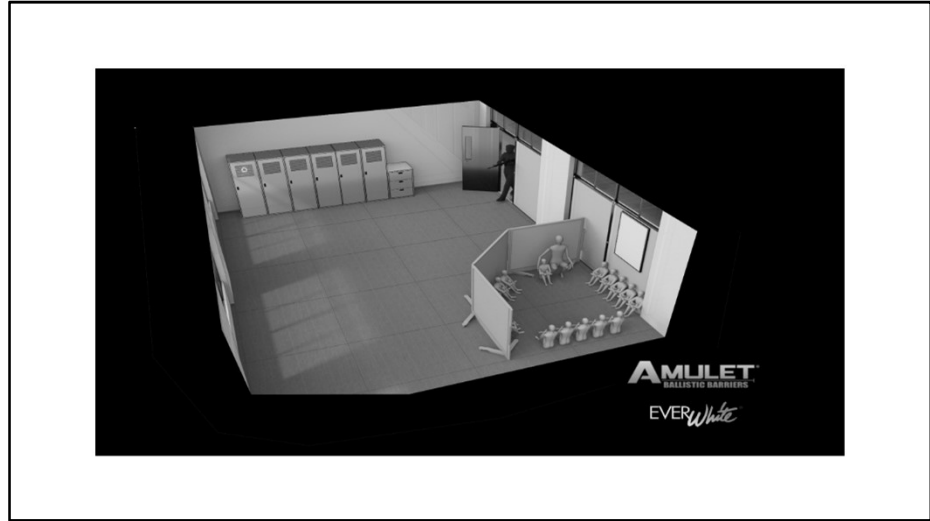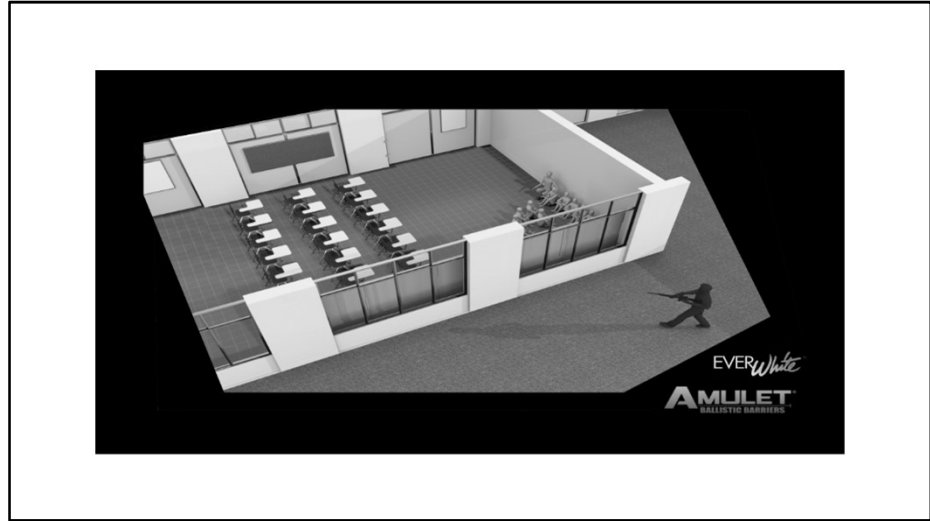
COMMON TRENDS IN SCHOOL SAFETY

COMMUNICATION IS KEY, AND STARTS AT 9-1-1

Sandy Hook After Action Report
CONNECTICUT STATE POLICE

- Self-dispatching applications are a danger to the men and women responding appropriately via 9-1-1.
- Self-deployment – responding outside of a 9-1-1 call – presented danger to officers and the public
- Information on building layouts is critical to assisting first responders in the moments after they arrive.

Active Shooter Guide
MICHIGAN STATE POLICE

- Once you are out of the line of fire, try to prevent others from walking into the danger zone and call 9-1-1.

Active Shooter Event Reference Guide
DEPARTMENT OF HOMELAND SECURITY

Information to provide to 9-1-1 operations:

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

International Association of Chiefs of Police Bureau of Justice Assistance

- Call 9-1-1 or have someone call 9-1-1 in immediate life-threatening situations. Then alert school authorities or the crisis management team.
- If available, activate silent alarms to notify law enforcement.

Active Shooter Recommendations and Analysis
NYPD

- Recommends "Communications infrastructure that allows for facility-wide, real-time messaging and include access for first responders."
- "Train building personnel to call 911 as soon as it is safe to do so."

Community Oriented Policing Services
BRINGING CALM TO CHAOS,
SAN BERNARDINO
U.S. DEPARTMENT OF JUSTICE

- Prepare and use equipment and technology to keep officers and community members safe and informed.
- Key Challenges "Those challenges included self-deployment … and poor communication."
- Recommendation: Establish a unified command of all primary first responders to facilitate communication, situational awareness…."

Public Safety Considerations for Smartphone App Developers
NENA

- Call 9-1-1. Allowing a trained telecommunicator to gather necessary details and dispatch emergency services.
- App developers should not encourage users to rely on a friend or family notification feature to obtain help during an emergency.

The United States Department of Homeland Security has certified products under the SAFETY Act (Support Anti-terrorism by Fostering Effective Technologies Act).

CREATE A SAFE ENVIRONMENT
FOR MORE PRODUCTIVE LEARNING

OUR INTEGRATED COMMUNICATION SOLUTIONS ENHANCE SCHOOL SAFETY AND IMPROVE EFFICIENCY
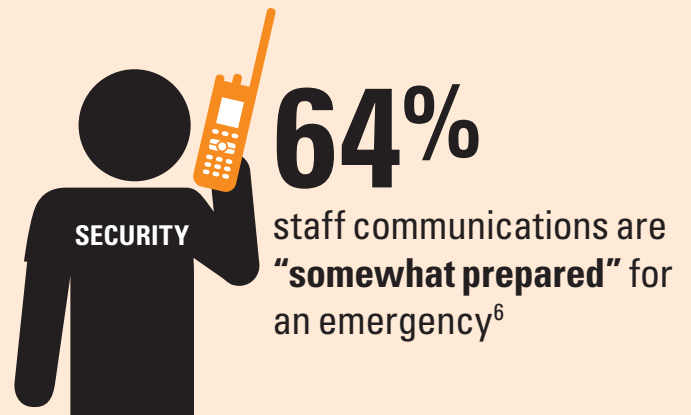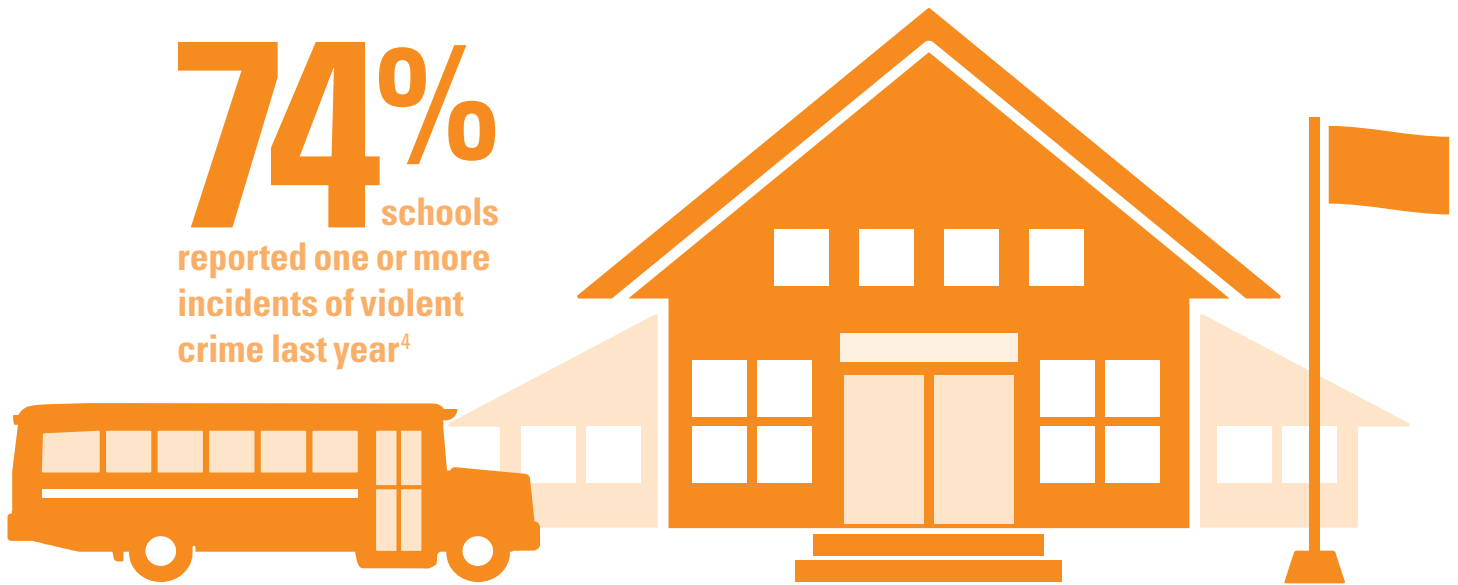
MORE THREATS, FEWER DOLLARS, GREATER NEED FOR SAFETY

From college campuses to K-12 classrooms, educators are looking for better communication solutions to help keep students and staff safe, especially as violence and crime in schools escalate.[1] Yet districts in at least 35 states received less funding per student for the 2013-16 school year than before the recession. Even in states where funding has increased, it is not enough to make up for cuts in past years.[2]

Despite limited resources and leaner budgets, administrators acknowledge that instant, reliable communications is one of their most urgent concerns. Almost 40 percent say they need an updated system for daily operations – particularly for emergencies.[3]

74%
schools
reported one or more incidents of violent crime last year[4]

99%
say student and staff **safety and security** is their **#1 priority**[5]

SECURITY

64%
staff communications are **"somewhat prepared"** for an emergency[6]

ENHANCE COMMUNICATIONS

INSTANTLY CONNECT TO PUBLIC SAFETY

CONNECT WITH FIRST RESPONDERS

- APX
- Emergency Buttons
- WAVE
- SchoolSAFE

CAPTURE YOUR CAMPUS ACTIVITY

- Avigilon Surveillance Technology
- Si500 Body Worn Camera
- Sr600 In Vehicle Camera
- Command Central Vault

COMBINING TECHNOLOGY FOR A SAFER SCHOOL

- Connect directly to your local first responders
- live video and situational awareness
- Interoperable communications

CONNECT INSTANTLY TO PUBLIC SAFETY WITHOUT TALKING
APX™ O2 CONTROL HEAD

The APX 4500 School Safety radio can compliment your security as a standalone device for an added level of safety. It is a mission critical, P25 mobile radio with a large orange emergency button designed specifically for school safety. With a touch of the button, school officials can instantly send an emergency alert to public safety without having to hold down the button to talk. **Additional remote emergency buttons can be installed throughout a school building allowing many points of egress to be protected.**

When you install an APX 4500, you leverage the investment your community has made in public safety radio infrastructure. The P25 system is reliable and redundant, built to withstand severe weather and many users at once. An instant connection in an emergency helps speed response and improve outcomes.

> "A big concern was how to let the authorities know we need assistance immediately. It is very simple now to press a big orange button, and even if we can't tell them what is happening, they can hear us and will send help immediately."

Secretary, Chagrin Falls Middle School, Ohio
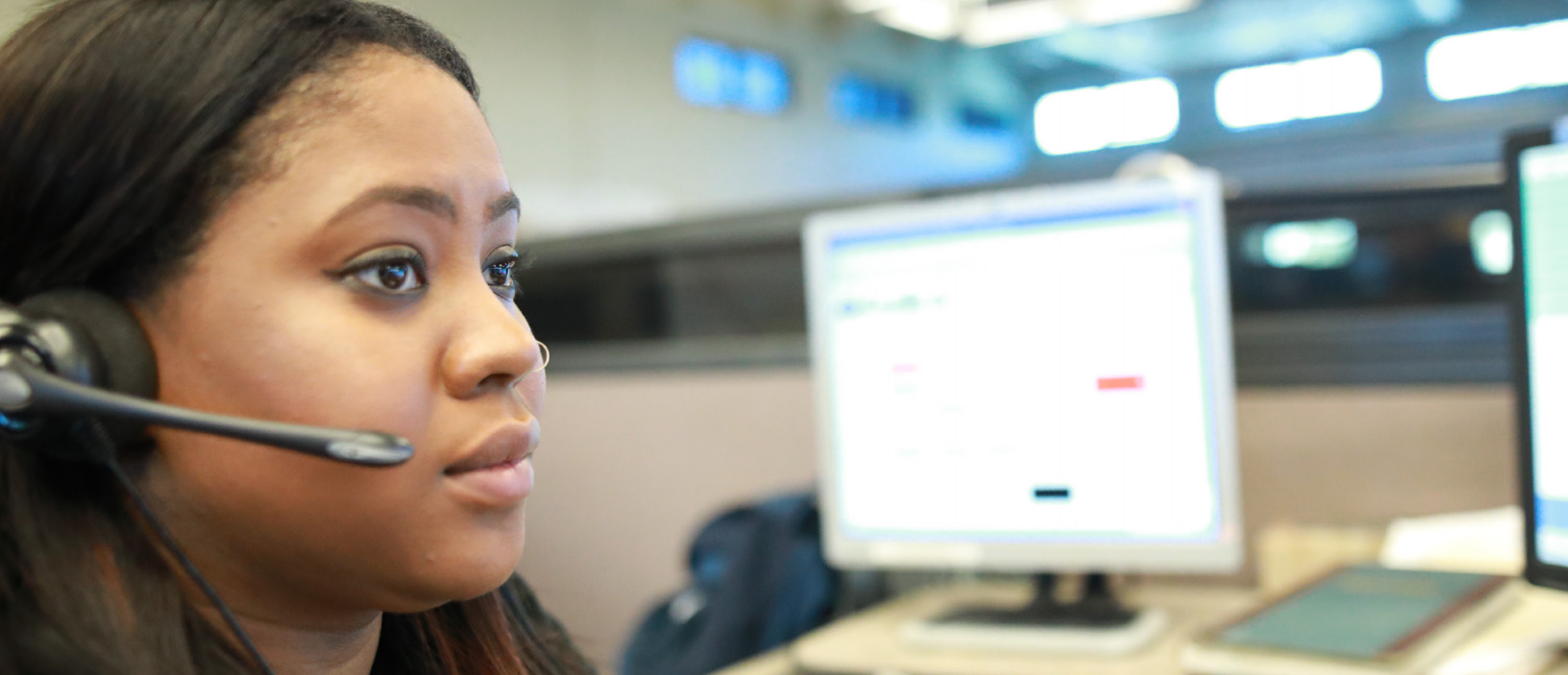
A STUDENTS FIRST POINT OF CONTACT

FROM APPLICATIONS TO TEXTING ESSENTIAL RESOURCES ALL STUDENTS NEED

SEND A TIP ANONYMOUSLY

Whether a student brings a weapon to school or there is a suspicious character lurking in the faculty parking lot, alert local law enforcement by sending a tip anonymously with TipSubmit.

TipSubmit features:

- Two-Way Dialogue
- Easy Web-Based Form
- Quick Search
- Enhanced Notifications
- Full Multimedia Support
- Simplified Sharing
- Standardized Data Collection
- Integration with CommandCentral

NEXT GENERATION 9-1-1

When an active shooter is present voice communication might not be an option and a call to 9-1-1 could cause more harm than good. Next Generation 9-1-1 solutions such as CallWorks and Vesta allows citizens to send text messages to public safety first responders during emergency situation.

CALLWORKS

- Streamlined 9-1-1 Call Taking with Mapped ALI
- Flexible Options
- NG 9-1-1 Ready

VESTA

- RapidSOS technology in mapping
- VESTA SMS solution

CONNECT TO YOUR COMMUNITY

From an active shooter at the local mall to a tornado heading straight toward your campus, CommunityConnect is designed to facilitate open and efficient communication between public safety first responders and you.

- Allows Public Safety to provide Citizens with Vital Information regarding Emergencies.
- 9-1-1 Calling from with the App
- 9-1-1 Call Takers can quickly pinpoint the location of Citizens
- Citizens can download and install the app for free on mobile devices or access CommunityConnect Online
- Quick Sign-Up Process
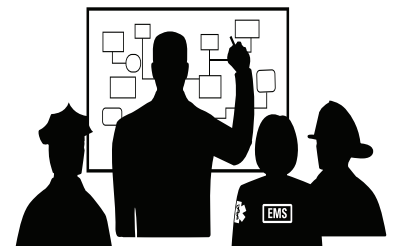
CONNECT TO STAFF, ON ANY DEVICE, ANYWHERE
WAVE™ WORK GROUP COMMUNICATIONS

- Leverage the resources you already have to communicate with employees on their own devices.

- WAVE extends your radio's reach to those who may not carry radios.

- Now the principal at a convention or the administrator away from campus can talk on their smartphones with radio users at school.

- Enable your entire staff to be connected at this push of a button.

WAVE connects to virtually any device – smart phones, laptops, tablets, even intercoms and landlines – on any public or private mobile data network, including Wi-Fi. You get seamless and secure connectivity, affordable push-to-talk, and the freedom to keep service plans and devices. Allowing you to talk directly with first responders if you need to.

MANAGE AND MONITOR BUSES WHEREVER THEY GO
GPS FLEET TRACKING

Need to contact a student on the bus, redirect a vehicle or make sure your fleet is adhering to its route? The integrated GPS on our radios helps you monitor their location and manage logistics. Now schools can track each vehicle to improve security, increase student safety and effectively respond to emergencies, weather events, traffic and more.

- Direct communication with first responders
- Leverage your existing assets
- County wide evacuation capabilities
- Location Tracking

CAPTURE INCIDENTS

VIDEO SURVEILLANCE AND MANAGEMENT

From the first bell of the day to the last student on the bus, it is imperative to ensure student and staff safety on a day to day basis. With the evolution of technology moving toward a video and data driven solution, having up to date video surveillance and data management tools will ensure situational awareness from a routine day on the playground to an emergency. Be prepared with our full set of video solutions and equip your campus and staff with the necessary tools to enable safe daily operations.

AVIGILON
Deploy and integrate access control and video surveillance system to protect students, staff and assets while creating a safer learning environment for students. High Definition Stream Management (HDSM) technology, Access Control Manager (ACM) software, and Avigilon Control Center (ACC) software gives you complete control.

BODY WORN CAMERA
Equip Officers, Security, and Administrators with video capturing devices. The Si500 Video Speaker Microphone is part of our complete solution for capturing, storing, analyzing and sharing crucial video information. It combines a body-worn camera, remote speaker microphone and smart interface in a single device.

IN VEHICLE CAMERA
From a students daily commute to field trips and after school activities; school bus transportation is a vital part of daily operations. The Sr600 In-Car Video Camera is a complete solution, combining a single-lens wide view camera with dual microphones, remote triggering, built-in storage and a secure Wi-Fi upload capability.

COMMANDCENTRAL VAULT
With the need for video comes a need for storage. CommandCentral Vault allows users to easily manage large quantities of content by storing all of it in a single, secure place. This source-agnostic cloud storage software will allow for a more streamlined and user friendly solution to your video data management needs.

TAKE COMMAND OF THE SITUATION

INCREASE SITUATIONAL AWARENESS WITH FIRST RESPONDERS

COMMANDCENTRAL AWARE

Provides a complete operating picture, integrating real-time intelligence remotely in the command center. Voice, data and video can be monitored simultaneously by a single analyst.

COMMANDCENTRAL INFORM

A single piece of information can often make the difference in directing the safest response. Keep everyone informed and in sync with a map-based common operating picture on any device.

COMMANDCENTRAL ANALYTICS AND PREDICTIVE

Quickly visualize mass amounts of data, in new ways, to better understand incidents in an increasingly complex world where more decisions are data driven.

WHEN EDUCATORS TRUST MOTOROLA, THEY TRANSFORM SCHOOL SAFETY

From playgrounds to lecture halls, our technology solutions are enabling students to learn, grow and thrive in a safe environment.

They're decreasing the amount of time it takes to connect to first responders in case of an emergency. They're increasing visibility into the events taking place at school, in the community and around the world.

They're protecting youth from the bus stop to the classroom and back again. And giving parents more confidence than they've ever had before — that their child will be able to reach their full potential in a safer school.

SOURCES
1, 2, 3, 6. Motorola 2013 Nationwide Education Survey
4. Report: School Crime and Violence Rise, U.S. News and World Report, June 10, 2014
5. "Most States Funding Schools Less Than Before the Recession," Center on Budget and Policy Priorities, May 2014

To increase your school safety and efficiency,
visit **www.motorolasolutions.com/education**

MOTOROLA

Virginia Beach City Public Schools

Blue Ribbon Panel on School Safety and Security

A Collaborative Effort to Provide Students, Staff, and Families the Safest School Environments Possible

Blue Ribbon Panel on School Safety and Security
Convened April 10, 2018

Name	Position and Affiliation
James A. Cervera	Chief of Police, Virginia Beach Police Department
William T. Dean, Jr.	Deputy Chief of Police, Virginia Beach Police Department
Chad Vincelette	Captain, Naval Air Station Oceana
Darby Harville	Lieutenant Commander, Naval Air Station Oceana
Patrick "Ivy" Wroton	Principal, Princess Anne Elementary
Paula Johnson	Principal, Bayside Middle School
Cheryl Askew	Principal, Landstown High School
James Thornton	Department of Human Services
Robert Jamison	Coordinator, Office of Student Support Services
Karin DiMaggio	Coordinator, Psychological Services

Assistance provided by staff from the Office of Safety and Loss Control

Guiding Questions

1. What does the school division do well in providing for school safety and security?

2. What gaps exist regarding school safety and security that need to be addressed?

3. What new resources can be added or what existing resources can be used in different ways to strengthen school safety and security?

Information Sources:
- Office of Safety and Loss Control
- Stakeholder input
- Data gathered by Blue Ribbon Panel Members

Stakeholder Input

- Teacher Assembly (77 participants)

- Blue Ribbon Panel on School Safety and Security Community Meeting (68 participants)

For these two sources of input, similar protocols were used. Participants discussed the three overarching questions and recorded responses on large white pads. Tally marks were used to indicate responses endorsed by multiple group members.

- eTown Hall (103 participants)

Participants responded to the three overarching questions individually, online.

What We Do Well

Safety Protocols, Emergency Preparedness and Response	Security Infrastructure and Personnel	Behavioral Mental Health
58% of comments referenced this category as an area of strength	**34%** of comments referenced this category as an area of strength	**7%** of comments referenced this category as an area of strength
✓ Process for visitor check-in ✓ Keeping doors locked ✓ Drills ✓ Notifications/Alerts ✓ Plans/Protocols/Crisis Response	✓ Security staff ✓ Cameras ✓ Electronic entry system ✓ Raptor system ✓ Buzzer system	✓ Availability of school counselors ✓ Anti-bullying initiatives ✓ Focus on relationships ✓ Trained staff ✓ Positive Behavioral Interventions and Supports

Suggestions

Safety Protocols, Emergency Preparedness and Response	Security Infrastructure and Personnel	Behavioral Mental Health
32% of comments referenced suggestions related to this category	**45%** of comments referenced suggestions related to this category	**18%** of comments referenced suggestions related to this category
✓ Provide more training to staff and students (particularly importance of not opening doors) ✓ Keeping doors locked (would prefer buzzer used at all times) ✓ Update/review/practice drills ✓ Ways to support anonymous reporting	✓ Hire more security staff ✓ Metal detectors ✓ More cameras/ensure cameras work ✓ Buzzer system ✓ Security training/qualifications	✓ Hire more personnel (e.g., counselors, psychologists, social workers, etc.) ✓ Focus on social-emotional learning ✓ Training on identifying mental health concerns

Blue Ribbon Panel Meeting – June 5, 2018

- Provided Panel members with the summary findings from stakeholder input

- Panel members shared findings from their own data gathering processes
  - Virginia Beach Police Department and Navy Representatives visited 6 schools each for in-person assessments
  - Principals gathered information from colleagues and students
  - Behavioral Mental Health group held focus groups with central office and building level administrators

What We Do Well

- Information gathered by Panel members reinforced many of the findings from the stakeholder input process.

Additional "Take-Aways"

Virginia Beach Police Department Representatives	Good response system in place Strong partnership between the VBPD and Safe Schools
Naval Air Station Oceana Representatives	Employees care about safety and were receptive Building administrators are knowledgeable about procedures
Behavioral Mental Health Group	Administrators feel supported by Safe Schools and Media and Communications New protocols for dealing with mental health issues are a positive
Students via Principals	Students feel safe and protected Students feel there is at least one adult who cares about them

Where We Have Gaps

- Information gathered by Panel members reinforced many of the findings from the stakeholder input process.

Additional "Take-Aways"

Virginia Beach Police Department Representatives	Insufficient surveillance on campuses through technology Procedures should be position not person specific
Naval Air Station Oceana Representatives	Environmental enablers (e.g., overgrown vegetation, broken lights) Unsecured equipment and materials Blind spots in camera coverage
Behavioral Mental Health Group	Lack of knowledge/access to resources supporting mental health Staff lack training on mental health issues and de-escalation
Students via Principals	How students treat one another (in person and online) Some students feel least safe when outside

Blue Ribbon Panel Meeting – June 21, 2018

- Confirmed summary of findings among panel members and shared additional data received from students and schools

- Reviewed individual recommendations received from panel participants to identify themes and priorities

Final Recommendations

➢ Safety Protocols, Emergency Preparedness, and Response (4)

➢ Safety Infrastructure and Personnel (3)

➢ Behavior and Mental Health (3)

Safety Infrastructure and Personnel

★ • Reevaluate security personnel program (staffing, hiring, training, and responsibilities)

★ • Strengthen infrastructure for controlling access to school sites (buildings and grounds; including security desk location and associated equipment)

• Evaluate and increase use and location of cameras and sensors

• Strengthen infrastructure for securing classrooms

Next Steps

VBCPS to develop Security Update Plan to address recommendations (short/long range strategies, timeline, responsible staff), to include:

1) Develop and implement both immediate and long-term training needs/expansion

2) Reallocate and/or accelerate the use of existing resources as appropriate (e.g., implementation of buzz-in system during SY 18-19, role expectations for mental health, training for security personnel, etc.)

3) Prepare budget implications for the Board for 2019-20 discussion

- Securly is a 100% cloud-based web filter designed specifically for K-12 schools with three major components:

  - Web Filtering for Take Home Devices
    - Used Division Wide beginning with 2017-2018 School Year
  - Securly Parent Portal
    - Piloted in Four Schools in the Spring
  - Securly Auditor24
    - Piloted in Secondary Schools for Four Weeks in the Spring

- VBCPS field tested Securly Auditor 24 this past spring for approximately four weeks.
- During that time VBCPS determined that the number of non-imminent threats would be too burdensome for staff and opted not to receive such alerts.
  - Securly now reviews and alerts VBCPS if an immediate threat determination is made.
- If an imminent threat determination is made, Securly notifies designated staff who in turn engage the school, parents or police as appropriate.
  - Over the course of the pilot VBCPS received eight such calls that required further action.

Questions?

Alerting You to Threats
Shared Publicly on Social Media

Social Sentinel®

Helping You Find the Needles in the Digital Haystack

No image was associated with this post.

User Redacted   6/29/17 at
                                 1:13pm

Teen is tossing out racial slurs while having
road rage - now pointing gun #racism
https://t.co/hCtjUZeIps

Geo Data:

Translate this? - View Post

RMap™ Match: Bio, Local+

Teen is tossing out racial slurs while having road rage - now pointing gun #racism https://t.co/hCtjUZeIps

Sentiments from a Client

From: Matt Carmichael
Sent: Tuesday, December 6, 2016

All,

This is without a doubt amazing. Great teamwork. **Today you saved a life and I am very proud of each of you. The process with Social Sentinel is hands down the best.** More formal appreciation to follow but please let me express my immediate gratitude.

Wow, sincerely,

Matthew E. Carmichael
Chief of Police
University of Oregon Police Department

Social **Sentinel**

Sentiments from a Client

From: David Perry
Sent: Tuesday, July 5, 2017

We witnessed the power of a Proactive Social Media Threat alert today! **Our team engaged quickly and thoughtfully to check on the welfare of a student who appeared to be in crisis.**

As we worked to make contact with the student it became more obvious that our intervention was necessary. By leveraging as many possible resources to protect our campus community, overall safety is improved. Partnering with Social Sentinel allows us the visibility and accuracy of threats in public social media in a manner that is compliments our many of our public safety initiatives.

David Perry
Chief of Police
Florida State University

No image was associated with this post.

XYZ is first on my hit list

User Redacted   6/29/17 at
🚫   1:13pm

XYZ is first on my hit list

Geo Data:

Translate this? - View Post

RMap™ Match: Bio, Local+

SocialSentinel®

I'm though before
I become desperate

@VCFAndre or if you bring a gun to campus

No image was associated with this post.

User Redacted   6/29/17 at
                       1:13pm

@XYZAndre or if you bring a gun to campus

Geo Data:

Translate this? - View Post

RMap™ Match: Bio, Local+

Social Sentinel

User Redacted
🚫

6/29/17 at
1:13pm

TBH I want to die... I hate myself so much

Geo Data:

Translate this? - View Post

RMap™ Match: Bio, Local+

TBH I want to die…
I hate myself so much

Social Sentinel®

My school is getting shot up tomorrow

No image was associated with this post.

User Redacted   6/29/17 at
                                 1:13pm

My school is getting shot up tomorrow

Geo Data:

Translate this? - View Post
RMap™ Match: Bio, Local+

Social Sentinel®

User Redacted   6/29/17 at
🚫   1:13pm

@XYZname @XYZperson She was raped
while unconscious. Are you joking?
They gonna fight now 😭😭😂😂😂

Geo Data:

Translate this? - View Post

RMap™ Match: Bio, Local+

@XYZname @XYZ person She was raped while unconscious. Are you joking? They gonna fight now

Social Sentinel®

Cisco Safer Schools and Campuses

Craig Coale -
Practice Leader - Cisco Safer Schools and Campuses

August 17th, 2018

Addressing the Spectrum of Physical and Digital Threats

Typical campus security deployments

1

Siloed systems

Visitor screening, badging/access controls, communication, and video surveillance run as separate systems
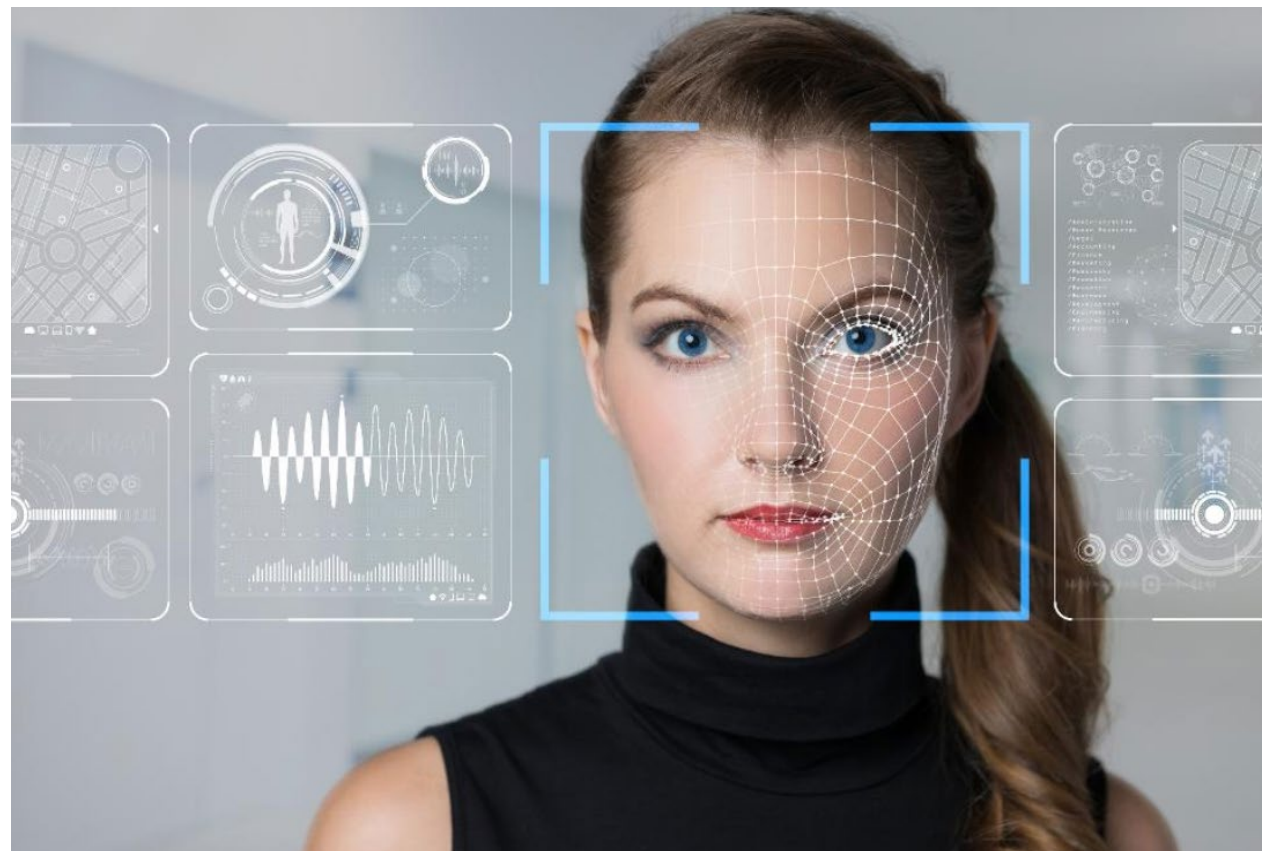
2

Outdated\No equipment

Hidden risks around potential critical points of communication failure

3

Reactive functionality

Unclear policy and inability to identify early indicators of potential risks

Inadequate :: Costly :: Slow in Responsiveness

Securely solving complex use cases

Stream, store, play back video of activity from any location

Send targeted emergency alerts to admin, staff, parents, students

Enable patrolling security officers to view incidents across entire district

Share live or recorded video with law enforcement outside of school

Remotely view visitors at door, only allow entry upon validation

Quickly & reliably alert security personnel through mobile app

And much more…
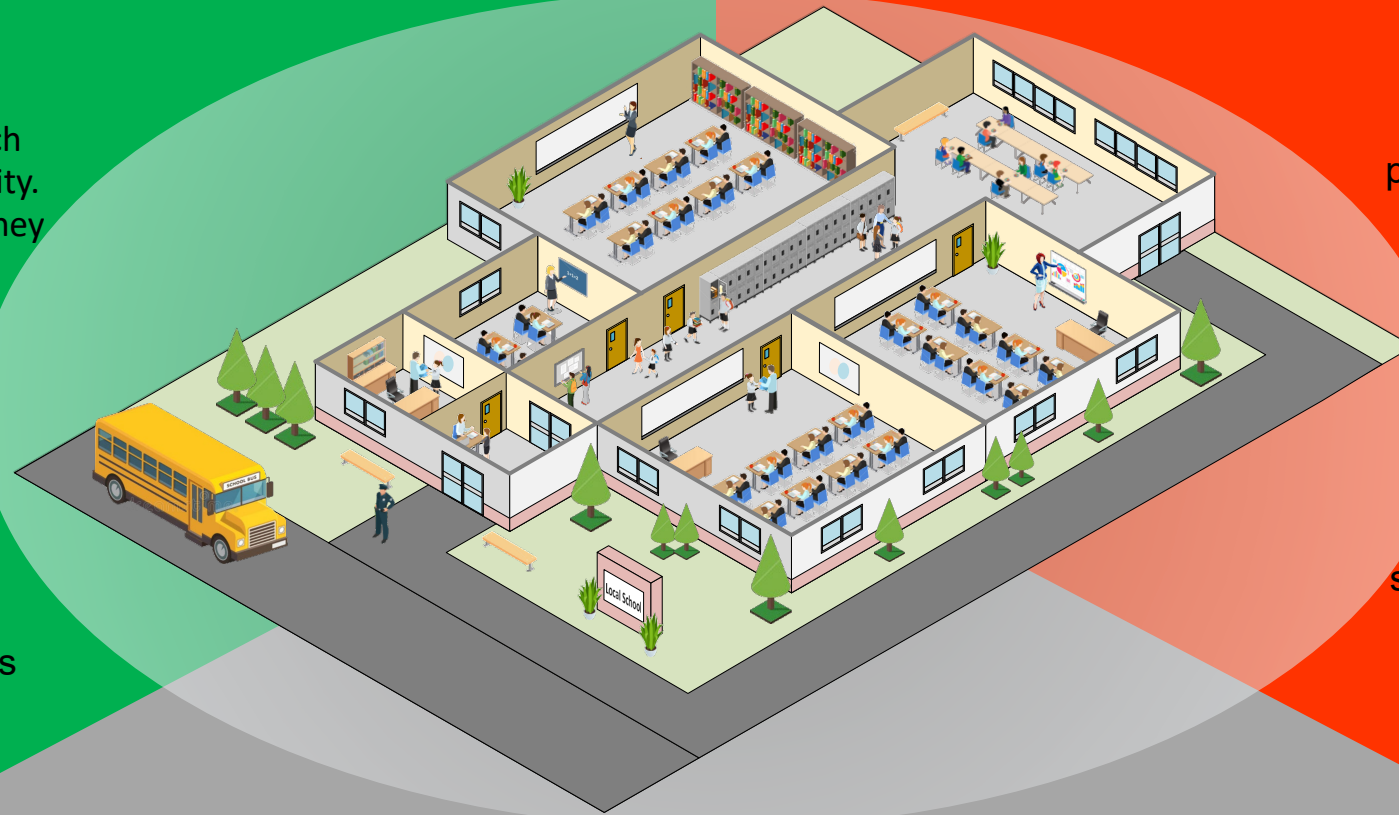
Preparation for All Safety Risks and Hazards: DHS Model

Before an Event

Preventions
Deter events through over-watch presence and vigilance of authority. Identify possible threats before they can take shape.

Protection
Control access and monitor assets and public behavior. Leverage data sources for awareness and mitigate issues before they can occur.

During an Event

Mitigation
Detect critical events and direct people, resources, and processes to minimize risk. Direct potential victims away from harm and toward safety.

Response
Optimize response to threats, save lives, and protect the public. Enable collaboration within and across functional groups e.g. facilities staff, administrators, police, fire, medical, and public.

After an Event

Recovery
Aid in the recovery process information management and situational awareness.

Cisco Safety & Security Foundation

Simple, automated, digital perimeter

Access Control

Video Surveillance

Collaboration

Notification

Cyber Security

Cisco Network and Services
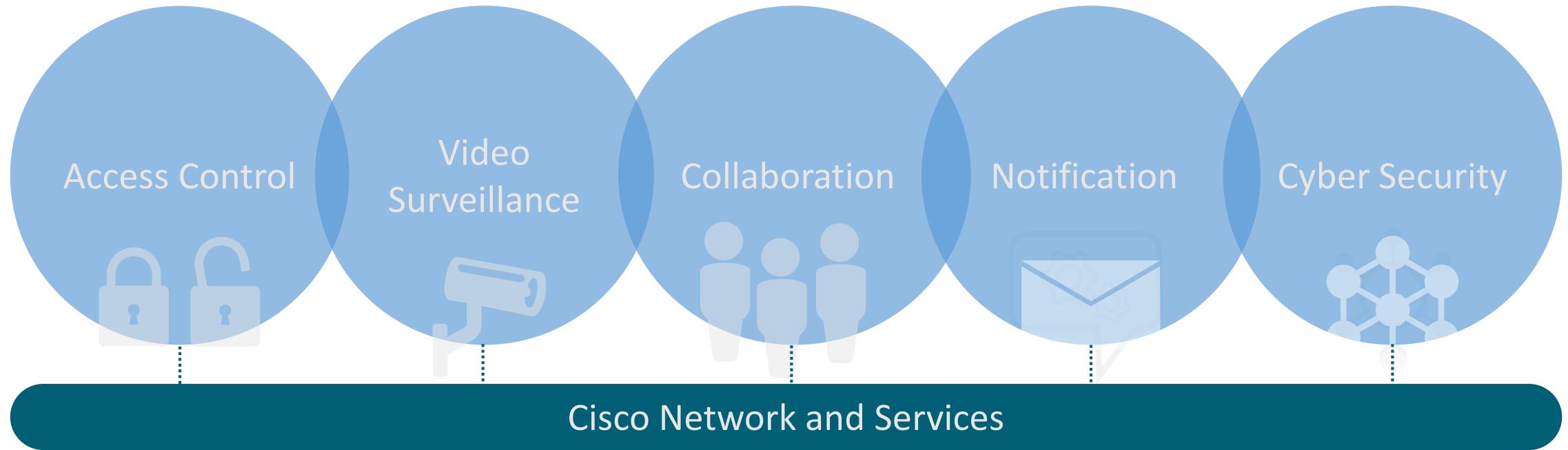
Everything working together to provide maximum security against threats and other hazards for students, teachers, employees, and visitors

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THE "OTHER" SIDE OF SCHOOL SECURITY......

It's the small details that can cause the biggest problems….

WHAT IS THE PROBLEM WITH EVERYDAY SCHOOL SECURITY?

Keeping the physical security operational so that the building envelope stays secure is our biggest challenge. Most currently operating schools are not scheduled for replacement or renovation for 5-10 years from today. Much of our security infrastructure malfunctions and it is outdated or non-existent.

WHAT DO WE DO BEST RIGHT NOW?

Today, the approach to school security is lead by the threat assessment teams and Virginia is noted for having one of the best programs in the country. This approach addresses the very real problem of the "imminent danger" issue. This is an absolutely correct first step when an individual student is identified as a potential threat. Getting the student help and marshalling resources to "save" this student is an absolute "best practice". But, it is limited as it is focuses on one student who is already headed towards crisis.

HOW CAN DESIGN PROFESIONALS IMPACT THE PROBLEM?

We are seeing a lot of interest in the wonderful ability of the design community to design safe NEW schools and the RENOVATION of older schools. Our architects do a fantastic job in making the schools they touch with their design expertise a safer place. MAJOR is the security consultant for a large number of architects in the Mid-Atlantic region who perform school design. However, MOST schools are not being replaced with NEW buildings due to the expense of new construction NOR are they being renovated for the same reason. Most substantial physical security improvements are part of a multi-year capital improvement plan that fixes today's problem – but they do it TOMORROW. It takes time to design and build a school. This does NOTHING for the immediate need to

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make the majority of our schools safe RIGHT NOW. We are one day closer to our next school violence incident.

WHAT IS THE MOST PRESSING PROBLEM IN SCHOOLS TODAY?

In the last several years, MAJOR has consulted with a considerable number of K-12 schools that were not being renovated or replaced – they were just OPERATING. The facilities are old and are quite simply – worn out. The doors do not shut, the windows cannot be secured al the time, there are no physical barriers to entry to the grounds or the buildings and there is just an INABILITY to secure the physical environment. This lack of physical security is the single most vulnerable issue that K-12 schools face today. There has NEVER been a successful active shooter attack until he was INSIDE the school. The offender seeks mass victims and they are only found inside the schools. We CAN PREVENT this from occurring by utilizing CPTED (Crime Prevention Through Environmental Design) physical security defenses. Starting on the exterior of the property and then working our way up to the entrance and subsequently inside the physical plant, the proper physical security devices, security technology, security patrols and prevention/response policies can deter, detect, delay, deny access and allow for assistance to arrive by interrupting the offenders attempts to enter the target rich environment of the school building.

HOW CAN WE FILL THIS GAP WITH OPERATING SCHOOLS THAT NEED HELP NOW?

Unfortunately, a large number of schools on all levels have not performed a physical threat, risk & security assessment. This is a diagnostic tool that can rapidly determine the level of risk the school faces and helps determine the physical and operational security protection that is needed. A school can be made significantly safer by examining risk and mitigating it with a variety of prevention/response/physical security measures that can be done without huge budgetary impacts or long waits for design and construction.

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A SOLUTION?

MAJOR urges that you consider requiring that each school have a comprehensive security assessment performed each year that determines the safety level of the facility and makes prevention/mitigation recommendations that have immediate impact. You cannot defend against or fix something that you're not aware of. These schools that are NOT on schedule for replacement or renovation contain the majority of our students – and the majority of our security issues.

By looking at the "real-time" physical security issues that schools face, we can take action "right now" to fix certain physical problems. We can DIRECT the actions of our SRO's and SSO's to ensure that security vulnerabilities are address as part of their everyday duties.

Consider placing physical security on the same level as fire safety within the Building Code. Once physical security has an equal seat at the table, everyone will win. The law REQUIRES fire safety, but it does NOT require physical security. A very common response to MAJOR from a Superintendent is this – "I would really like to have some physical security but since it is not required, all I can do is what I must do by law".

WHO IS MAJOR?

MAJOR Security Consulting & Design LLC was founded by Michael A. Jones – retired Chief of the Altavista Va Police and the Va Capitol Police. Mike is a long term veteran law enforcement executive whose firm provides full service public safety security consulting with special expertise in schools, public safety facilities and courts. Chief Jones is also one of the longest serving adjunct faculty members at the VCU Wilder School of Government where he instructs criminal justice and homeland security. Mike knows security and he knows schools.

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July 1, 2018

Project & Experience Resume – MAJOR SECURITY - Consulting & Design

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COURTS:

Prince Edward County VA: Court Security Renovation – Security Design & Consultation
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

Pittsylvania County VA: New Court & Jail Project: Security Consultation
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

Virginia Workers Compensation Commission, Richmond, VA: Security Assessment of proposed new facility – 1 & 2
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

Virginia Workers Compensation Commission, Richmond, VA: Statewide assessment and security design modification recommendations to Fairfax, Manassas, Bristol, Harrisonburg, Virginia Beach, Richmond and Roanoke courthouses
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

Virginia Workers Compensation Commission, Richmond, VA: Statewide Active Shooter & Workplace Violence training programs

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Office of the Virginia Attorney General – Courthouse Design Assistance Program, Richmond, VA: security consultant to review disputed courthouse security issues and provide security design support to architect on all matters security Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

County of Dinwiddie VA: Security Consultant for Courthouse Security Review
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

County of Prince Edward, VA: Conduct courthouse and seat of government security assessment and make security design, program and training recommendations
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

City of Danville VA: Danville Courthouse/Jail Security Review Project Review, evaluate and recommend new electronic security measures

County of Charlotte VA: conduct review of security of courthouse and make recommendations for design improvements
Review, evaluate and recommend new electronic security measures

County of Halifax VA: conduct review of security of courthouse and make recommendations for design improvements
Review, evaluate and recommend new electronic security measures

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SCHOOLS – SECURITY ASSESSMENTS & SECURITY CONSULTATION

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County of Dinwiddie Public Schools, Dinwiddie VA: Full security assessment and security program development & design modification
Review, evaluate and recommend new electronic security measures; inspect installation of security technology; review and modify threat assessment team process to include "Bullying Prevention & Intervention" programs

The Heritage School, Climax, VA: Provide security design plan review and make recommendations for improvement
Review, evaluate and recommend new electronic security measures; review and modify threat assessment team process to include "Bullying Prevention & Intervention" programs

Stoney Point School, Richmond, VA: Full security assessment and security program development & design modification
Review, evaluate and recommend new electronic security measures; review and modify threat assessment team process to include "Bullying Prevention & Intervention" programs

Woodlawn Academy, Chatham, VA: Full security assessment and security program development & design modification
Review, evaluate and recommend new electronic security measures; inspect installation of security technology; review and modify threat assessment team process to include "Bullying Prevention & Intervention" programs

The Fuqua School, Farmville, VA: Full security assessment and security program development & design modification
Review, evaluate and recommend new electronic security measures

Lynchburg College: On-Call Security Consultation

City of Hopewell VA Public Schools: Full security assessment and security program development & design modification
Review, evaluate and recommend new electronic security measures; inspect installation of security technology; review and modify threat assessment team process to include "Bullying Prevention & Intervention" programs

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City of Hopewell VA Public Schools: Annual Consultancy – Develop comprehensive security program for their public school division

Greencastle School System, Greencastle PA: Security Consultation and Assessment

Loyola College Housing Security Project – Security Consultation Review, evaluate and recommend new electronic security measures

College of William & Mary – Security Consultation Review, evaluate and recommend new electronic security measures

Bryant & Stratton College, Midlothian, VA: On-Call Security Consultation/Member – Campus Emergency Planning Group

Virginia School for the Deaf & Blind, Staunton, VA: full security assessment and design recommendations
Review, evaluate and recommend new electronic security measures

Virginia Military Institute, Lexington, VA: Provide comprehensive security assessment and security design modifications for the school
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

Virginia Military Institute, Lexington, VA: Conduct comprehensive evaluation and make recommendations for improvement to the VMI Police Department

Washington International Academy – Fairfax VA: Conduct comprehensive evaluation and make recommendations for improvement to the security program

County of Mecklenburg Public Schools – Boydton, VA - Full security assessment and security program development & design modification for their new High School; Review, evaluate and recommend new electronic security measures; inspect installation of security technology; review and modify threat assessment team process to include "Bullying Prevention & Intervention" programs

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PUBLIC SAFETY FACILITIES:

City of Baltimore, MD Police Department: Comprehensive Security & Operational Assessment of Police Department
Review, evaluate and recommend new electronic security measures and assess the general level of safety and security

County of Prince William VA Fire Station No. 22: provide CPTED security study with recommendations for design
Review, evaluate and recommend new electronic security measures

County of Dinwiddie VA: Security Assessment of the seat of county government
Review, evaluate and recommend new electronic security measures and assess the general level of safety and security

County of Dinwiddie VA: Security Consultant for design & construction of their NEW Public Safety HQ and County Administration Office Building
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

County of Dinwiddie VA: Development of Security Operational Policy for the new Public Safety Headquarters and the new County Administration Headquarters facility

County of Fairfax: Lorton Volunteer Fire Department, Lorton, VA: provide CPTED security study with recommendations for design
Review, evaluate and recommend new electronic security measures

County of Fairfax: Baileys Crossroads Volunteer Fire Department, Baileys Crossroads, VA: provide CPTED security study with recommendations for design
Review, evaluate and recommend new electronic security measures

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Va. Department of Behavioral Health & Disability Services – statewide assessment of facility public safety forces, public safety facilities

Va. Department of Behavioral Health & Disability Services – statewide public safety policy development

Va. Department of Behavioral Health & Developmental Services: SCOP Background Investigations – Statewide

City of Fairfax, VA. – Fire & Rescue Station # 23 – CPTED Assessment
Review, evaluate and recommend new electronic security measures

County of Fairfax VA – Merrifield Fire & Rescue Station – CPTED Assessment
Review, evaluate and recommend new electronic security measures

US Dept. of Homeland Security - St Elizabeth Project (Site Security Program)
Washington DC Review, evaluate and recommend new electronic security measures

Loudoun County VA: Security Assessment and Design of New Sheriff's HQ Facility
Review, evaluate and recommend new electronic security measures

Town of Altavista VA: Provide public safety consulting for their police department and security design evaluation of Town Hall

The Town of Culpeper, VA: Full security assessment and security program development & design modification of the Police Department
Review, evaluate and recommend new electronic security measures

Town of Chatham, VA: Security assessment & design of Town Police Headquarters & Town Office building
Review, evaluate and recommend new electronic security measures

County of Fairfax, VA: Fairfax County McLean Police Station Security Project
Review, evaluate and recommend new electronic security measures

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County of Fairfax, VA: Fairfax County Public Safety Center: Security Consultant
Review, evaluate and recommend new electronic security measures

US Customs & Border Patrol ATC Training Center: Site Security Project West Virginia
Review, evaluate and recommend new electronic security measures

US Department of Health & Human Services – Office of the Inspector General –
Nationwide: Security Assessments and Physical Security Development of all offices

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HEALTHCARE FACILITIES:

Patient 1st Medical Centers: Company-wide general security consulting
Review, evaluate and recommend new electronic security measures

Patient 1st Baltimore, MD: Security Design Review of the Bayview facility
Review, evaluate and recommend new electronic security measures

Patient 1st Va. Beach, VA: CPTED Security Assessment
Review, evaluate and recommend new electronic security measures

Patient 1st Va. Beach, VA: Problem – Specific Security Consultation

Patient 1st Chesterfield, VA: Active Shooter Design Modifications
Review, evaluate and recommend new electronic security measures

Patient 1st Glen Burnie, MD: Security Assessment & design modifications
Review, evaluate and recommend new electronic security measures

Patient 1st Henrico, VA: Security Assessment & design modifications
Review, evaluate and recommend new electronic security measures

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Pan American Health Organization (PAHO) Washington, DC: Agency wide general security consulting

Pan American Health Organization (PAHO) Washington DC: Training of Facility Managers & Security Managers

Pan American Health Organization (PAHO) Washington DC: Active Shooter Staff Training & Exercises

Pan American Health Organization (PAHO) Washington DC: Comprehensive evaluation of security operations, program and design
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

Pan American Health Organization (PAHO) Washington DC: Security Assessment and design recommendations for Main Entrance & 1st Floor Security Command Center
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

Virginia Physicians for Women, Metro Richmond VA: Security assessment and design review of all facilities & internal fraud investigation
Review, evaluate and recommend new electronic security measures

Virginia Physicians for Women, Metro Richmond VA: Provide workplace violence & active shooter training to staff

Virginia Physicians for Women, Metro Richmond VA: assist staff in development of security policies (IT & Physical Security)

County of Fairfax: Mid-County Health Center, Fairfax, VA: Full security assessment and design of the facility

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Review, evaluate and recommend new electronic security measures

HCA – Chippenham Hospital, Richmond, VA: provide comprehensive security assessment of the total facility and provide physical and operational security recommendations
Review, evaluate and recommend new electronic security measures

HCA – Johnston Willis Hospital, Midlothian, VA: provide comprehensive security assessment of the total facility and provide physical and operational security recommendations
Review, evaluate and recommend new electronic security measures

United Network for Organ Sharing – Richmond, VA: Security Consultation Technology evaluation recommendation
Review, evaluate and recommend new electronic security measures and general security consultation services

General Government Facilities:

City of Baltimore, MD: City-wide general security consulting & design services
Review, evaluate and recommend new electronic security measures

City of Baltimore, MD: Security & Risk Assessments of KEY city facilities
Review, evaluate and recommend new electronic security measures

Virginia War Memorial, Richmond, VA: Security Assessment & CPTED design for new office and parking deck
Review, evaluate and recommend new electronic security measures

Virginia War Memorial, Richmond, VA: Development of Security Concept plan for new office and parking deck
Review, evaluate and recommend new electronic security measures

Virginia War Memorial, Richmond, VA: General Security Assessment
Review, evaluate and recommend new electronic security measures

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MAJOR SECURITY CONSULTING & DESIGN LLC

A Good day for my clients is when NOTHING happens!

County of Dinwiddie VA: Security Assessment of the Department of Social Services
Review, evaluate and recommend new electronic security measures

City of Richmond, VA: Design security (technology, layout and program) for City Hall physical security operations
Review, evaluate and recommend new electronic security measures

Commonwealth of Virginia, Old City Hall, Richmond, VA: provide security review and design enhancements on the renovation of a major state facility
Review, evaluate and recommend new electronic security measures

Town of Chatham, VA: Security Assessment and CPTED Security improvements to the Waste-water and Water Treatment facilities and Town Reservoirs
Review, evaluate and recommend new electronic security measures

VA Department of General Services, Richmond, VA: awarded Preferred Vendor designation for state of Virginia facilities

VA State Corporation Commission: Security Upgrades & Security Assessment
Review, evaluate and recommend new electronic security measures

City of Baltimore, MD: Security Assessment of additional selected facilities Review, evaluate and recommend new electronic security measures

County of Fairfax VA – CPTED Security Assessment – Sully Community Center
Review, evaluate and recommend new electronic security measures

County of Pittsylvania VA – Electronic Security Technology – CCTV Project Assessment and RFP Review

• •

HOUSING SECURITY:

Pennrose Development Inc, Winston Salem, NC: Conduct security assessment of Plant 64 Luxury Apartment Homes facility and make design modifications

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AHC Inc. Arlington, VA: Conduct security assessments and provide security design recommendations on three luxury Apartment Homes – The Shelton, Macedonia and Fort Henry Gardens
Review, evaluate and recommend new electronic security measures

AHC Inc – Greater Baltimore, Baltimore MD: conduct security assessment of the Madeira & Montverde Apartments homes & make security plan enhancements
Review and correct installation issues of CCTV of previous contractor

County of Fairfax: Baileys Crossroads Supportive Housing: CPTED Study
Review, evaluate and recommend new electronic security measures

Landmark Mews Condo Community, Arlington, VA: provide comprehensive security assessment of the community and provide physical and operational security recommendations
Review, evaluate and recommend new electronic security measures; inspect new installation

City of Roanoke – Redevelopment & Housing Authority: Security Assessment of all facility offices & sites and employee safety training Review, evaluate and recommend new electronic security measures

- -

Churches:

St Mathias Church, Midlothian, VA: Security assessment and program recommendations
Review, evaluate and recommend new electronic security measures

Cornerstone Church, Henrico VA: Security assessment and security program recommendations
Review, evaluate and recommend new electronic security measures

Mount Pisgah UMC Church, Midlothian, VA: Security assessment and security program recommendations

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Review, evaluate and recommend new electronic security measures

Watson Memorial United Methodist Church, Chatham, VA: Security assessment and security program recommendations
Review, evaluate and recommend new electronic security measures

• •

PARKING FACILITIES:

County of Fairfax, VA/WMATA: Parking Garage – Reston Station: Full security assessment and security design of the facility
Review, evaluate and recommend new electronic security measures

County of Fairfax, VA/WAMATA: Parking Garage – Wiehle Ave Parking Garage - Full security assessment and security design of the facility
Review, evaluate and recommend new electronic security measures

WAMTA, Fairfax, VA: Reston Station Project - Site Security Consultant Review, evaluate and recommend new electronic security measures

• •

PRIVATE BUSINESSES:

Micro-Aire Inc, Charlottesville, VA: corporate security consultant

Engineers & Surveyors Institute, Fairfax, VA: Security Training Provider

United Therapeutics, Silver Spring, MD: CPTED Study

IBM Site Security Program, Linthicum Heights Maryland: CPTED Assessment Review, evaluate and recommend new electronic security measures

NovaTech Industries, Lynchburg VA: Technical Security Consultations and General Security Assessments

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Lumber Liquidators – Nationwide: General Security Consultations, Facility Security Design, Policies

. . . .

COMMUNITY ORGANIZATIONS:

Isaac Walton Recreation & Shooting Club, Gretna, VA: provide a security review of the facility and make recommendations

. . . .

BANKING/FINANCIAL INSTITUTIONS:

World Bank, Fairfax VA: Security Consultation Review

Pennsylvania State Employees Credit Union, Harrisburg PA: Security Consultation Review, evaluate and recommend new electronic security measures

Freddie Mac Secure Campus Project, McLean, VA: Security Consultant Review, evaluate and recommend new electronic security measures

Virginia Department of Taxation, Henrico, VA: Comprehensive Security Assessment & Design – Channel Building
Recommend, select and inspect installation of security technology – CCTV, Duress alarms, Motion Alarms, Personnel mustering technology, Access Control, Gunshot/Hostile Voice Detection technology, glass breakage alarms, ballistic film and bullet proof amulet system

. . . .

ANIMAL SHELTERS:

Danville Area Humane Society, Danville, VA: full security assessment and CPTED review of facility along with design modifications
Review, evaluate and recommend new electronic security measures; Inspect installation of security technology

. . . .

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TRAILS:

City of Fredericksburg, VA: Fredericksburg Rails to Trail Project – Security Project

Rappahannock River Heritage Trail – Security Project

****

WATER RESOURCES:

City of Fairfax VA: Beaverdam/Goose Creek Reservoir Security Master Plan and repeat projects Review, evaluate and recommend new electronic security measures

TRIAL CONSULTATION SERVICE:

Franklin County VA Homicide

Altria Litigation – Electronic Security Expert Witness

City of Pueblo Colorado – Wrongful Death – Police Shooting Expert Witness

Premises Liability Expert Witness – Assault & Armed Robbery of Plaintiff in the matter of Feola V JBG/Tysons Hotel LLC

Town of West Point VA – Wrongful Death/Homicide Evaluation

MEDIA:

WWBT 12 – NBC Richmond, VA: Security Consultation & Assessment Services

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WWBT 12 – NBC Richmond, VA: Subject Matter Expert – On Air for Public Safety Matters

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Design for Safe, Healthy Learning

Presentation to the Select Committee on School Safety

Infrastructure and Security Subcommittee

August 17, 2018

Who do we represent?

Founded in 1914, AIA Virginia is the voice of the architecture profession in the Commonwealth, dedicated to serving its members, advancing their value, and improving the quality of the built environment

As of July 31, 2018, the organization represents 2,362 professionals

AIA
Virginia

What do architects do?

Architects are privileged to be tasked by the Commonwealth with the responsibility to safeguard the **health, safety, and welfare** of the public as they design the structures in which we live, work, and play.

AIA
Virginia

What are we here to talk about?

- Project process

- Historical trends in school design

- Current trends in school design

- New construction vs. renovation

- What are other States doing?

Who are we?

Bill Brown, AIA

Principal - Moseley Architects
Fairfax
AIA Virginia Past President
bbrown@moseleyarchitects.com

Rob Winstead, AIA

Principal - VMDO Architects
Charlottesville
AIA Central Virginia President
winstead@vmdo.com

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Project Process

School Design Process in Virginia

- Locally funded Capital Improvement Projects (CIP)

- VDOE Guidelines for School Facilities (last updated in 2013)

- Local jurisdiction's educational specifications and security protocols

- Qualifications-based selection of A/E through RFP and interview process

- Typically a traditional Design-Bid-Build delivery

- Publicly advertised, low-bid selection of constructor

AIA Virginia

School Design Process

opportunities to affect security through design

| Programming | Schematics | Design Development | Contract Documents | Contract Administration | Operations |

AIA Virginia

Programming

- Engage a broad group of stakeholders

- Establish Owner Design Requirements and Project Vision

- Develop Educational Specifications

- Identify Campus Security Protocols

Program of Requirements

| Series	Space	Program Req	SF Req. Per Area **	TOTAL S.F.	Number of Teaching Stations
	CLASSROOMS - ACADEMIC ZONE				
100.0	**Standard Classrooms**				
100.1	Core Academic Classrooms	27	800	21,600	27
100.2	Extended Learning Areas	18	120	2,160	
100.3	Supply Room	3	100	300	
100.4	Grade Level Storage	9	133	1,197	
101.0	**Special Education Resource Rooms (3 Regional)**				
101.1	Special Education Resource Rooms	5	800	4,000	5
101.2	BLS Office	1	120	120	
101.3	CLS Sensory, BLS Reflection, Assessment	3	100	300	
101.4	Speech and Lang. Therapy Suite	1	250	250	
101.5	OT/PT Room	2	250	500	
101.6	Behavioral Interventionalist	1	200	200	
102.0	**ESOL (English for Speakers of Other Languages) Classrooms**				
102.1	ESOL Classroom	4	800	3,200	4
103.0	**Science Classrooms**				
103.1	General Science Classrooms	9	1,200	10,800	9
103.2	Preparation / Project / Storage	9	175	1,575	
103.3	Chemical Storage Room	1	100	100	
104.0	**World Languages Classrooms**				
104.1	World Languages Classrooms	4	800	3,200	4
104.2	World Languages Storage Room	1	150	150	
105.0	**Visual Arts Classrooms**				
105.1	Visual Arts Classrooms	3	1,200	3,600	3
105.2	Preparation / Storage	3	250	750	
105.3	Kiln Room	1	120	120	
	Flexible Learning Classrooms	5	800	4,000	5
106.0	**Music Classrooms**				
106.1	Instrumental Classroom	2	1,800	3,600	2
106.2	Instrument Storage/Library	2	800	1,600	
106.3	Vocal / Choral Classroom (One unit Shares Stage w/ Dance)	2	1,500	1,500	2
106.4	Vocal / Choral Storage / Library	2	400	800	
106.5	Music Team Office	1	250	250	
106.6	Music Laboratory	1	1,000	1,000	1
106.7	Practice Room	3	100	300	
107.0	**Health Science Classroom / Laboratory**				
107.1	Health Science Classroom / Laboratory	1	1,800	1,800	1
107.2	Material Storage	1	400	400	
107.3	Magnet Office	1	150	150	
108.0	**Technology Laboratory**				
108.1	Technology Laboratory	1	900	900	1
108.2	Fabrication Room	1	400	400	
108.3	Material Storage	1	100	100	
109.0	**Literacy Enrichment**				
109.1	Literacy Enrichment/Remedial Reading	1	550	550	
110.0	**Physical Education**				
110.1	Gymnasium	1	6,800	6,800	2
110.2	Activity Classroom	2	1,500	3,000	2
110.3	Health / Wellness Classroom	1	800	800	1
110.4	Locker Rooms / Showers / Toilets	2	1,100	2,200	
110.5	Alternate Changing Room	2	150	300	
110.6	PE-Large Equipment Storage	1	500	500	
110.7	PE-Outdoor Equipment Storage	1	500	500	
110.8	PE-Instructor Office	2	100	200	
110.8.1	PE Instr. Shower/Toilet/Locker	2	100	200	
110.8.2	PE Instr. Storage	1	200	200	
	Subtotal for Classrooms			86,172	

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Schematic Design

- Site layout influences the circulation flow and lines of sight to create a safe environment

- Building organization, adjacencies and secure separations establish behavioral outcomes intended (i.e. public vs. academic space)

- Prioritization of needs is balanced with cost estimates

Design Development

- Room and furniture layouts are developed to reflect desired character of learning environments

- Code analysis for Life Safety is documented

- Security system components are identified and incorporated into the design in a thoughtful manner
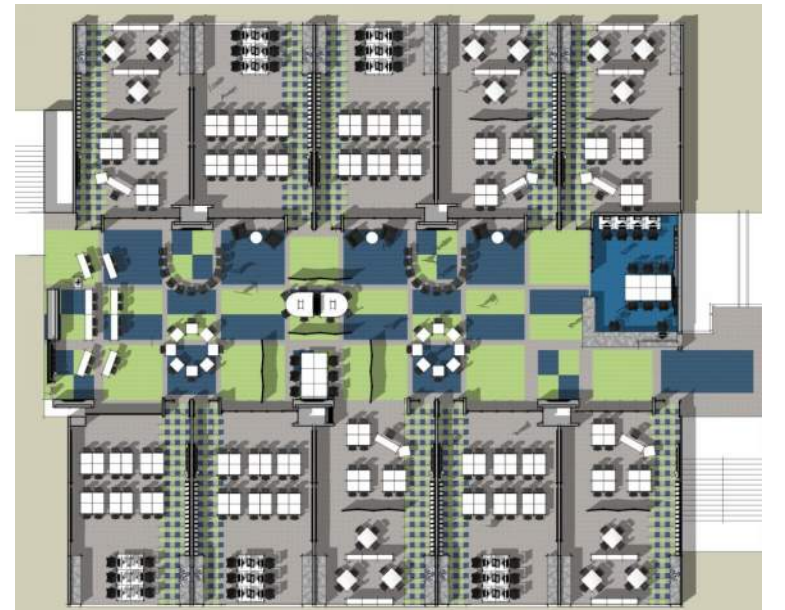
Contract Documents

- Documents are submitted to the Jurisdiction Having Authority (JHA) for permit issuance

- Documents are developed to bid and construct the project

- Specification manual describes the component requirements
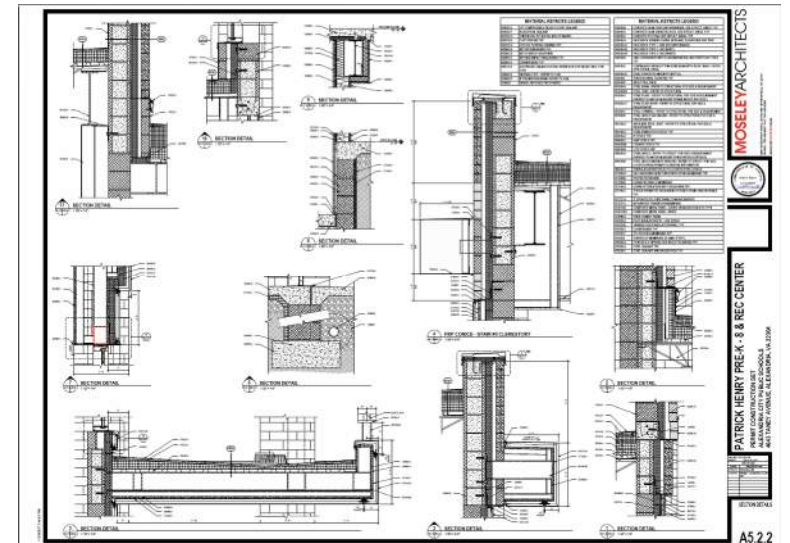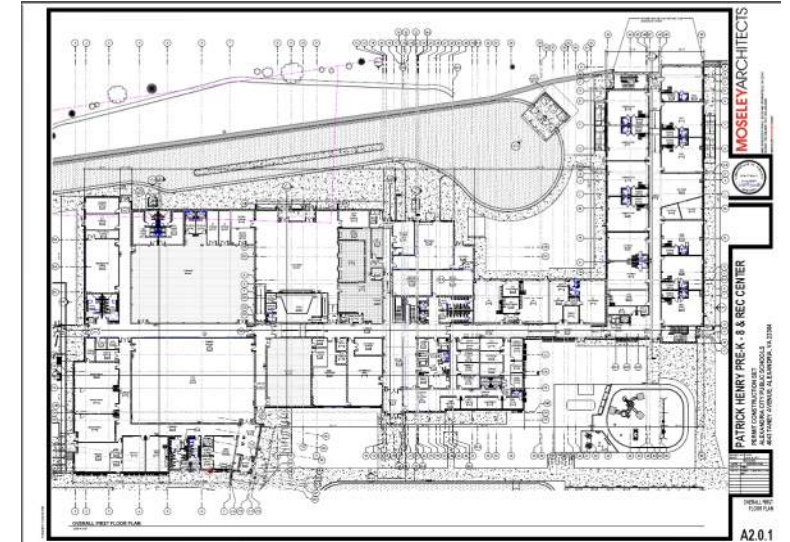
Contract Administration

- Monitor construction activities for general compliance with contract documents and assist contractor with requests for information and clarifications

- Assist owner in turnover of systems and finished spaces

- Assist owner in project closeout

AIA Virginia

Post Occupancy

- Survey the occupants and interview staff

- Determine if building and site are operating as envisioned and designed

- Make recommendations for adjustments to enhance building performance

John M Langston High School
Continuation and Langston-Brown
Community Center
Post-Occupancy Evaluation Survey
Number of responses = 20

Spaces and Spatial Relationships	Strongly Disagree	Disagree	Neither Agree not Disagree	Agree	Strongly Agree	Number of responses to Specific Question	Quality Score
	1	2	3	4	5		
1 The different shared spaces (Gymnasium, Media Center, Art, Music, etc.) are conveniently located and easily accessible.			2	6	10	18	80
2 Circulation through the building is clear. There is little to no directional confusion and no bottlenecks.			2	7	9	18	79
3 Classroom layouts work well and there no changes required. Casework elements are both thoughtful and useful.		3	3	6	4	16	59
4 The building does not impose any constraints on activities.			3	10	5	18	74
5 The new layout provides new opportunities for various activities.		1	2	8	6	17	70
6 There are no noise problems in any of the spaces due to the design or construction.	2	6	1	4	5	18	58
7 Interior and exterior spaces work well together. (i.e.: Does the front office have a good overview of the front entry? When children leave the building, is there room for them to circulate safely outside?)		3	3	7	5	18	68
8 Exterior spaces work well. (i.e.: Does the parent car drop off work well? Are there any circulation conflicts between kids/cars/school buses? Can students get to and from the play areas easily?)		1		12	4	17	70
9 Please comment on any other aspects of the building that you feel are important.						0	0

AIA Virginia

Historical trends in school design

Historical trends in school design

First Generation Crime Prevention Through Environmental Design (CPTED)

Territorial Reinforcement

Includes symbolic barriers (i.e. signage, subtle changes in floor textures, etc.) and real barriers (fences and other physical design barriers)

Access Control

Use of real or perceived barriers and other features to orient and guide people and vehicles along appropriate paths and to restrict inappropriate access

Legitimate Activity Support

Uses design and signage to encourage acceptable behavior in the usage of public space and places "unsafe" activities in "safe" locations

Natural Surveillance

Design and placement of features and people to facilitate observations and maximize visibility.

Image/Space Management

Repair, replacement and general upkeep of a building or area.

Target Hardening

Increases the effort and risk of offending and reduces the rewards associated, often through physical barriers such as fences, gates, security doors and locks.

What does the research tell us?
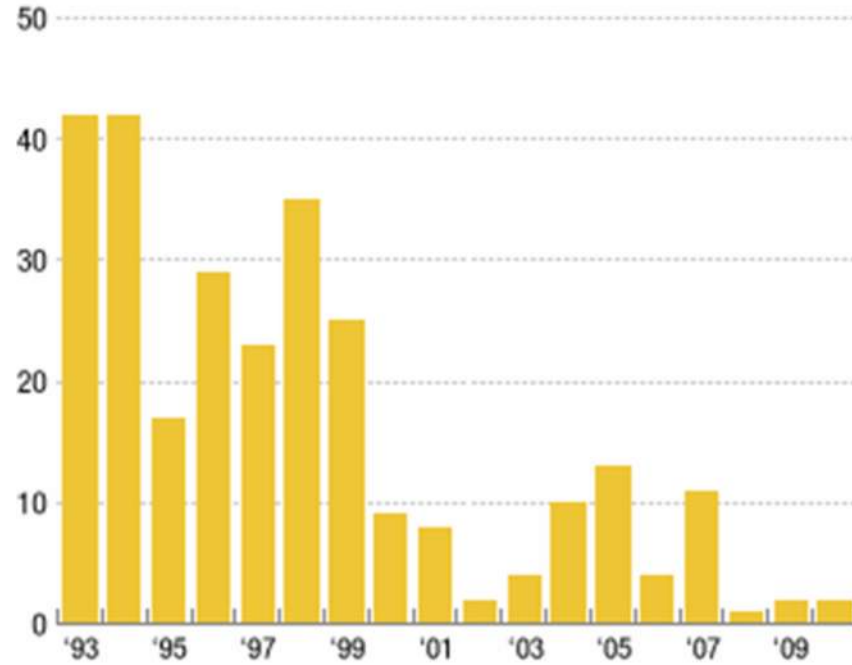
Homicides in Schools per 1000 Students

Source: National School Safety Center
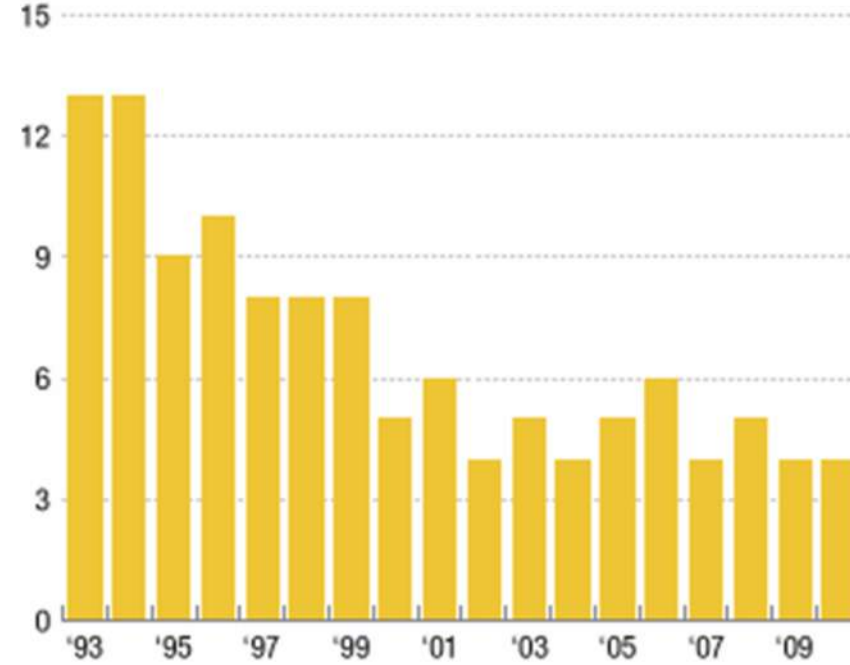
Serious Violent Crimes per 1000 Students

Source: National Center for Education Statistics

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What does the research tell us?

A 2004 Study of School Shootings in the U.S. revealed:

- That **95%** were students of the victimized schools

- That **71%** of perpetrators felt persecuted, bullied, or injured by others prior to the attack

- In **81%** of the cases studied, at least one other person knew about the attack before it took place

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Virginia

Current trends in school design

Current trends in school design

Second Generation Crime Prevention Through Environmental Design (CPTED)

Social Cohesion

Focuses on nurturing mutual respect and appreciation of the similarities and differences between people and groups within the community

Community Culture

Created through activities that serve to cement and strengthen the community such as cultural events, festivals, clubs, and commemorations of significant local events and people

Community Connectivity

Strengthening a sense of place through partnerships, shared programs, and activities, thus encouraging self-policing

Threshold Capacity

Idea that can disintegrate when the system becomes overwhelmed (i.e. overcrowding)
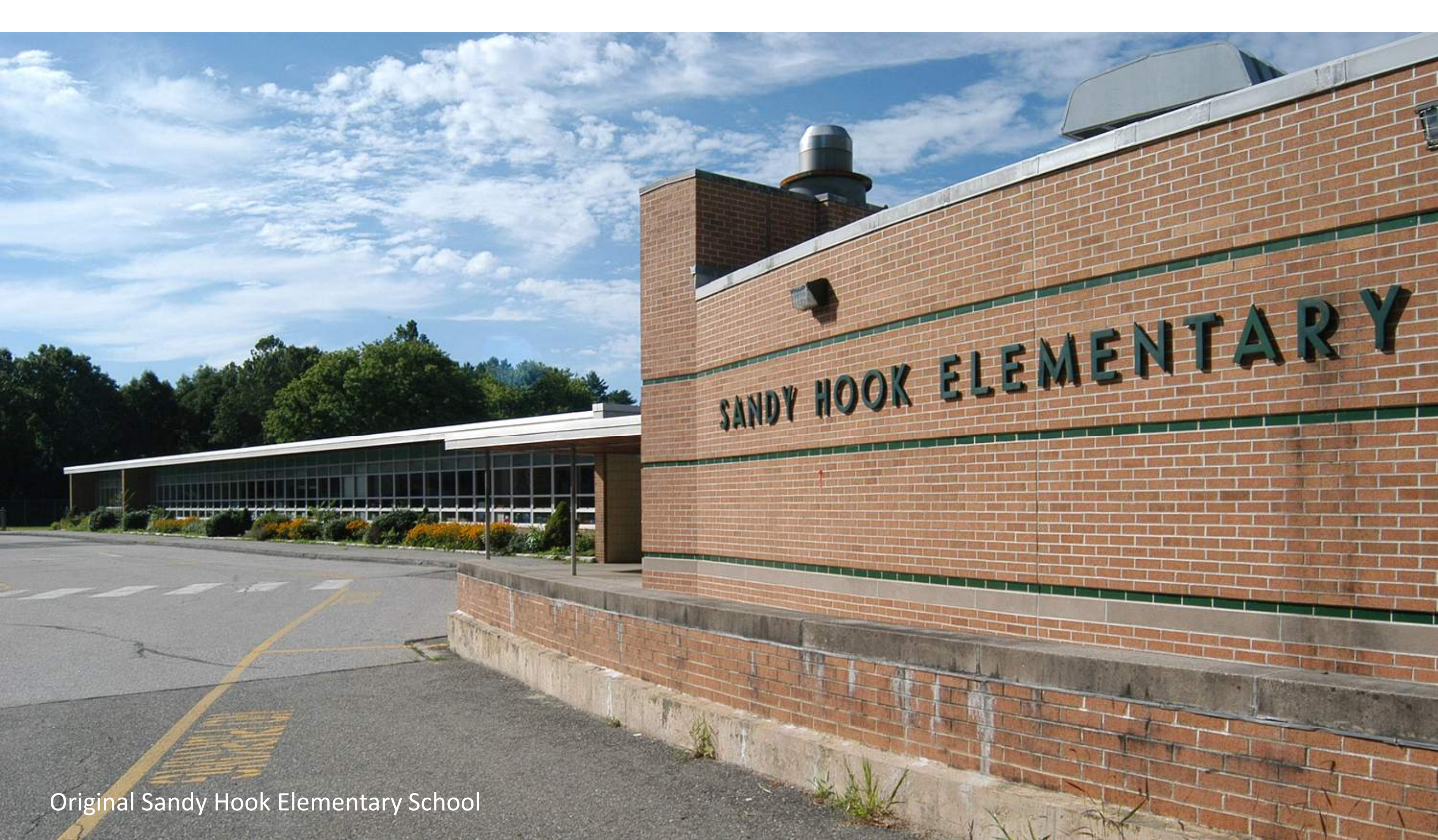
Original Sandy Hook Elementary School

SANDY HOOK SCHOOL

Site Plan

Architecture + Art

SVIGALS + PARTNERS

COLOR LEGEND

▇	Support	▇	Pre-K/Pre-K Support
▇	Gym/Cafeteria	▇	Administration
▇	Classrooms	▇	Circulation
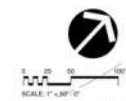
SANDY HOOK SCHOOL

First Floor Plan

0 8 16   32   N
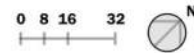
MAY 14, 2014

Svigals + Partners

Svigals + Partners

Svigals + Partners

Current Design Trends of Schools

VIRGINIA STUDENT THREAT ASSESSMENT GUIDELINES

- Created by Dr. Dewey Cornell at UVA

- Out of 2,883 student threats, 99% were resolved without violence

- The remaining 1% resulted in no serious injuries

Current Design Trends of Schools

2016 SCHOOL SAFETY INSPECTION CHECKLIST FOR VIRGINIA PUBLIC SCHOOLS

- Created by Virginia Department of Criminal Justice Services – Virginia Center for School and Campus Safety in consultation with the Virginia Department of Education.

- Standardized walk-through inspection checklist to be used as part of overall school safety audit.

- Identify vulnerabilities and offer a foundation upon which to build a safer learning environment.

New construction vs. renovation

Key issues for renovation of existing buildings

- Funding availability?

- Prioritization of needs
  - Targeted problem
  - Specific security enhancements
  - Systemic Building and Systems Renovation as Capital Improvement

AIA Virginia

Key issues for renovation of existing buildings

- Site assessment
  - Visibility and line of sight
  - Clear delineation of school boundary
  - Site lighting
  - Wayfinding and signage

- Building assessment
  - Single point of secured main entry
  - Access control and hardware upgrades
  - Location of administration adjacent to entry
  - Visibility and lines of sight / "see and be seen"

School prior to renovation

FAIRFAX
HIGH SCHOOL
3501

MOSELEY Architects

MOSELEY Architectsc
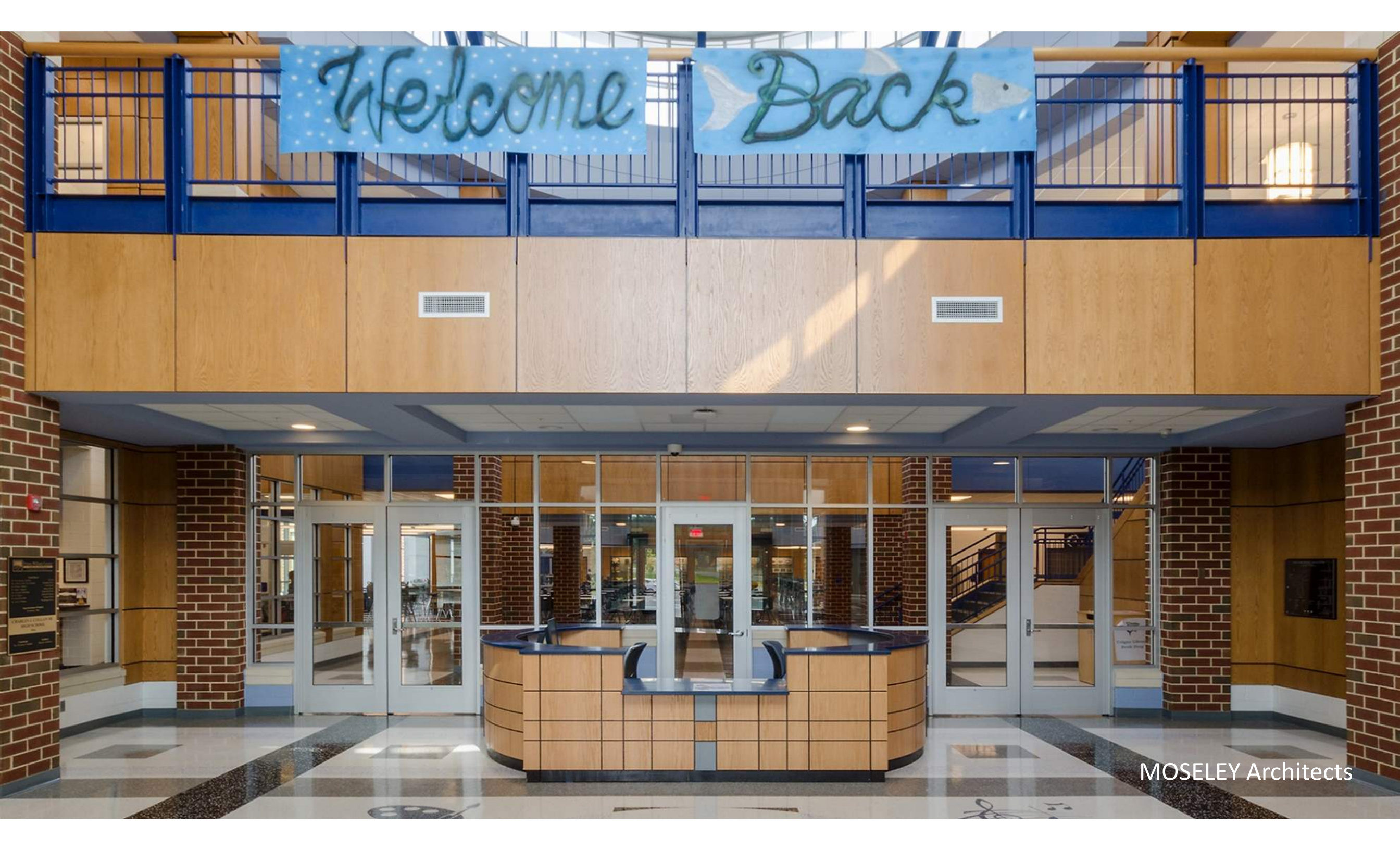
Simple cost-effective strategies for schools

- Clearly define the school site

- Manage and observe approaches to the school

- Maintain a single, secure point of entry

- Increase transparency and provide clear lines of sight

- Identify "hide-in-place" zones

- Install roller shades (dark on the inside, white on the outside)

- Improve technology (locks, cameras, lighting, communications, etc.)

- Provide training for staff and first responders

- Provide anti-violence and mental health programs

What are other states doing?

What are other States doing?

ALASKA H.R. 7 - Special Request

Summary: Final version (5/1/2018): This resolution states that the House of Representatives supports the increased access to school safety measures, including school safety infrastructure, public safety officers, emergency planning, and other security measures designed to protect students and staff at school and allow students to focus on learning.

Status: Amended; passed House 5/1/2018.

What are other States doing?

Summary: Final version (3/20/2018): This measure requires all new school construction and schools undergoing major renovations to incorporate the following safety features:

(1) a secured vestibule to be used as the primary entrance to screen visitors;

(2) installation of ballistic resistant glass or other ballistic resistant materials in all areas used to screen visitors;

(3) installation of a panic button or intruder alert system

(4) classroom doors that can be locked on the outside with a key or magnetic card locking system.

Further, the measure provides that the Office of Management and Budget Facilities Management Section shall coordinate a review of construction plans with the Department of Homeland Security to verify compliance with this measure and evaluate the security and safety of new schools and schools planning major renovations.

Status: Signed by Governor John Carney (D) 6/14/2018.

What are other States doing?

Summary: Final version (3/7/2018): This measure creates the Office of Safe Schools, which shall review and provide recommendations on the security risk assessments. The department may contract with security personnel, consulting engineers, architects, or other safety and security experts the department deems necessary for safety and security consultant services. (page 64)

The measure also requires that a district school board must allow the law enforcement agency or agencies that are designated as first responders to the district's campus and school's campuses to tour such campuses once every 3 years. Any changes related to school safety and emergency issues recommended by a law enforcement agency based on a campus tour must be documented by the district school board. (page 77)

Status: Signed by Governor Rick Scott (R) 3/9/2018.

Key take-aways

Key take-aways

- Fear is NOT conducive to learning

- Thoughtful design is critical to school security (physical and psychological)

- One way in, many ways out

- Passive and active observation

- Community and culture are key

- Funding is critical (systems, training, staff, and programs)

"Not only are rates of school violence going steadily down, but it's clear that schools are the safest place for a student to be."

Stephen Brock, Cal State University Sacramento

Thank you.

Overview of School Security Equipment Grants

House Appropriations Committee
Susan L. Hogge, Staff

August 17, 2018

- Background of Legislation

- Budget Language

- Process Guidelines

- Application Evaluation Criteria

- Overview of Awarded Grant Recipients

- Appendices for Reference Material

Background Legislation

- Initial step for state funding for security equipment grants was taken as an outcome of one of the recommendations reflected in the Governor's School and Campus Safety Taskforce of 2013
  - Recommendation E-05 – Safety and Security Fund: to establish in the state treasury a recurring non-reverting fund to be made available for use a the discretion of schools and localities for school safety and security

- During the 2013 Session, HB 2343 (Sherwood) was adopted as Chapter 608, which established the Public School Security Equipment Grant Act of 2013 (see Appendix A for complete legislation)
  - In summary, the legislation required the Virginia Public School Authority (VPSA) to issue bonds for funding matching grants to local public school divisions for the purchase and installation of security equipment in public schools
  - The purchased security equipment must be designed to improve and help ensure the safety of students attending public schools in Virginia

Legislation & Budget Language

- Established an aggregate principal amount of $30.0 million for a revolving five-year Security Equipment Fund – of which a maximum of $6.0 million is awarded each year
  - For the first year, $1.3 million NGF was included in the FY 2014 Budget to pay for the first year of debt issuance - funded through the Literary Fund
  - About the same amount has been included in every subsequent budget year to pay for the debt on the issued bonds (see Appendix B for current budget language)

- School divisions are eligible to receive up to $100,000 in security equipment grants each year – can apply annually for funding projects

- Are required to provide a match 25% of the awarded grant amount
  - However, as an exception, the state Superintendent of Public Instruction is authorized to reduce the required match for those divisions with a local composite index (LCI) of less than 0.2000
    - Currently, three divisions (Lee, Buena Vista, Scott) have a LCI less than 0.2000 & are eligible
  - Comparably, 17 divisions have a LCI between 0.2000-0.2500, which is also less than the local match requirement, but not eligible for LCI match reduction
    - Charlotte, Dickenson, Emporia, Greensville, Henry, Hopewell, Martinsville, Nottoway, Patrick, Petersburg, Pittsylvania Portsmouth, Prince George, Radford, Russell, Smyth, Wise

Grant Application Process Guidelines

- Interested divisions apply to the Department of Education (DOE) for the security equipment grants through an on-line application process
  - Application window is generally open for a 6-week period, typically, mid-June through August 1 of each year

- Must identify specific security equipment selected from the approved list eligible for funding, related estimated costs to purchase & install the equipment

- Most common types of approved security equipment items include:

1) Intercom system
2) Hurricane or Ballistic Security window film
3) Technology equipment to support security systems
4) Security door hardware
5) Electronic access control systems
6) Visitor badge system
7) Surveillance equipment and cameras

8) Security scanning equipment
9) Two-way radios
10) Security alarm systems
11) Mass notification telephone systems equipment
12) Security panic systems
13) Security lighting systems
14) Classroom security door locks
15) Uninterrupted power supply

Grant Application Process Guidelines

- All items must be installed within or attached to the exterior of the school building itself and may not installed outside of a school (such as parking lot area for additional security-related lighting) or on a school bus (monitoring cameras)

- May not use any of the grant money for 'bricks and mortar' related projects, professional services costs such as architectural and engineering fees, or to cover extended equipment warranties or service contract agreements (such as licensing renewals or smart phone apps)

- All of the applications are reviewed for expenditure eligibility, and the awards are determined on a competitive basis using a ranking of scored criteria points

- Also, school divisions have to certify that purchases will be made within 6-months of the grant approval and official award notification -- which is usually given during the first part of September each year
  - If the awarded funds are not used, then DOE has the option to reallocate any remaining amount to those project applications that ranked next-in-line on the listing of 'Total Project Scored Points' but were unfunded initially, due to the $6.0 million cap, prior to the end of the fiscal year

Application Criteria Points

Reportedly, DOE and the Department of Criminal Justice Services (DCJS) developed the following seven criteria that DOE uses to review and evaluate each project application in order to determine its overall ranking based on the total scored points 'for the Total Project Scored Points listing:

1) Maximum 15 points allocated for new security equipment:
   - 15 points for schools with <u>no video surveillance</u> equipment currently
   - 5 points for schools with <u>existing video surveillance</u> equipment

2) Maximum 10 points allocated if a previous school security audit* recommended the installation of the security equipment requested in this application be installed
   - 10 points if the requested school security equipment <u>was</u> recommended
   - 0 points if the requested school security equipment <u>was not</u> recommended

3) Maximum 5 points allocated based on the year the school was built
   - 5 points for school buildings <u>built prior to 1990</u>
   - 0 points for school buildings <u>built during or after 1990</u>

*(*current report @ www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/ publications/law-enforcement/2017-school-safety-audit-survey-results.pdf)*

Application Criteria Points *(continued)*

4) Maximum 20 points allocated if school has never received any security equipment grant funding
   - 20 points if school <u>never received any funding</u> in previous years
   - 10 points if the school received funding in <u>one previous year</u> only
   - 5 points if the school received funding in <u>two previous years</u>
   - 0 points if school was funded in <u>three previous years</u>

5) Maximum 10 points - if school does not have an Uninterrupted Power Supply (USP)
   - 10 points if the school <u>does not have</u> an UPS
   - 0 points if the school <u>does have</u> an UPS

6) Maximum 20 points allocated for the Division Local Composite Index (LCI)
   - 20 points – LCI between .0000 - .2999
   - 15 points - LCI between .3000 - .5999
   - 10 points - LCI between .6000 - .8000 (maximum LCI)

7) Maximum 20 points allocated if the number of school-level incidents per 100 students for three offense categories (weapons offenses, offenses against student, staff, and persons, & property offenses) that are reported in the School Safety section within the most current School Report Card is at or above certain percentiles for all schools statewide:
   - 20 points - At or above the 75th percentile
   - 15 points - At or above the 50th percentile but below the 75th percentile

Summary of Applications and Awarded Project Grant Amounts

- Since the Security Equipment Grant initiative began in 2013, the total cost of eligible projects submitted by the school divisions has exceeded the total amount of available funding (see Appendix C for annual data)

- For example, to meet the total project costs for 2017, an additional $3.0 million would needed

  - Estimated cost sharing would be about $2.4 million from the state and the 25% local match would be about $600,000 from school divisions

Total State & Local Costs for Security Equipment Projects

$ in Millions

Total Project Costs Eligible for Funding

Total Project Costs Funded

Difference between the annual totals represent unmet need of eligible projects

	2013	2014	2015	2016	2017
Eligible	$8.3	$7.9	$10.0	$9.2	$10.5
Funded	$7.4	$7.5	$7.5	$7.5	$7.5

Grant Year (starts at beginning of school year)
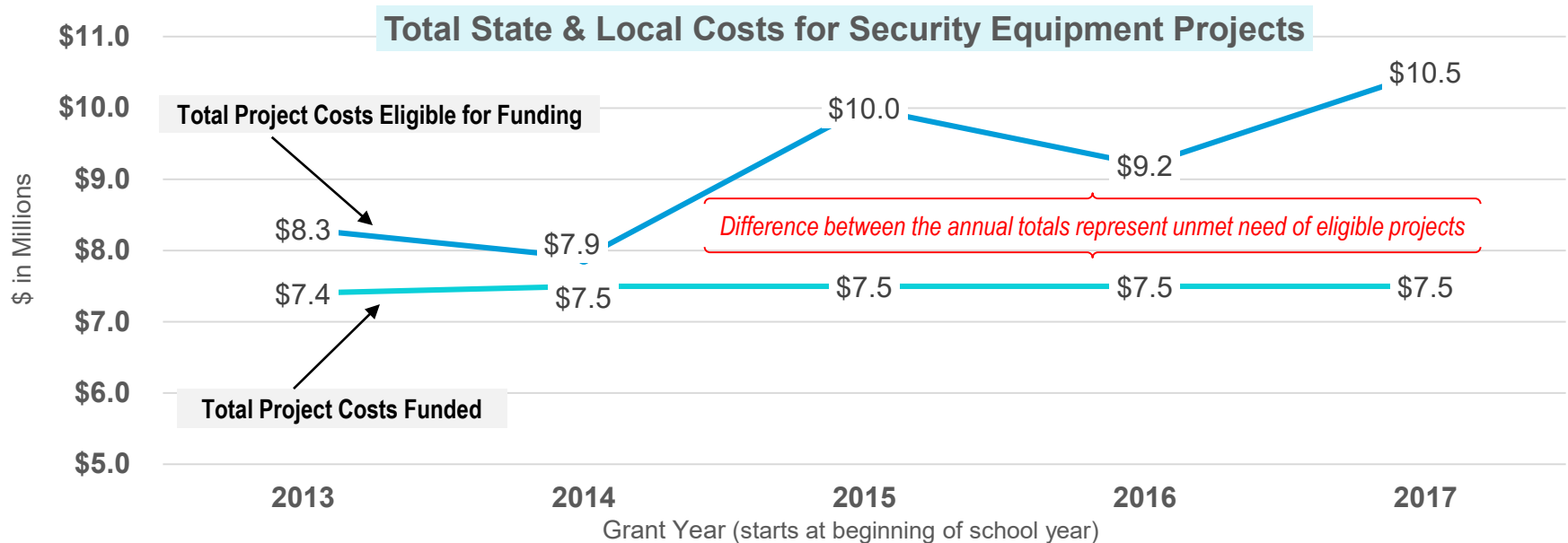
In total, 103 school divisions highlighted in green applied for security equipment grant awards for this past 2017-2018 school year
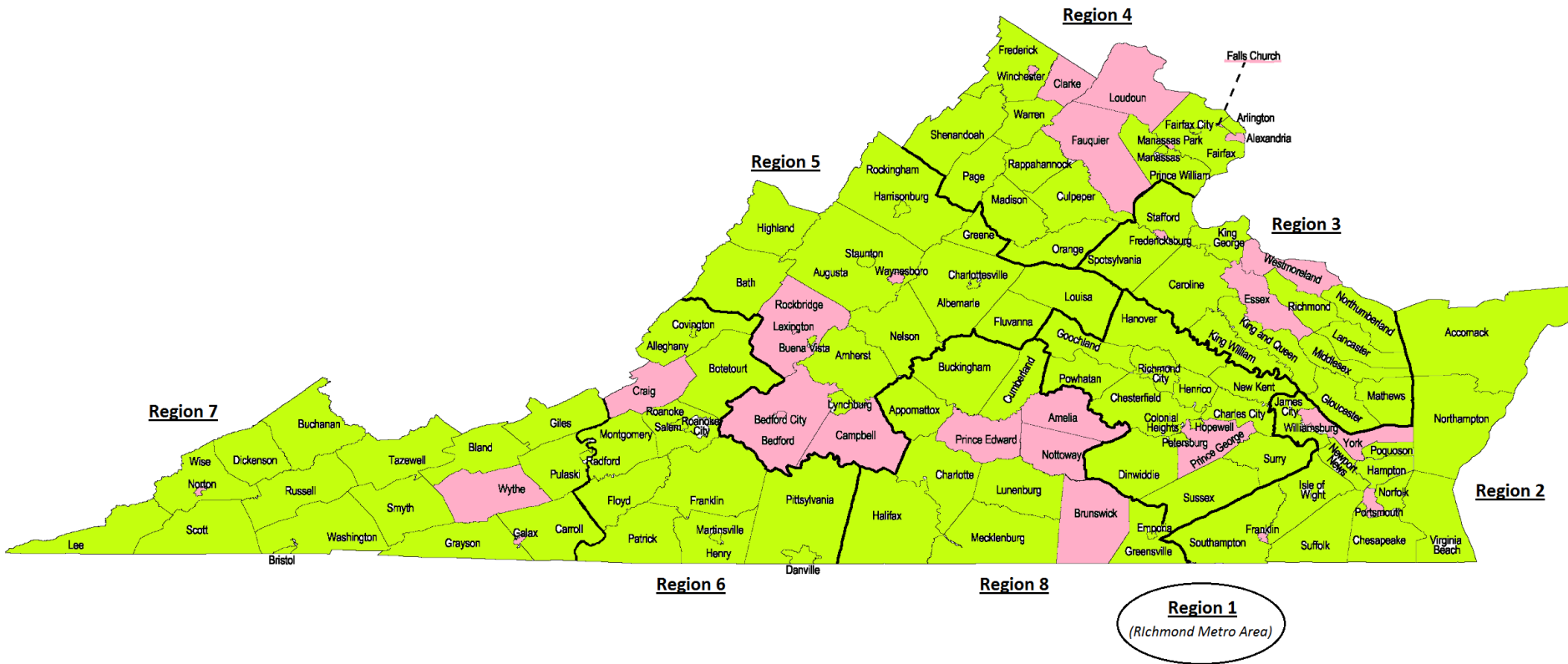
School Divisions Receiving Grants

(see Appendix D for additional details)

Security Equipment Grant Awards - Summarized by Total Number of Years Available to Date
Total Number of School Divisions
(maximum of five years: FY 2014 to FY 2018)

	38	All Five Years
	48	Four of the Five Years
	22	Three of the Five Years
	15	Two of the Five Years
	6	One of the Five Years
	3	Did Not Apply for Grant Awards
	132	Total School Divisions

Eight Superintendent Regions

Summary of School Buildings, as reported on DOE Public School Listing Report

- Although the majority of school divisions, in total 129 out of 132, have received some grant funding over the five years, not all of schools within the divisions or school-related facilities have had security equipment installed
- For FY 2018, there were about 550 schools and facilities that received grant funding for security projects
- Difficult to determine the total needs across the state as a comprehensive collection/survey has not been done

The current total number of types of school facilities & regional programs that are reported with student membership

Schools & Regional Programs (with reported ADM)	Total
Elementary Schools	1,186
Middle Schools	314
High Schools	310
Combined Schools	46
Local or Regional Jails	76
Regional SPED, Alternative & Governor's Schools	344
Total	1,932

In addition, there are a number of other centers and facilities students attend during some point of the school year

Division-Based Centers/Facility (No reported ADM)	Total
Alternative Ed Centers	72
Career & Technical Educ. Centers	45
Gov. STEM or Health Academies	29
Special Education	14
Virtual Centers	6
Other/Multiple Purpose	169
Total	335

Additional information and details for the Security Equipment Grant Initiative can be found on the Department of Education's webpage:

www.doe.virginia.gov/support/facility_construction/security_equipment_grants/index.shtml

Appendices

VIRGINIA ACTS OF ASSEMBLY -- 2013 SESSION

CHAPTER 608

An Act to authorize the Virginia Public School Authority to issue bonds with the proceeds of the bonds to be used for the payment of grants to public school divisions for the purchase of school security equipment.

[H 2343] Approved March 20, 2013

Be it enacted by the General Assembly of Virginia:

1. *§ 1. That this act shall be known and may be cited as the "Public School Security Equipment Grant Act of 2013."*

§ 2. For purposes of this act:

"Authority" means the Virginia Public School Authority.

"Department" means the Department of Education.

"Eligible school division" means a (i) local school division or (ii) regional vocational center, special education center, alternative education center, or academic year Governor's School serving public school students in grades K through 12. The term shall also include the Virginia School for the Deaf and the Blind.

"Local school division" means a school division with schools subject to state accreditation and whose students are required to be reported in fall membership for grades K through 12.

§ 3. The Authority shall issue bonds for the purpose of grant payments to eligible school divisions of the Commonwealth to be used exclusively for purchasing security equipment for schools, including any related installation, which is designed to improve and help ensure the safety of students attending public schools in Virginia. Such grants shall not be used to pay for security equipment that is not included or described in a grant application approved by the Department pursuant to § 4. The amount of grants provided to each eligible school division pursuant to this act shall not exceed $100,000 for each fiscal year of the Commonwealth. Funds for the payment of such grants shall be provided from the issuance of bonds by the Authority, provided that the Authority shall not issue more than an aggregate of $6 million in bonds, after all costs, for such grants during each fiscal year of the Commonwealth. In addition, the Authority shall ensure that no more than an aggregate principal amount of $30 million in bonds issued under this act shall be outstanding at any time. Eligible school divisions seeking a grant shall apply to the Department, which shall be responsible for administering the grant program.

The Authority shall work with the Department to determine the schedule for the issuance of the bonds, which shall be based in part upon eligible school divisions having sufficient funds to purchase such security equipment. The payment of debt service on such bonds shall be as provided in the general appropriation act.

Such grants shall be in addition to all other grants made to local governments, school boards, or school divisions according to law. In addition, such grants shall not replace or be in lieu of loans to local school boards or interest rate subsidy payments to local school boards pursuant to Chapter 11.1 (§ 22.1-175.1 et seq.) of Title 22.1 of the Code of Virginia, and the issuance of such bonds and the payment of such grants shall not, except as herein provided, affect or otherwise amend the provisions of such chapter as they relate to the powers and duties of the Authority, local school boards, local governments, or any other entity.

§ 4. Based on the criteria developed by the Department in collaboration with the Department of Criminal Justice Services, eligible school divisions shall apply for a grant by August 1 of each year. *As a condition of receiving a grant, a local match of 25 percent of the grant amount shall be required. The Superintendent of Public Instruction is authorized to reduce the local match for local school divisions with a composite index of local ability-to-pay less than 0.2000,* including any such school division participating in a regional vocational center, special education center, alternative education center, or academic year Governor's School. The Virginia School for the Deaf and the Blind shall be exempt from the match requirement.

Grants shall be awarded by the Department on a competitive basis. As part of the application for a grant, each eligible school division shall (i) identify with specificity the security equipment for which grants are being sought, as well as the estimated costs to purchase and install the security equipment, and (ii) certify that it is the intent of the eligible school division to purchase the security equipment within six months of approval of any grant by the Department.

If the Department determines that a grant shall be paid to an eligible school division under this act, it shall provide a written certification to the chairman of the Authority directing him to make a grant payment in a specific amount to the eligible school division. The Department, however, shall not make such written certification until it has established that the Authority has sufficient funds to make such grant payment. The Authority shall only make grant payments to an eligible school division for the grants provided under this act upon receipt of such written certification. The Authority shall make such grant payments, and in the amounts as directed by the Department, within 30 days of receipt of the certification.

§ 5. The Department shall develop guidelines concerning the requirements for applying for a grant and the administration of such grants. Such guidelines shall not be subject to the Administrative Process Act (§ 2.2-4000 et seq. of the Code of Virginia).

§ 6. In the event that two or more local school divisions became one local school division, whether by consolidation of only the local school divisions or by consolidation of the local governments, such resulting local school division shall be eligible for grants on the basis of the same number of local school divisions as existed prior to September 30, 2012.

§ 7. The Authority shall take all necessary and proper steps as it is authorized to take under law to carry out the provisions of this act.

§ 8. Beginning in 2014, the Department shall make an annual report to the General Assembly by September 1 of each year reporting (i) the total grants paid during the immediately prior fiscal year to each eligible school division and (ii) a general description of the security equipment purchased by eligible school divisions.

2.   That the provisions of this act shall not become effective unless an appropriation effectuating the purposes of this act is included in a general appropriation act passed by the 2013 Session of the General Assembly, which becomes law.

HB 5002, as Adopted (Chapter 2) – 2018 Special Session I - Budget Language

13. Security Equipment Payments

1) A security equipment grant program shall be conducted through the Virginia Public School Authority, through the issuance of equipment notes in an amount estimated at up to $6,000,000 in fiscal year 2019 and $6,000,000 in fiscal year 2020 in conjunction with the Virginia Public School Authority technology notes program authorized in C.12. of this Item. Proceeds of the notes will be used to help offset the related costs associated with the purchase of appropriate security equipment that will improve and help ensure the safety of students attending public schools in Virginia.

2) The Department of Education shall authorize estimated amounts as indicated in Table 1 from the Literary Fund to provide debt service payments for the security equipment grant programs conducted through the Virginia Public School Authority in the referenced years.

Table 1

Grant Year	FY 2019	FY 2020
2014	$1,235,521	
2015	$1,244,751	$1,244,524
2016	$1,234,154	$1,233,948
2017	$1,246,951	$1,246,930
2018	$1,291,481	$1,291,481
2019		$1,291,481

3) It is the intent of the General Assembly to authorize sufficient Literary Fund revenues to pay debt service on the Virginia Public School Authority bonds or notes authorized for this program. In developing the proposed 2020-2022, 2022-2024, and 2024-2026 biennial budgets for public education, the Department of Education shall include a recommendation to the Governor to authorize sufficient Literary Fund revenues to make debt service payments for these programs in fiscal years 2021, 2022, 2023, 2024, 2025, and 2026.

4) In the event that, on any scheduled payment date of bonds or notes of the Virginia Public School Authority issued for the purpose described in § 22.1-166.2, Code of Virginia, and not benefiting from the provisions of either § 22.1-168 (iii), (iv) and (v), Code of Virginia, or § 22.1-168.1, Code of Virginia, the available moneys in the Literary Fund are less than the amounts authorized for debt service due on such bonds or notes on such date, there is hereby appropriated to the Virginia Public School Authority from the general fund a sum equal to such deficiency.

5) The Chairman of the Board of Commissioners of the Virginia Public School Authority shall, on or before November 1 of each year, deliver to the Governor and the Secretary of Finance a certificate setting forth his estimate of total debt service during each fiscal year of the biennium on bonds and notes issued and projected to be issued during such biennium. The Governor's budget submission each year shall include provisions for the payment of debt service pursuant to paragraph 1) above.

6) Grant award funds from the issuance of up to $6,000,000 in fiscal year 2019 and $6,000,000 in fiscal year 2020 in equipment notes shall be distributed to eligible school divisions. The grant awards will be based on a competitive grant basis of up to $100,000 per school division. School divisions will be permitted to apply annually for grant funding. For purposes of this program, eligible schools shall include schools that are subject to state accreditation and reporting membership in grades K through 12 as of September 30, 2018, for the fiscal year 2019 issuance, and September 30, 2019, for the fiscal year 2020 issuance, as well as regional vocational centers, special education centers, alternative education centers, regular school year Governor's Schools, and the Virginia School for the Deaf and the Blind.

7) School divisions would submit their application to Department of Education by August 1 of each year based on the criteria developed by the Department of Education in collaboration with the Department of Criminal Justice Services who will provide requested technical support. Furthermore, the Department of Education will have the authority to make such grant awards to such school divisions.

8) It is also the intent of the General Assembly that the total amount of the grant awards shall not exceed $30,000,000 over any ongoing revolving five year period.

9) Required local match:
a) Localities are required to provide a match for these funds equal to 25 percent of the grant amount. The Superintendent of Public Instruction is authorized to reduce the required local match for school divisions with a composite index of local ability-to-pay below 0.2000. The Virginia School for the Deaf and the Blind is exempt from the match requirement.

b) Pursuant to § 15.2-1302, Code of Virginia, and in the event that two or more school divisions became one school division, whether by consolidation of only the school divisions or by consolidation of the local governments, such resulting division shall be provided funding through this program on the basis of having the same number of school divisions as existed prior to September 30, 2000.

c) Local school divisions shall maximize the use of available federal funds, including E-Rate Funds, and to the extent possible, use such funds to supplement the program and meet the goals of this program.

Grant Year	FY	# of Div.	# of Specialty Centers	# of School Applications Submitted/ Approved	Total Project Amount *Requested*	# of School Applications Approved & Funded	Total Project Amount Eligible *Approved*	Total Project Amount Requested *Reimbursement*	Total State Share of Project Amount Awarded	Total Local Match Project Amount Required
2013	2014	85	3	553	$10,611,529	457	$8,348,671	$7,438,002	$6,000,000	$1,438,002
2014	2015	100	6	727	$13,471,726	367	$7,938,858	$7,481,041	$6,000,000	$1,481,041
2015	2016	100	1	706	$11,185,066	518	$10,022,001	$7,458,170	$6,000,000	$1,458,170
2016	2017	96	5	567	$10,558,465	434	$9,178,574	$7,484,228	$6,000,000	$1,484,228
2017	2018	103	4	670	$11,239,383	545	$10,454,667	$7,456,269	$6,000,000	$1,456,269

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Accomack County	$51,248	$100,000	$100,000	$93,198	$12,352	**$356,798**
Albemarle County	$39,994	$0	$48,025	$83,914	$47,459	**$219,392**
Alleghany County	$0	$45,444	$13,084	$73,247	$23,159	**$154,934**
Amelia County	$100,000	$100,000	$100,000	$0	$0	**$300,000**
Amherst County	$0	$93,446	$74,412	$70,560	$22,289	**$260,707**
Appomattox County	$59,730	$33,360	$59,118	$68,000	$81,900	**$302,108**
Arlington County	$0	$22,240	$38,992	$0	$44,480	**$105,712**
Augusta County	$0	$56,722	$60,116	$42,408	$91,720	**$250,966**
Bath County	$56,866	$27,708	$11,318	$11,377	$46,083	**$153,352**
Bedford County	$75,597	$88,785	$56,000	$26,639	$79,664	**$326,685**
Bland County	$13,836	$0	$0	$44,318	$0	**$58,154**
Botetourt County	$0	$27,471	$59,745	$0	$84,830	**$172,046**
Brunswick County	$0	$71,280	$70,960	$41,872	$0	**$184,112**
Buchanan County	$0	$12,450	$33,370	$96,909	$28,805	**$171,534**
Buckingham County	$94,961	$0	$82,092	$15,299	$18,640	**$210,992**
Campbell County	$0	$40,922	$0	$86,027	$0	**$126,949**
Caroline County	$0	$81,260	$100,000	$100,000	$4,180	**$285,440**
Carroll County	$0	$99,623	$91,697	$87,120	$87,520	**$365,960**
Charles City County	$0	$0	$0	$53,427	$59,780	**$113,207**
Charlotte County	$87,273	$0	$0	$99,999	$100,000	**$287,272**
Chesterfield County	$0	$86,300	$0	$0	$29,541	**$115,841**
Clarke County	$0	$67,223	$0	$0	$0	**$67,223**
Craig County	$38,849	$28,480	$47,200	$0	$0	**$114,529**
Culpeper County	$73,462	$100,000	$98,720	$66,074	$79,540	**$417,796**

Appendix D – Annual Security Equipment Grant Awards (continued)

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	**2014-2015**	**2015-2016**	**2016-17**	**2017-18**	
Cumberland County	$40,000	$57,514	$18,976	$64,000	$37,172	**$217,662**
Dickenson County	$79,226	$64,353	$79,482	$98,332	$12,858	**$334,251**
Dinwiddie County	$0	$99,292	$100,000	$81,959	$67,608	**$348,859**
Essex County	$11,479	$0	$57,403	$0	$0	**$68,882**
Fairfax County	$100,000	$0	$0	$93,600	$71,200	**$264,800**
Fauquier County	$42,846	$5,888	$0	$78,866	$0	**$127,600**
Floyd County	$0	$94,414	$0	$69,129	$47,872	**$211,415**
Fluvanna County	$0	$20,646	$28,072	$65,574	$80,000	**$194,292**
Franklin County	$75,760	$65,338	$0	$55,200	$14,580	**$210,878**
Frederick County	$34,385	$4,562	$6,520	$51,631	$71,998	**$169,096**
Giles County	$0	$79,222	$80,360	$48,840	$80,000	**$288,422**
Gloucester County	$77,259	$98,714	$82,922	$78,877	$30,297	**$368,069**
Goochland County	$0	$0	$24,000	$99,999	$69,262	**$193,261**
Grayson County	$50,536	$41,755	$47,376	$66,464	$70,462	**$276,593**
Greene County	$0	$36,915	$44,917	$58,080	$52,153	**$192,065**
Greensville County	$0	$67,920	$68,544	$46,743	$57,370	**$240,577**
Halifax County	$52,080	$16,390	$28,745	$51,509	$16,905	**$165,629**
Hanover County	$0	$53,218	$8,400	$0	$84,000	**$145,618**
Henrico County	$0	$72,880	$78,373	$77,236	$9,379	**$237,868**
Henry County	$0	$53,900	$64,800	$56,000	$14,400	**$189,100**
Highland County	$5,500	$0	$846	$0	$0	**$6,346**
Isle of Wight County	$86,205	$33,989	$50,843	$0	$100,000	**$271,037**
King George County	$100,000	$0	$93,600	$0	$94,420	**$288,020**
King & Queen County	$80,000	$0	$0	$0	$64,045	**$144,045**
King William County	$64,000	$26,593	$32,000	$36,000	$80,000	**$238,593**

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Lancaster County	$0	$80,000	$100,000	$0	$16,800	$196,800
Lee County	$100,000	$41,564	$100,000	$57,682	$100,000	$399,246
Loudoun County	$0	$33,989	$32,476	$0	$0	$66,465
Louisa County	$100,000	$0	$0	$0	$40,321	$140,321
Lunenburg County	$48,000	$26,400	$7,444	$0	$7,906	$89,750
Madison County	$100,000	$0	$100,000	$0	$69,365	$269,365
Mathews County	$0	$1,232	$5,462	$14,048	$7,440	$28,182
Mecklenburg County	$96,763	$0	$0	$14,474	$55,365	$166,602
Middlesex County	$100,000	$94,414	$0	$15,153	$23,689	$233,256
Montgomery County	$60,565	$100,000	$100,000	$0	$49,169	$309,734
Nelson County	$100,000	$0	$100,000	$0	$37,126	$237,126
New Kent County	$0	$62,494	$14,622	$41,350	$59,710	$178,176
Northampton County	$40,230	$0	$51,200	$0	$8,160	$99,590
Northumberland County	$78,931	$0	$1,271	$37,828	$7,400	$125,430
Nottoway County	$0	$0	$0	$0	$0	$0
Orange County	$75,876	$0	$100,000	$0	$100,000	$275,876
Page County	$89,265	$100,000	$79,590	$94,190	$81,600	$444,645
Patrick County	$92,668	$20,470	$47,936	$86,518	$94,863	$342,455
Pittsylvania County	$100,000	$86,948	$100,000	$100,000	$100,000	$486,948
Powhatan County	$21,592	$24,768	$1,273	$15,128	$44,495	$107,256
Prince Edward County	$0	$79,029	$39,020	$58,189	$0	$176,238
Prince George County	$78,356	$79,680	$0	$56,512	$0	$214,548
Prince William County	$88,914	$24,057	$83,240	$68,000	$61,600	$325,811
Pulaski County	$99,276	$58,436	$97,600	$80,000	$69,600	$404,912

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Rappahannock County	$0	$13,488	$17,483	$28,816	$38,761	**$98,548**
Richmond County	$75,992	$63,108	$65,140	$29,497	$34,880	**$268,617**
Roanoke County	$95,906	$94,414	$61,200	$52,000	$52,000	**$355,520**
Rockbridge County	$0	$62,939	$0	$0	$0	**$62,939**
Rockingham County	$72,826	$38,948	$100,000	$58,641	$63,294	**$333,709**
Russell County	$60,555	$79,970	$58,354	$10,964	$73,814	**$283,657**
Scott County	$63,512	$31,331	$62,856	$0	$23,755	**$181,454**
Shenandoah County	$43,704	$54,589	$100,000	$99,999	$23,755	**$322,047**
Smyth County	$22,812	$26,370	$64,485	$28,000	$80,000	**$221,667**
Southampton County	$96,436	$38,863	$0	$99,924	$98,304	**$333,527**
Spotsylvania County	$0	$12,322	$51,754	$81,979	$34,121	**$180,176**
Stafford County	$100,000	$100,000	$100,000	$89,911	$86,796	**$476,707**
Surry County	$40,000	$0	$34,047	$100,000	$100,000	**$274,047**
Sussex County	$37,402	$31,370	$0	$44,473	$10,659	**$123,904**
Tazewell County	$0	$99,365	$99,573	$76,561	$99,624	**$375,123**
Warren County	$71,410	$0	$61,786	$61,269	$42,640	**$237,105**
Washington County	$64,448	$0	$58,700	$30,528	$59,720	**$213,396**
Westmoreland County	$63,248	$8,800	$0	$0	$0	**$72,048**
Wise County	$0	$85,166	$0	$70,036	$63,334	**$218,536**
Wythe County	$0	$0	$0	$0	$0	**$0**
York County	$0	$95,884	$0	$8,880	$0	**$104,764**
Alexandria City	$0	$41,668	$0	$57,560	$0	**$99,228**
Bristol City	$0	$0	$0	$0	$100,000	**$100,000**
Buena Vista City	$0	$3,000	$4,500	$4,500	$51,194	**$63,194**

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Charlottesville City	$68,800	$25,760	$25,496	$38,616	$99,895	**$258,567**
Colonial Heights City	$0	$73,375	$25,377	$65,153	$65,622	**$229,527**
Covington City	$33,600	$0	$38,516	$33,462	$6,432	**$112,010**
Danville City	$0	$99,990	$95,082	$66,220	$100,000	**$361,292**
Falls Church City	$0	$0	$0	$0	$0	**$0**
Fredericksburg City	$0	$0	$0	$32,000	$0	**$32,000**
Galax City	$0	$0	$0	$80,000	$0	**$80,000**
Hampton City	$100,000	$64,891	$100,000	$0	$100,000	**$364,891**
Harrisonburg City	$0	$37,682	$6,352	$52,563	$2,891	**$99,488**
Hopewell City	$61,567	$100,000	$66,263	$84,544	$55,980	**$368,354**
Lynchburg City	$100,000	$99,911	$94,183	$0	$66,764	**$360,858**
Martinsville City	$79,408	$57,661	$0	$95,477	$69,448	**$301,994**
Newport News City	$72,658	$17,523	$79,286	$0	$98,886	**$268,353**
Norfolk City	$75,974	$90,300	$62,979	$98,517	$79,975	**$407,745**
Norton City	$0	$78,568	$76,025	$0	$0	**$154,593**
Petersburg City	$78,400	$79,957	$50,588	$0	$55,024	**$263,969**
Portsmouth City	$99,960	$28,156	$96,000	$93,303	$0	**$317,419**
Radford City	$13,280	$35,200	$21,120	$4,335	$51,392	**$125,327**
Richmond City	$79,811	$71,474	$79,200	$96,924	$74,000	**$401,409**
Roanoke City	$100,000	$67,072	$87,998	$95,830	$100,000	**$450,900**
Staunton City	$73,301	$99,288	$53,302	$100,000	$100,000	**$425,891**
Suffolk City	$100,000	$72,090	$72,000	$55,776	$3,629	**$303,495**
Virginia Beach City	$100,000	$62,483	$97,835	$97,382	$60,792	**$418,492**
Waynesboro City	$100,000	$47,207	$63,554	$50,000	$0	**$260,761**
Williamsburg-James City County	$57,680	$6,542	$67,200	$54,432	$90,971	**$276,825**

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Winchester City	$100,000	$83,805	$0	$25,331	$0	**$209,136**
Franklin City	$36,800	$57,577	$73,415	$99,879	$0	**$267,671**
Chesapeake City	$100,000	$99,576	$39,598	$99,999	$100,000	**$439,173**
Lexington City	$0	$0	$9,355	$0	$0	**$9,355**
Salem City	$71,582	$0	$63,555	$93,600	$26,400	**$255,137**
Poquoson City	$47,040	$43,593	$52,881	$49,815	$46,779	**$240,108**
Manassas City	$41,728	$94,763	$100,000	$0	$73,389	**$309,880**
Manassas Park City	$85,949	$0	$56,000	$0	$0	**$141,949**
Colonial Beach	$0	$0	$0	$16,521	$79,998	**$96,519**
West Point	$57,600	$49,600	$0	$44,000	$31,849	**$183,049**
Virginia School for the Deaf and Blind-Staunton	$93,003	$0	$0	$0	$0	**$93,003**
Laurel Regional Special Education Center	$0	$0	$0	$0	$14,421	**$14,421**
Maggie L. Walker Gov. School	$0	$0	$0		$0	**$0**
Metro Richmond Alternative Education Program	$0	$0	$0	$2,265	$4,000	**$6,265**
Regional Alternative/Pittsylvania Co	$0	$1,120	$0	$0	$0	**$1,120**
Middle Peninsula Regl Alternative School (King William)	$2,080	$4,428	$4,800	$4,800	$0	**$16,108**
Henry County/Martinsville Regional SPED Program	$0	$0	$0	$0	$0	**$0**
Jackson River Technical Center	$0	$63,920	$0	$0	$0	**$63,920**
Valley Career and Technical Center	$0	$0	$0	$22,121	$0	**$22,121**
New Horizons Career and Technical Center	$0	$94,414	$0	$30,898	$0	**$125,312**
Bridging Communities Reg Career & Technical Center	$0	$19,314	$0	$5,200	$0	**$24,514**
Enterprise Academy/Newport News City	$0	$1,467	$0		$0	**$1,467**
Charlottesville/Albemarle Voc. Tech	$0	$0	$0	$0	$0	**$0**
Southeastern Cooperative Educational Prgm	$0	$0	$0	$0	$0	**$0**
Rowanty Vocational-Technical Center	$0	$0	$0	$0	$2,280	**$2,280**

Classrooms not Courtrooms and Virginia SROs House Select Committee on School Safety
July 24, 2018

Gerard Lawson, Ph.D. & Laura Welfare, Ph.D.
Virginia Tech School of Education

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Keeping Kids in Classrooms not Courtrooms

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Keeping Kids in Classrooms not Courtrooms

Our research was able to combine and analyze the Discipline Crime and Violence (DCV) Dataset (DOE), School Safety Audits and School Climate Data (DCJS), Juvenile Referrals and Intakes (DJJ).

We have also analyzed MOUs between Law Enforcement and School Districts, to assess whether and how processes and procedures impact the use of exclusionary discipline and referrals to LE.

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First some context…

CPI's findings of 15.8 students referred to "police or courts". They report using the US DoE Office of Civil Rights reporting, which in turn appears to have imported the "checkbox" in Virginia's DCV dataset:

Was this incident reported to Law Enforcement?

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For the Combined Years 2013-14 & 2014-15

	N=	Rate per 1000 Students
Checkbox	39,411	15.8
Potential Matches	10,668	4.2
True Match	5,715	2.3

2,488,217 students in Virginia schools in 2013-14 & 2014-15

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Our data show that, of the "true matches" which appeared at intake associated with a school based offense, 48.0% resulted in a petition, and another 10.1% a petition with a detention order.

The remaining never appeared before a Juvenile Court judge.

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6

There are still some significant challenges….

Incidents of exclusionary discipline and referrals to law enforcement are higher among minority students and those with a disability.

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Cultural Differences in Exclusionary Discipline (per 1000)

	ST	LT	365	Permanent
White students	$M = 76.0$	$M = 1.1$	$M = .19$	$M = .05$
Black students	$M = 176.3*$	$M = 3.2*$	$M = .36**$	$M = .14***$
Hispanic students	$M = 76.0$	$M = 1.4$	$M = .11$	$M = .06$

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	Commonwealth Schools' Demographics	Actual Referrals to Intake Officer
White students	52.4%	42.5%
Black students	23.0%	49.4%
Hispanic students	13.1%	6.5%
Asian Students	6.4%	0.7%
Other	5.2%	0.1%

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Exclusionary Discipline based on Disability Status (per 1000 students)

	ST	LT	365	Permanent
Overall	M = 82.46	M = 1.84	M = .251	M = .079
Students with a Disability	M = 347.85*	M = 3.41*	M = .377**	M = .141

* Significant at p<.001
** Significant at p=.034

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Appearances at Intake based on Disability Status
(per 1000 students)

	Appeared at Intake
Overall	M = 2.45
Students with a Disability	M = 5.60

2013-14 School Year

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# of students who went to intake officer per 1000 in the population (gender by disability; Middle)
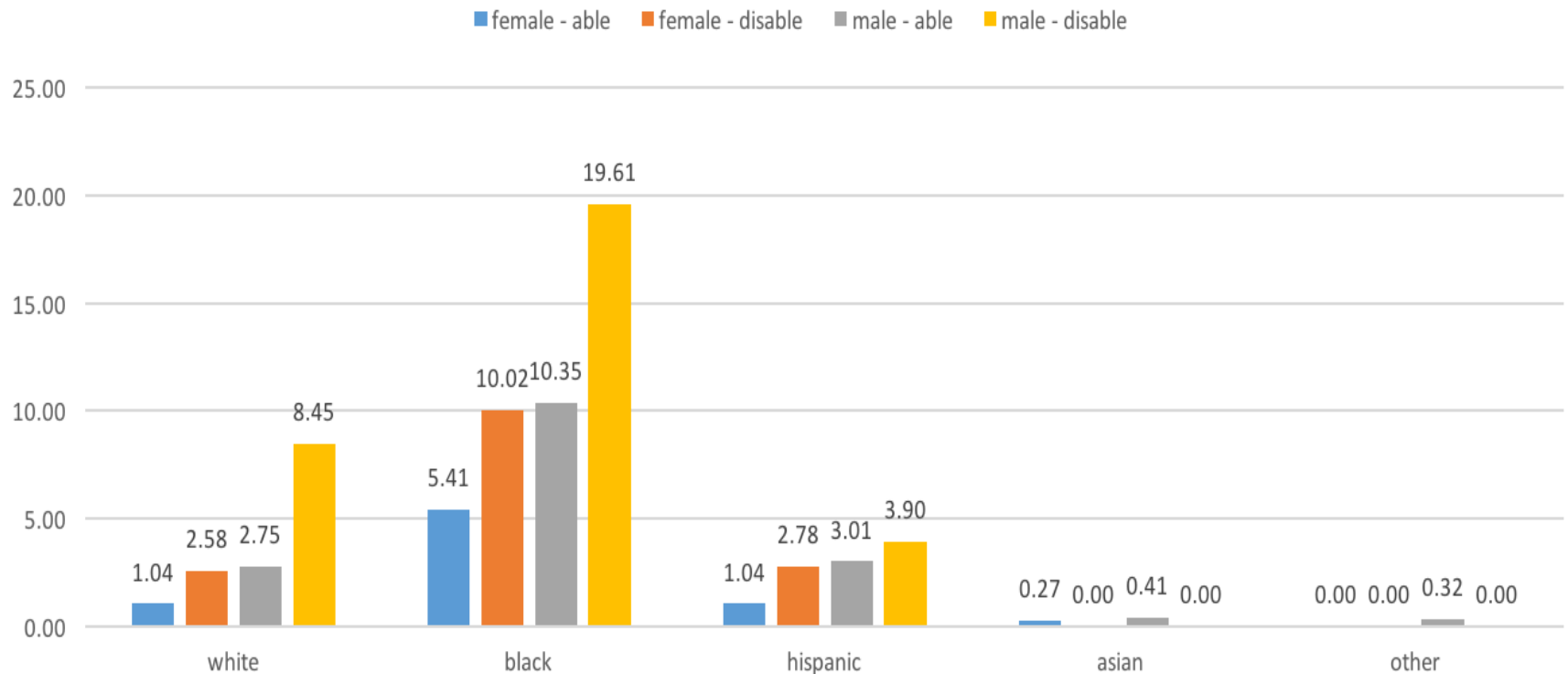
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2013-14 School Year

Keeping Kids in Classrooms not Courtrooms

# of students who went to intake officer per 1000 in the population (gender by disability; High)
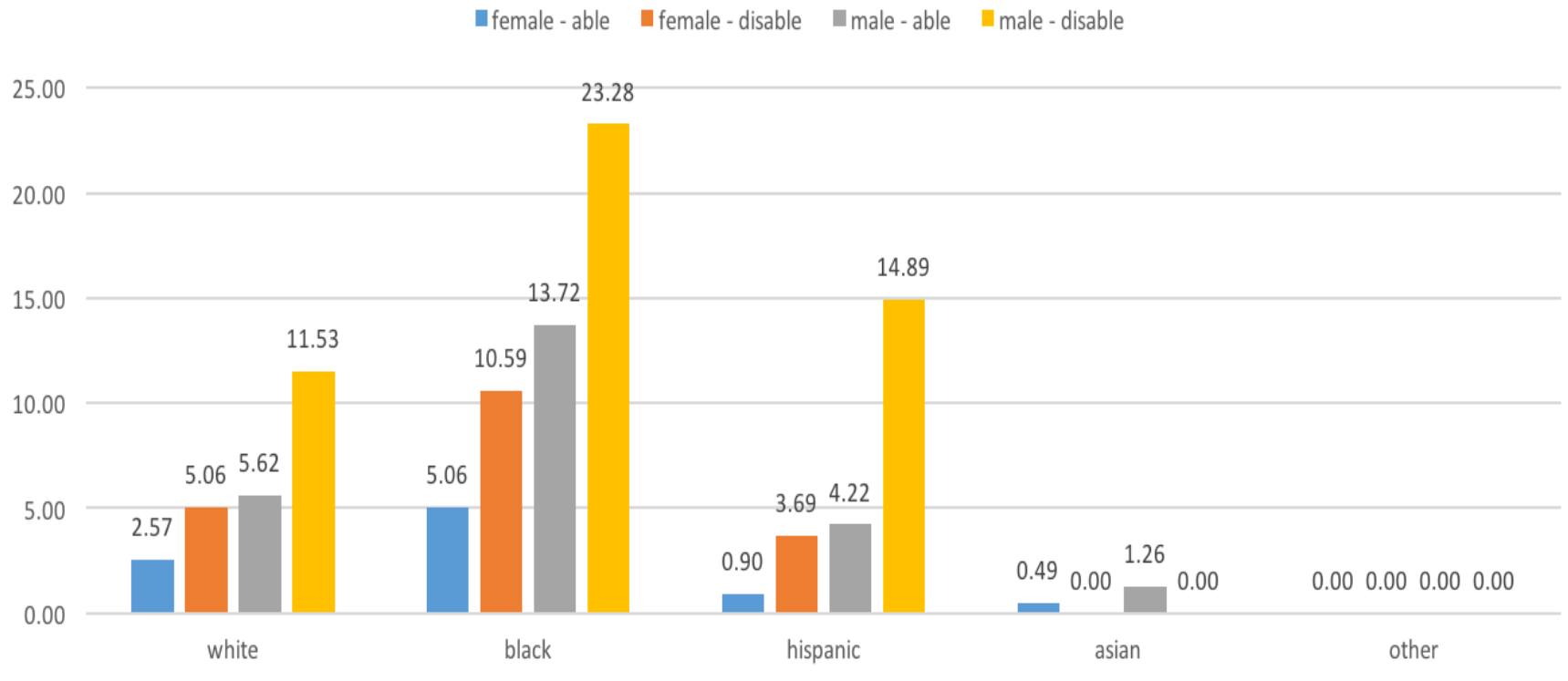
2013-14 School Year

Lawson & Welfare, 2018

Implications

Overall, things are much better than we anticipated, but with specific vulnerable populations we need to do much better.

This will require coordinated efforts between teachers, school counselors, administrators, and SROs. So we wanted to learn more about how SROs are selected, trained, and supported in their work.

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Virginia SROs and SSOs

Well-structured School Resource Officer (SRO) and School Security Officer (SSO) programs with clear policies, procedures, roles, and responsibilities seem more likely to achieve positive outcomes (Cray & Weiler, 2011), but there is limited empirical support for this assertion. This study explores variables related to Virginia SRO and SSO training, policy, and procedures.

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Quantitative Data

- New Surveys
  - 265 SROs (of ≈ 700 invited)
  - 60 SRO Law Enforcement Supervisors (of 136 invited)
  - 45 SRO School-Based Liaisons (of 93 invited)
- 2017 School Safety Audit
  - ≈ 2000 schools
  - ≈ 1000 schools had an SRO

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SRO Demographics

- Age range 24 – 70 with an average age of 43 years

- 83% Male, 17% Female

- 84% White, 7% Black, 4% Hispanic, 2% American Indian or Alaska Native, 2% Asian, 1% Multiracial

Earned GED or Equivalent	.5%
Earned a High School Diploma	12.5%
Completed Some College	35.5%
Earned an Associate's Degree	17.5%
Earned a Bachelor's Degree	25.5%
Completed some Graduate School	5.0%
Earned a Master's Degree	3.5%

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SRO Training and Duties

- **How are SROs trained to operate in K-12 public schools in the Commonwealth of Virginia?**

- *On what topics do they receive training?*

- *How does their training compare to their actual duties?*

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SRO Duties

- Law Enforcement Officer (ex. Respond to criminal activity and public safety threats)

- Community Liaison (ex. Build relationships and identify resources)

- Law-Related Educator (ex. Give presentations for students, parents, and school staff)

- Role Model or Mentor (ex. Be professional, approachable, and compassionate)

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What percentage of your time do you spent on each of the follwing tasks? (Total must sum to 100)
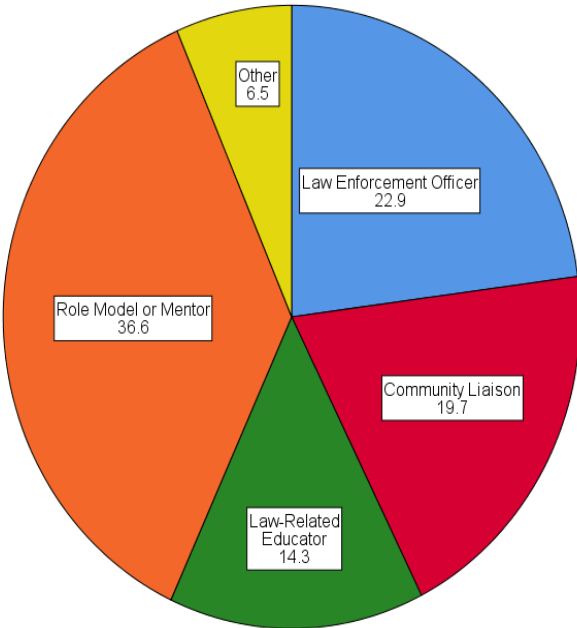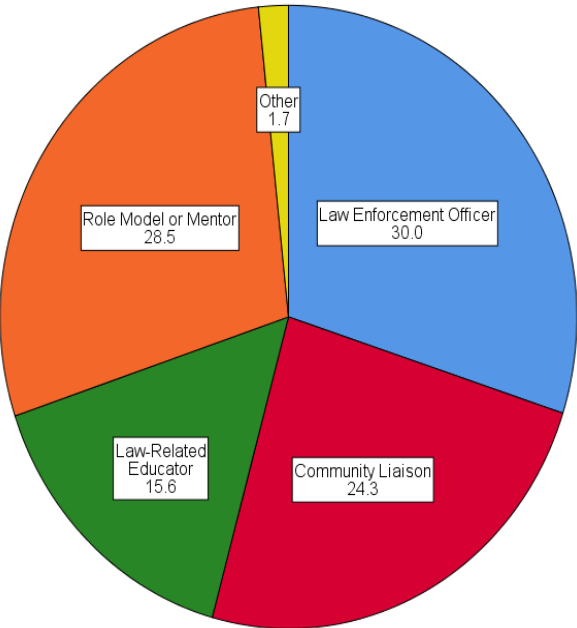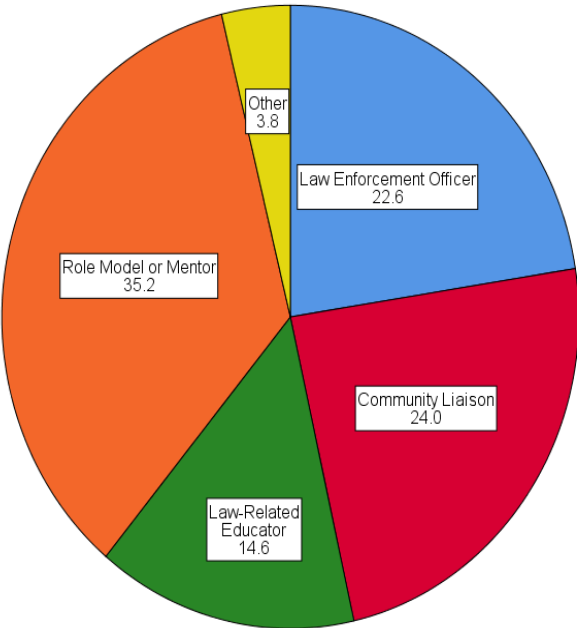
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SROs: Is your work documented?
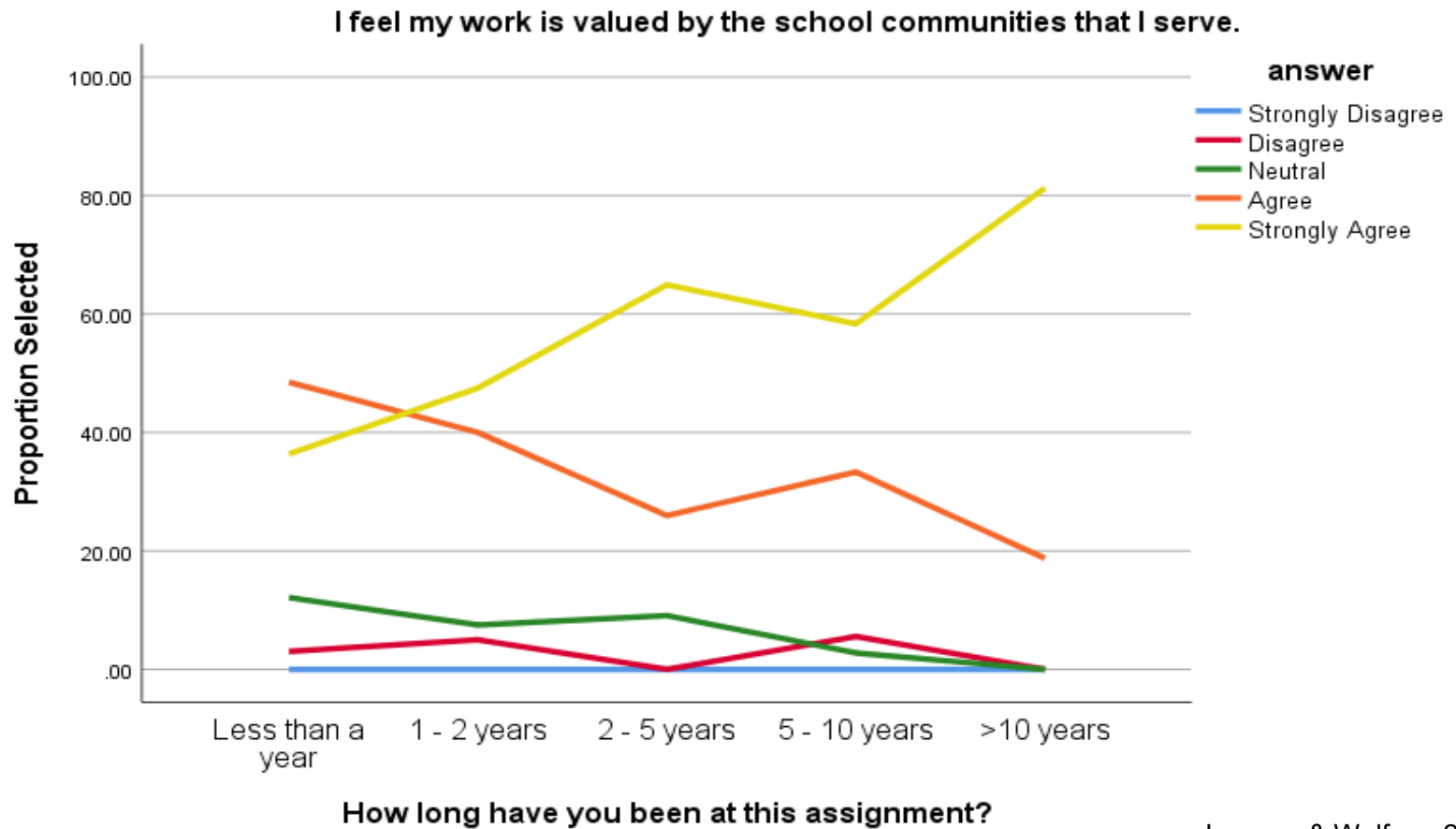
SRO Role	Yes	No
Law Enforcement Officer (ex. Respond to criminal activity and public safety threats)	99%	1%
Community Liaison (ex. Build relationships and identify resources)	49%	51%
Law-Related Educator (ex. Give presentations for students, parents, and school staff)	81%	19%
Role Model or Mentor (ex. Be professional, approachable, and compassionate)	30%	70%

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SROs: § 15.2-1706 Law Enforcement Officers with optional Virginia SRO Specific Training

- High School Diploma or GED
- Certified Law Enforcement
- The Roles and Responsibilities of an SRO, SSO and School Administrator
- School Climate
- School Discipline, Violence, and Suspensions
- Threat Assessment in Virginia Schools

- Advanced Legal Issues in Virginia Schools
- Technology Related Search and Seizure
- Adolescent Brain Development
- The Effect of Trauma on the Student
- Mental Health Issues in Adolescents
- Special Populations
- Gang Awareness in Schools

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Mandatory Law Enforcement Training

- Training that applies to all settings
  - Average 56% but varied widely (sd = 24.9)
- Training that applies to the school setting specifically
  - Average 22% but varied widely (sd = 16.9)
- Training that usually does not apply to a school setting
  - Average 22% but varied widely (sd = 22.6)

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SROs: More Training is Needed

1. Working with Students with Special Needs
2. Mental Health Issues in Childhood and Adolescence
3. Dangerous/Threatening Students
4. Bullying
5. Establishing Effective Working Relationships with Parents

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Would SROs benefit from more training on the following topics?
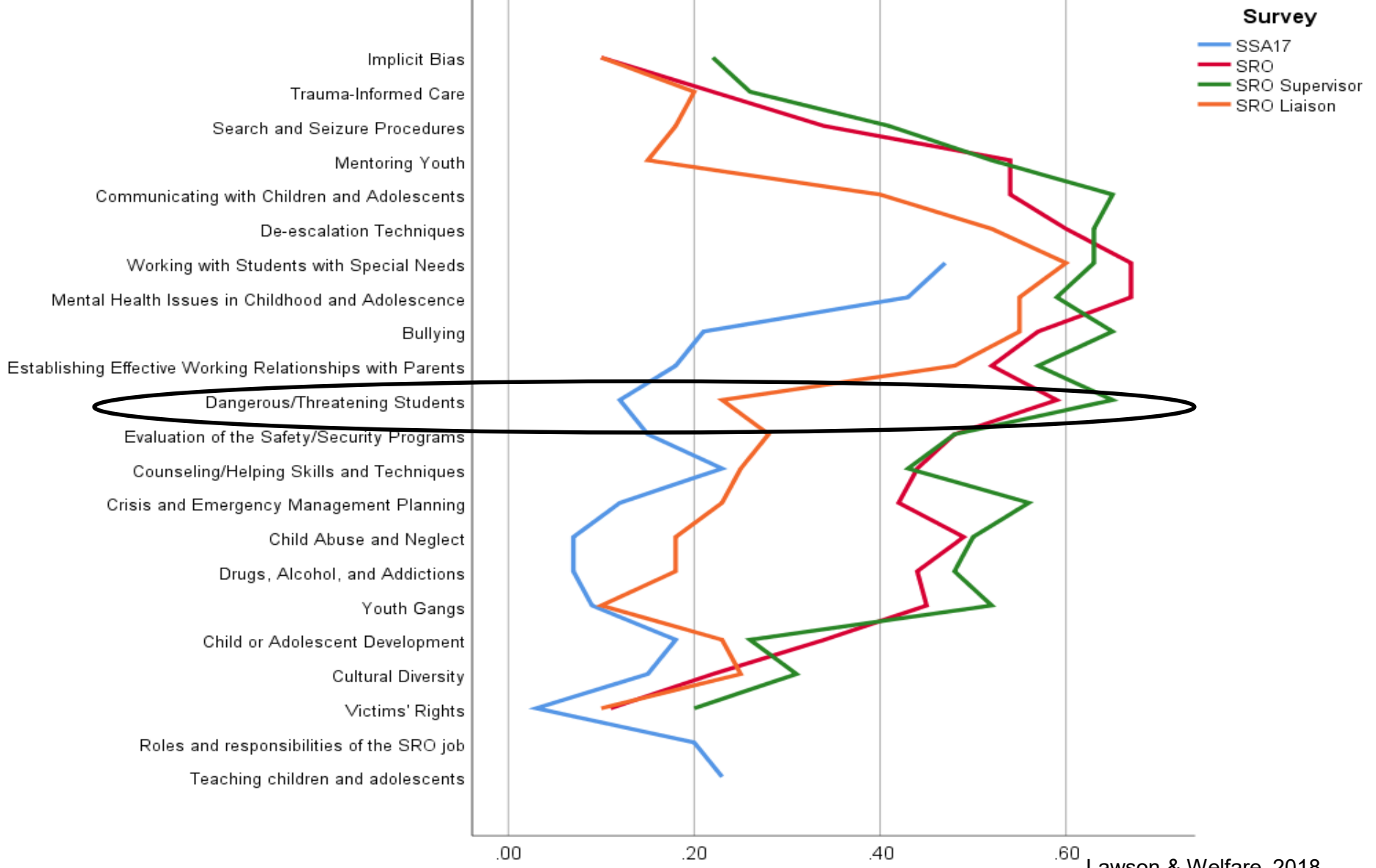
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Training about the SRO Roles

SROs would benefit from more training about the role of the SROs.
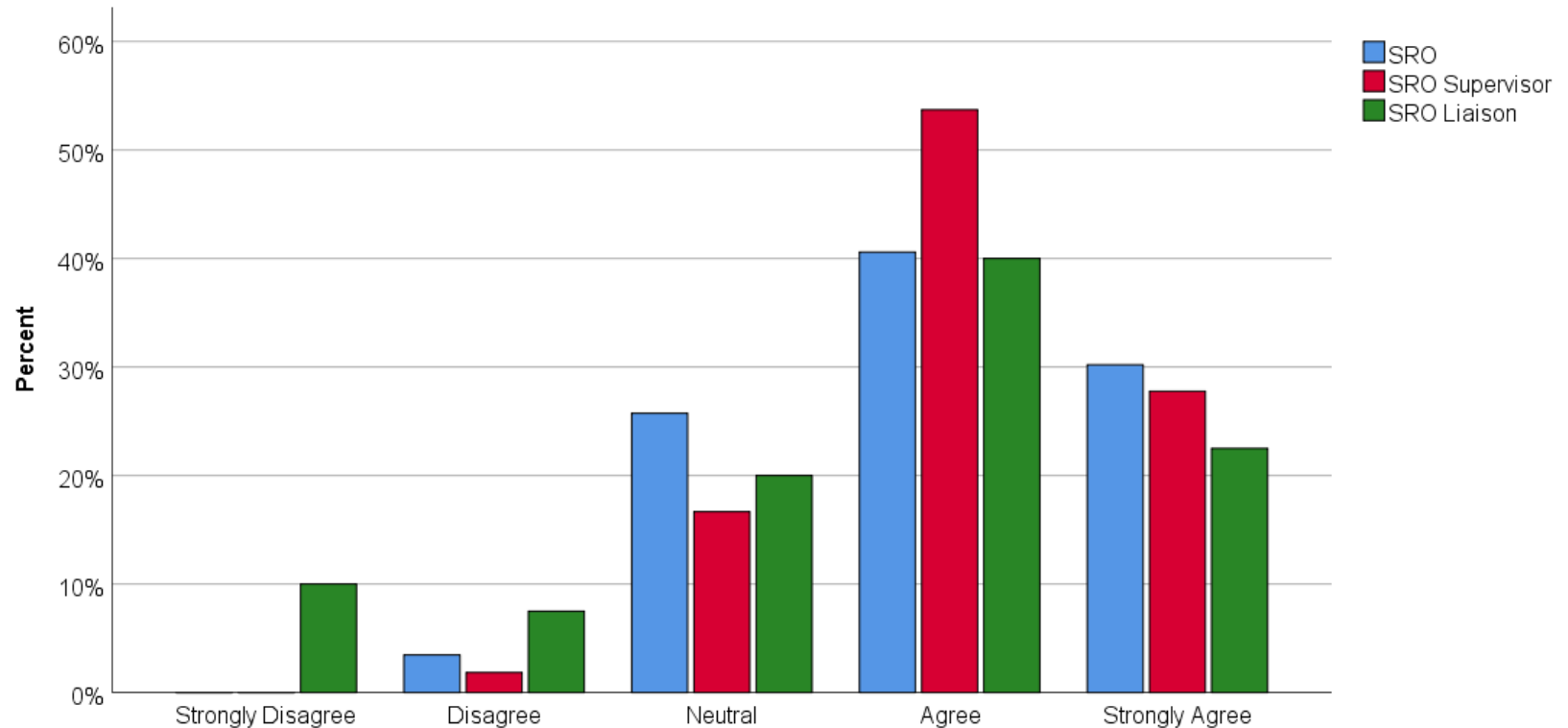
Lawson & Welfare, 2018

Training about the SRO Roles

Principals/Assistant Principals would benefit from more training about the role of the SROs
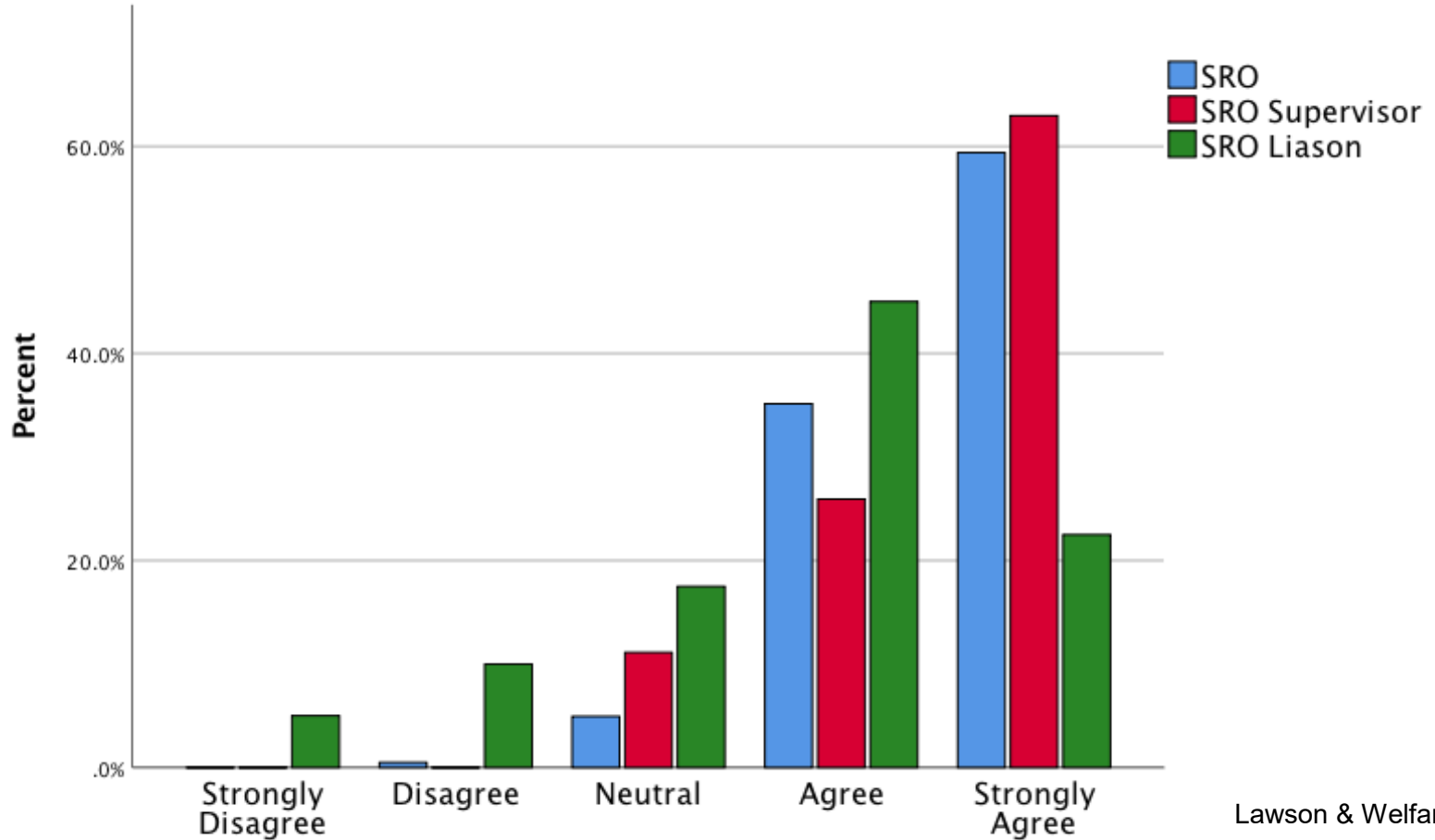
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Training about the SRO Roles

Teachers would benefit from more training about the role of the SROs.

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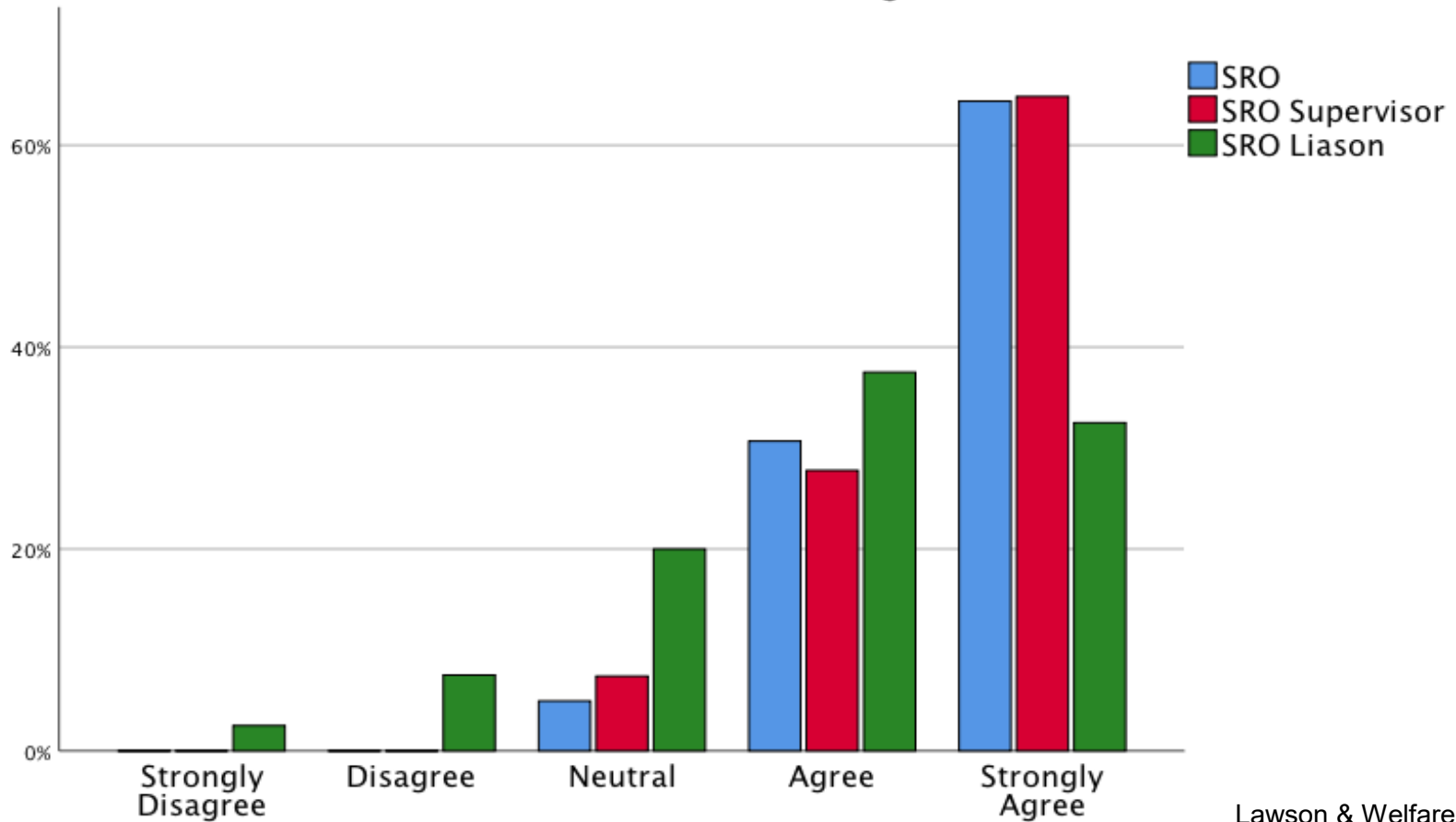
Law Enforcement/School Collaboration

- MOU initiative and 2017 training guide
  - Law Enforcement – School Division Agreement
  - Also need individual awareness for execution of MOU
- Day-to-day communication with liaison
- Selection and evaluation of SROs

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SROs: Who determined the duties of the SRO job?

For the most recently assigned SRO you supervise, who determined the duties of the job? (Total must sum to 100)

SRO Supervisor

- 4.2
- 0.8
- 11.3
- 12.2
- 74.5

SRO Liason

- 1.0
- 0.0
- 18.0
- 20.6
- 60.5

Legend:
- The Law Enforcement Agency
- A School Division Administrator
- A Principal or Assistant Principal at the school
- A School Board Representative
- Someone else
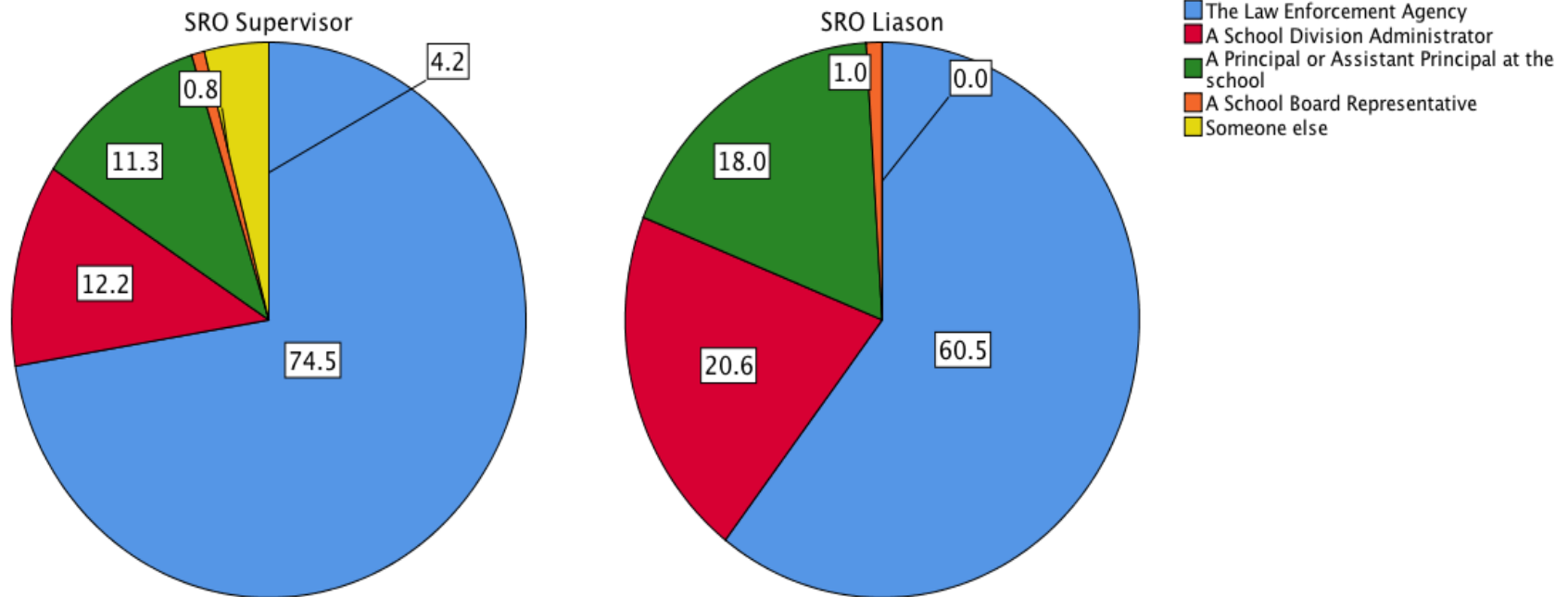
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SROs: Who is a part of selection?

	N	Yes	No	Other
Principals and Assistant Principals	1039	11.5%	86.4%	2.1%
SRO Liaisons	40	20.0%	75.0%	5.0%
SRO Supervisors	53	57.5%	35.2%	5.7%

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School Discipline

- To what extent are SROs involved in addressing school disciplinary matters that do not rise to the level of criminal activity?
  - Qualitative data analysis forthcoming
  - Involvement in school discipline as educator or mentor role appears common
    - What is bullying?
    - What is mutual combat?
    - Consultant to school leaders about referral to law enforcement

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What percentage of your time do you spent on each of the follwing tasks? (Total must sum to 100)
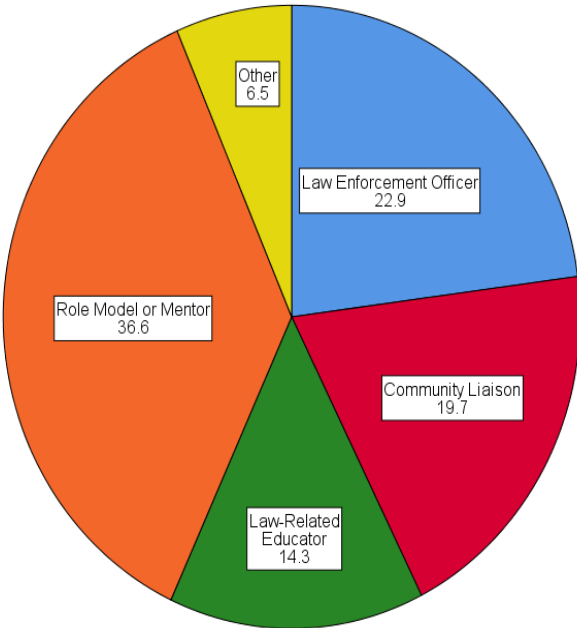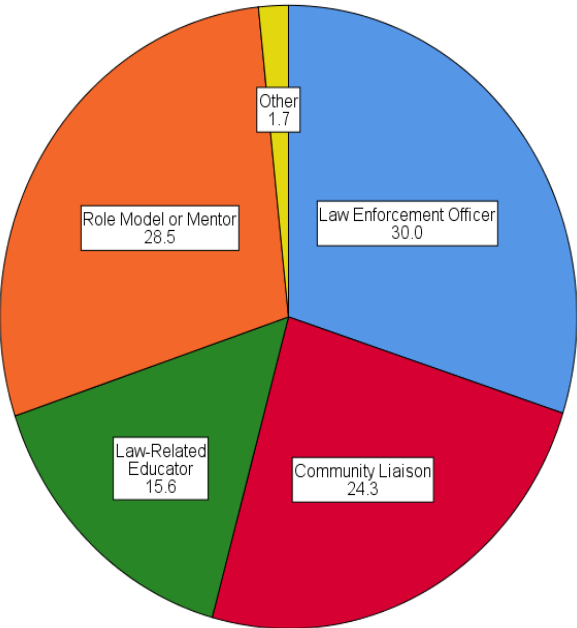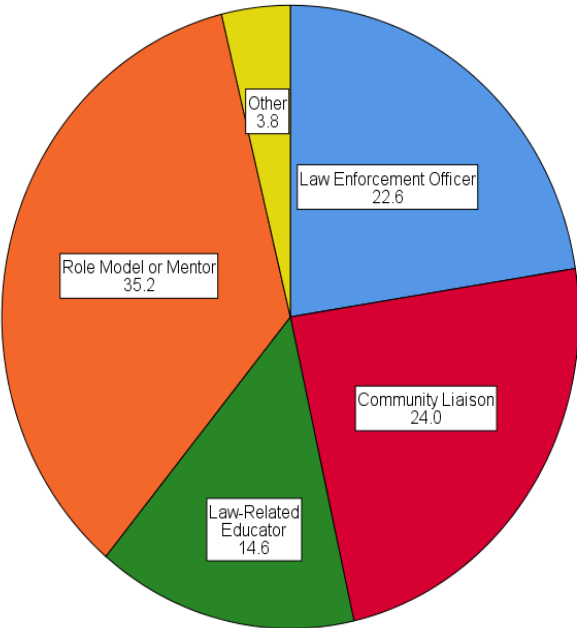
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SROs: Role Awareness

I don't feel comfortable letting school staff know when they ask me something outside of my job duties.

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SROs Feel Valued by the School

I feel my work is valued by the school communities that I serve.
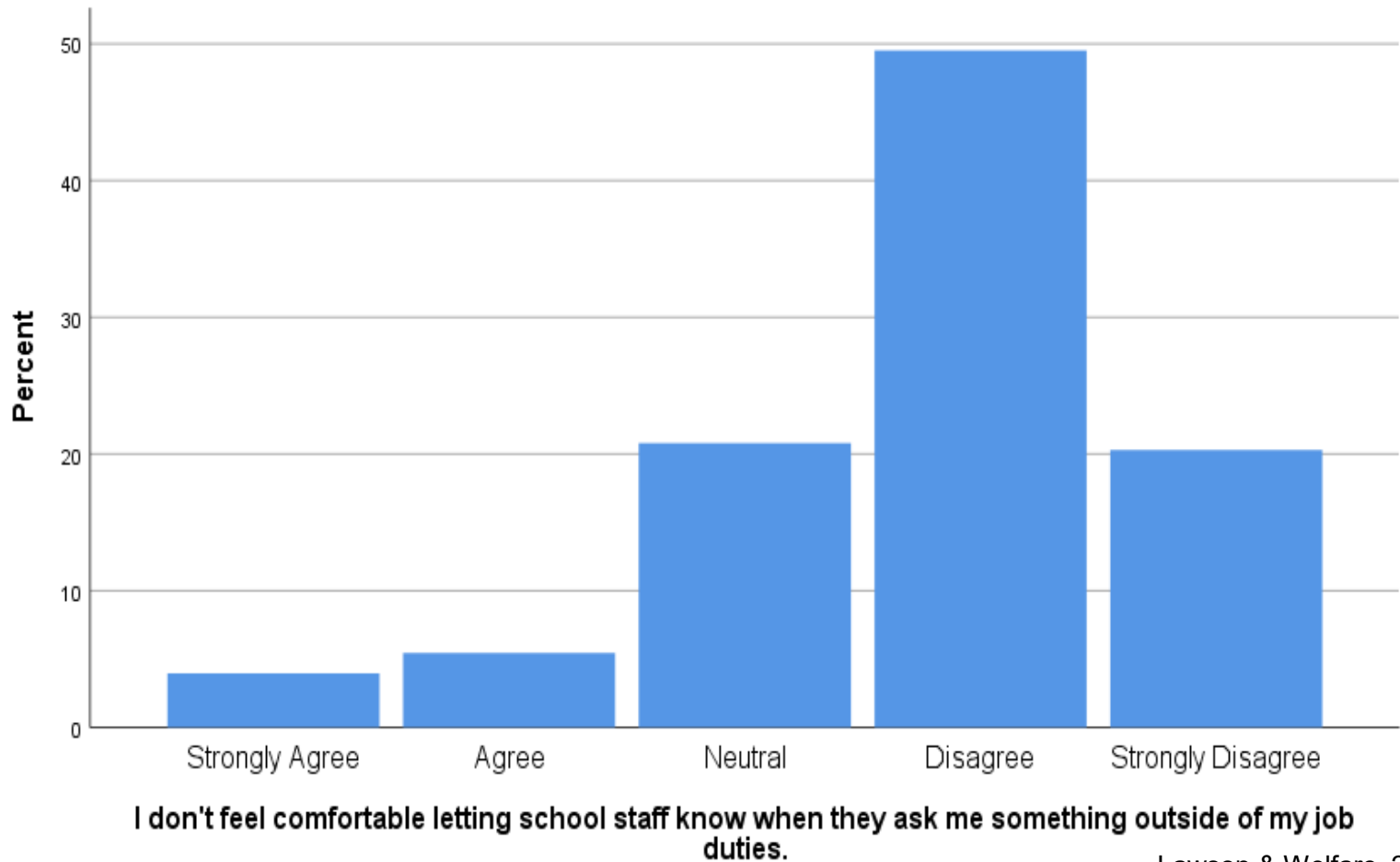
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SROs Feel Valued by Law Enforcement

I feel my work is valued by my law enforcement agency.
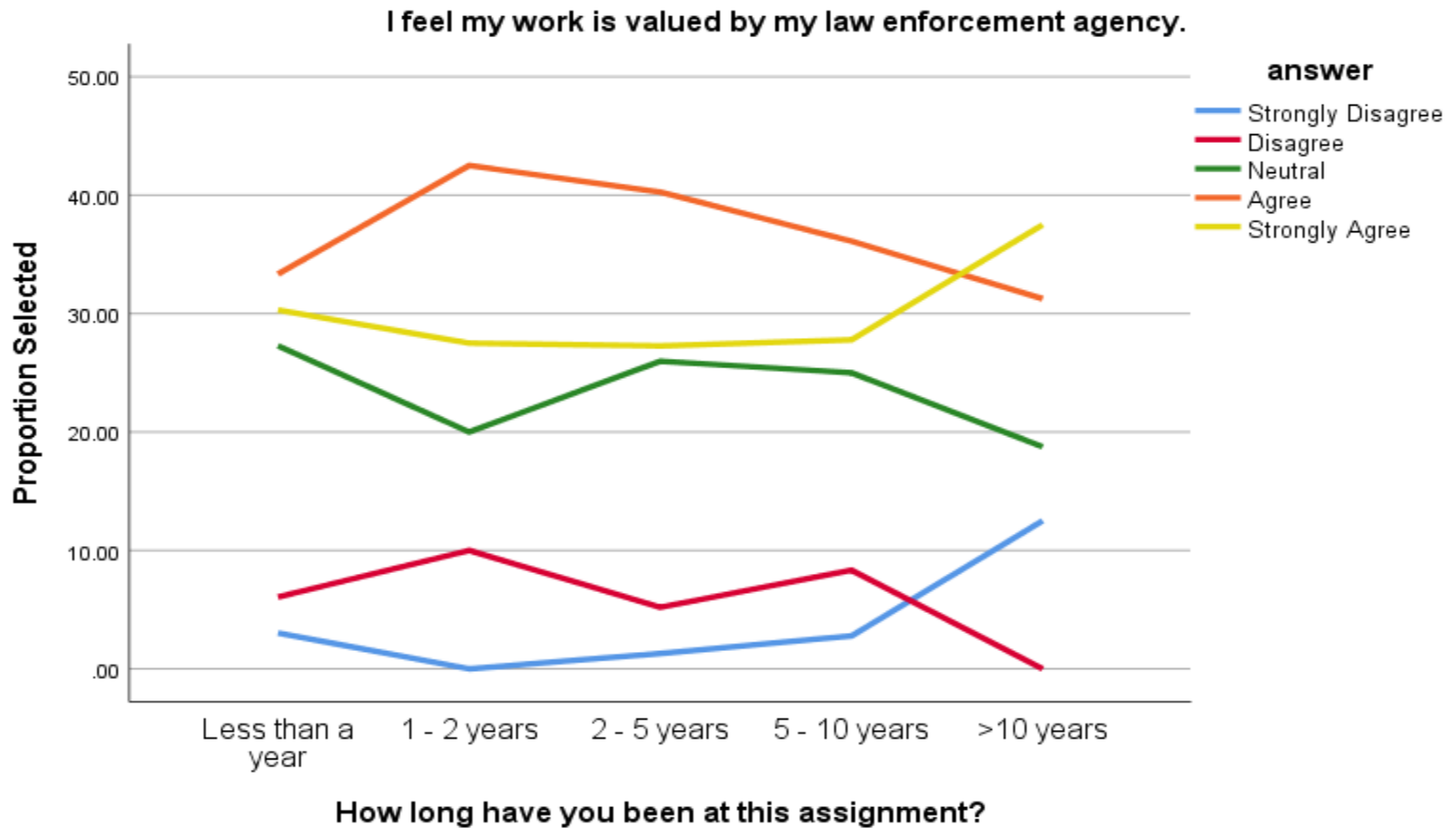
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Implications

- Multifaceted role of SROs
  - Explore options for training SROs, school administrators, and teachers about the roles of SROs
- SRO Training Needs
  - Mental Health Issues and Special Needs Students
  - Dangerous/Threatening Students
  - Bullying
  - Working with Parents
- Law Enforcement – School Collaboration is key

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Questions, Comments?

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School Safety in Virginia

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Website: youthviolence.edschool.virginia.edu

Dewey G. Cornell, Ph. D.
- **Professor of Education in the Curry School of Education at the University of Virginia.**
- **Director of the UVa Youth Violence Project and faculty associate of the Institute of Law, Psychiatry, and Public Policy.**
- **Trained as forensic clinical psychologist**
- **Lead author of Authoritative School Climate Survey**
- **Developed Virginia Student Threat Assessment Guidelines**

2017-18 Research Team

Rear: Patrick Meyer, Jennifer Maeng, Yuane Jia, Tim Konold
Middle: Francis Huang, Anna Grace Burnette, Dewey Cornell, Brittany Crowley
Front: Whitney Hyatt, Shelby Stohlman, Katrina Debnam, Marisa Malone

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UNIVERSITY of VIRGINIA

Grant Funding for School Climate and Threat Assessment Research in Virginia

2018-20 Improvement of school climate assessment in Virginia secondary schools. U.S. Department of Justice, National Institute of Justice.

2015-18 Student threat assessment as a safe and supportive prevention strategy. U.S. Department of Justice, National Institute of Justice.

2013-14 Student threat assessment as an intervention to reduce racial disparities in school suspension. Open Society Foundations and Indiana University.

2012-16 Development of a standard model for school safety assessment. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

2009-13 Mental health counseling and bullying prevention for safe schools/health students. Contract as part of the Albemarle/Charlottesville Safe Schools/Healthy Students Project awarded by the U.S. Department of Education to Albemarle/Charlottesville Schools.

2009-10 Effects of school structure and support on youth violence. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

2006-08 School-based protective factors for youth violence. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Main Points

1. **Virginia schools are safer than the public perceives.**

2. **Threat assessment is an effective safety strategy.**

3. **School climate assessment is a valuable safety tool.**

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301 School Shootings In America Since 2013

Annual Gun Toll
- **33,000** deaths
- **67,000** injuries
100,000 total

275
Shootings per day

GUN VIOLENCE:
PREDICTION, PREVENTION, AND POLICY
APA PANEL OF EXPERTS REPORT

POLICE LINE DO NOT CROSS

APA report is available at http://www.apa.org/pubs/info/reports/gun-violence-prevention.aspx
Shooting deaths from: National Vital Statistics
http://webappa.cdc.gov/sasweb/ncipc/dataRestriction_inj.html
Shooting injuries from: http://webappa.cdc.gov/sasweb/ncipc/nfirates2001.html

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301 School Shootings In America Since 2013

5 yrs x 100,000 =
500,000
outside of schools

---

301 School Shootings In America Since 2013

For every shooting in a school, there are 1,600+ outside of schools

---

301 School Shootings In America Since 2013

Schools are much safer than the surrounding community.

2005-2010 Homicides in 37 States

Location	Count
Residence	9847
Street	4455
Parking lot/garage	1209
Outdoors	629
Restaurant/bar	533
Store/gas station	492
Public building/business	288
Hotel/motel	211
School	49

Restaurants are 10x more dangerous than schools.

Homes are 200x more dangerous than schools.

Source: FBI National Incident-Based Reporting System (NIBRS) database. Selected locations.
School includes colleges. See Nekvasil & Cornell (2015) *Psychology of Violence, 5,* 236-245.

When was the last time a student was murdered at one of Virginia's K-12 public schools?

The fear of school violence has generated costly and ineffective reactions.

Costly Reactions to School Violence

BloombergBusiness

Newtown Rampage Spurs $5 Billion School Security Spending

November 14, 2015 — 12:00 AM EDT

■ Almost 80 percent of U.S. school systems have made changes to their facilities or security policies since the Sandy Hook shooting, according to a survey of 600 districts that will be published next month in Campus Safety Magazine, a trade publication.

http://www.bloomberg.com/news/articles/2013-11-14/schools-boosting-security-spending-after-newtown-massacre

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As schools cope with safety threats since Fla. shooting, parents and leaders try to balance concern with calm

SWAT members prepare to enter Dumont High School while the school was under lockdown in Dumont, N.J., on Feb. 26, 2018. A high school student was taken into custody after a reported social media threat that prompted the lockdown and a SWAT team response. (Amy Newman / The Record)

As schools cope with safety threats since Fla. shooting, parents and leaders try to balance concern with calm

- **Copy cat hoaxes**
- **Attention-seeking**
- **Students in crisis**

The *Expansion* of Zero Tolerance

TIME

The Columbine Effect

■ Inside the mind of the California teen killer
■ Confronting the classroom code of silence
■ Why some kids snap—and others don't

From No Guns to
- No Toy Guns
- No Nail clippers
- No Plastic utensils
- No Finger-pointing
- No Jokes
- No Drawings
- No Rubber band shooting

No accidental violations

Boy who held pencil like gun suspended

School has "zero tolerance" weapons policy

Updated: Thursday, 09 May 2013, 3:54 PM EDT
Published : Monday, 06 May 2013, 5:33 PM EDT

Anne McNamara

SUFFOLK, Va. (WAVY) - A Suffolk school suspended a second grader for pointing a pencil at another student and making gun noises.

Seven-year-old Christopher Marshall says he was playing with another student in class Friday, when the teacher at Driver Elementary asked them to stop pointing pencils at each other.

"When I asked him about it, he said, 'Well I was being a Marine and the other guy was being a bad guy,'" said Paul Marshall, the boy's father. "It's as simple as that."

3.3 Million Suspensions Per Year Fuel the School to Prison Pipeline
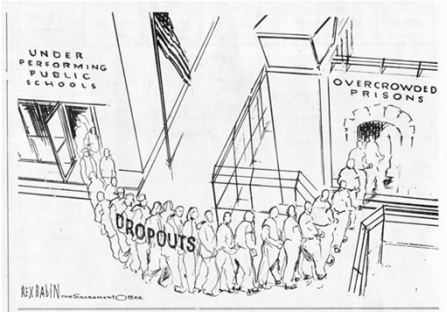
U.S. Suspension Rates All Schools 2013-14
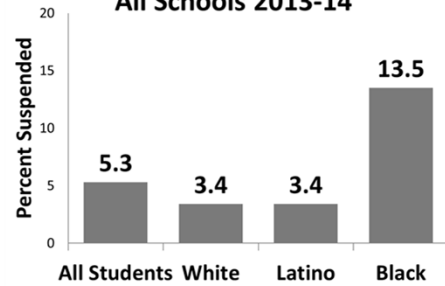
Latest available data April 2018
https://ocrdata.ed.gov/StateNationalEstimations/Estimations_2013_14

We should prevent shootings rather than just prepare for them.

Prevention means "to keep something from happening"
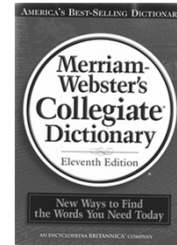
Crisis response is not prevention.

A crisis occurs when prevention has failed.

Photo of gunman

This illustrates the we imagine when we think of school shootings. It is an image that directs us to crisis response rather than prevention.

Prevention must start before the gunman is at your door.

Prevention must start before the gunman is at your door.

Prevention must start before the gunman is at your door.
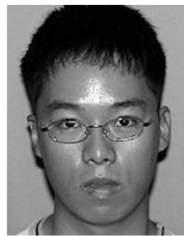
Prevention must start before the gunman is at your door.

Threat Assessment in Virginia

2008 – Higher Education
2013 – K-12 Schools

What is Threat Assessment?

Threat assessment is a problem-solving approach to violence prevention that involves assessment and intervention with persons who have threatened violence in some way.

Threat Assessment is a violence prevention strategy.

1. A classmate, teacher, or someone else reports concern about a person in distress or who is threatening violence.
2. The threat assessment team evaluates the seriousness of the threat.
3. The team initiates assistance to address the underlying problem, conflict or need. In the most serious cases, protective action is taken.

Accurate Threat Assessment Avoids 2 Errors …

1. Over-reaction

School Suspends Second Grader for Eating His Pop-Tart Into the Shape of a Gun

---

Accurate Threat Assessment Avoids 2 Errors …

2. Under-Reaction

GUIDELINES FOR RESPONDING TO STUDENT THREATS OF VIOLENCE
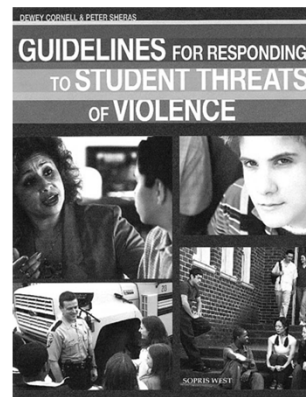
- **Developed at University of Virginia in 2001**
- **Extensively studied in Virginia schools**
- **Disseminated in schools nationwide.**

Disclosure: Dr. Cornell sells this book and conducts workshops on this model.

Threat Reported to Principal

Step 1. Evaluate Threat.

Step 2. Decide if threat is clearly transient or substantive.

Threat is clearly transient.

Threat is substantive.

Step 3. Respond to transient threat.

Step 4. Decide if the substantive threat is serious or very serious.

Threat is serious.

Threat is very serious.

Step 5. Respond to serious substantive threat.

Step 6. Conduct Safety Evaluation.

Step 7. Follow up on action plan.

Research on Threat Assessment

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Research on Threat Assessment

1. 99% of threats not carried out.
2. Only 1% expelled, 1% arrested.
3. Suspension rates decreased.
4. Racial disparities reduced or absent.
5. Counseling used more often.
6. More positive school climate.

Virginia mandates K-12 threat assessment in 2013

Code of Virginia
Title 22.1. Education
Chapter 7. General Powers and Duties of School Boards

§ 22.1-79.4. Threat assessment teams and oversight committees

A. Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with students whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety in accordance with § 9.1-184. Such policies shall include procedures for referrals to community services boards or health care providers for evaluation or treatment, when appropriate.

B. The superintendent of each school division may establish a committee charged with oversight of the threat assessment teams operating within the division, which may be an existing committee established by the division. The committee shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.

C. Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement. Threat assessment teams may be established to serve one or more schools as determined by the division superintendent. Each team shall (i) provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self; (ii) identify members of the school community to whom threatening behavior should be reported; and (iii) implement policies adopted by the local school board pursuant to subsection A.

Department of Justice
Office of Justice Programs

FOR IMMEDIATE RELEASE   OCOM
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DEPARTMENT OF JUSTICE ANNOUNCES $63 MILLION TO SUPPORT SCHOOL SAFETY RESEARCH AND REDUCE GUN VIOLENCE

UNIVERSITY of VIRGINIA

Student Threat Assessment as a Safe and Supportive Prevention Strategy

4-year project (2015-2018)

This project supported by Grant #NIJ 2014-CK-BX-0004 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.

Virginia School Threat Assessment: Positive Findings

- Schools are resolving thousands of threats without serious violence.
- Schools are making differentiated assessments, recognizing that most cases are not serious.
- Most students are able to return to school, with few arrests or expulsions.
- Similar outcomes for Black, Hispanic, and White students.

Three Areas of Concern

1. State law requires threat assessment for individuals who pose a "threat of violence to self *or others*" (expanding threat assessment to include suicide assessment).
2. DCJS developed some general guidelines for threats assessment and provides training in regional workshops.
3. Teams required to report "quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services."

Threat Assessment in Virginia K-12 Schools

1. State law requires threat assessment for individuals who pose a "threat of violence to self *or others*" (expanding threat assessment to include suicide assessment).

Concerns

- Mental health field already has established procedures for suicide assessment.
- Suicide assessment does not need team involvement, interviewing of witnesses, law enforcement, etc.
  - Only 5% of cases involve threat to self and others
  - 50% threat to self only
  - 45% threat to others only

Threat Assessment in
Virginia K-12 Schools

1. State law requires threat assessment for individuals who pose a "threat of violence to self *or others*" (expanding threat assessment to include suicide assessment).

Recommendation

Conduct threat assessments for threats to others and suicide assessments for threats to self. Coordinate assessments when they co-occur.

Threat Assessment in
Virginia K-12 Schools

2. DCJS developed some general guidelines for threats assessment and provides training in regional workshops.

Concerns

- 35% of team members lack training.
- 47% of high school staff members unaware their school has a team.

Sources: *2018 Virginia Secondary School Climate Survey* and *2017 Virginia School Safety Audit Survey Results*

Threat Assessment in
Virginia K-12 Schools

2. DCJS developed some general guidelines for threats assessment and provides training in regional workshops.

Recommendations

- Require training for team members.
- Require schools to provide a general safety orientation to all staff that includes threat reporting procedures.
- Give DCJS the resources needed to provide statewide training and consultation.

Threat Assessment in
Virginia K-12 Schools

3. Teams required to report "quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services."

Concerns

- 34% of schools are not conducting threat assessments.
- Schools resist reporting case data to DCJS.

Threat Assessment in
Virginia K-12 Schools

3. Teams required to report "quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services."

Recommendations

- Clarify that DCJS can collect standard data on all threat cases (student demographics, nature of threat, school actions, outcome).
- Direct DCJS to examine data to identify safety training needs for schools.

Threat assessment is effective when students trust the adults in their school and are willing to seek help to prevent violence.

Prevention begins with a safe and supportive school climate.

We can prevent violence by helping all students to be successful in school.

UNIVERSITY of VIRGINIA

Improvement of School Climate Assessment in Virginia Secondary Schools

3-year project (2018-2020)

- Assess how climate surveys being used
- Improve survey scoring and reporting
- Answer longitudinal questions over 8 years
  - Factors linked to improved safety
  - Factors linked to lower suspension and dropout rates
  - Role of SROs in school safety

This project supported by Grant #NIJ 2017-CK-BX-007 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.

School Climate Survey Development

1998-2007 developed school climate surveys for Albemarle, Roanoke, and Virginia Beach

2007 tested first statewide school climate survey in 9th grade

2009-13 development of surveys for grades 4-12 in Albemarle and Charlottesville

2013-18 conducted statewide school climate surveys (alternate years grades 6-8 and 9-12)

Each year we have examined the reliability and validity the survey, incorporated feedback, and made improvements.

School Climate Survey Development

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School Climate Survey Development

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Virginia Secondary School Climate Study

- **Surveys of students and teachers**
- **700+ middle and high schools**
- **Biannually since 2013**
- **Funded by federal grants**
- **In collaboration with DCJS**

2018 High School Results

322 high schools
85,750 students
16,525 staff

Median completion 14.5 minutes, 92% < 30 minutes

Schools receive individual reports of their school climate and safety

23 pages, detailed findings for students and staff, comparisons to state and regional norms

Selected Student Responses

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel safe in this school.	7%	19%	59%	15%
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3%	11%	36%	50%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3%	5%	26%	66%

Selected Staff Responses

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I feel physically safe at this school.	3%	4%	7%	17%	42%	27%
I feel there is adequate safety and security in this school.	8%	10%	13%	22%	31%	16%
The school administration responds and supports staff when they have problems with student aggression.	5%	6%	9%	20%	35%	24%

Survey Use

- 92% share results with staff
- 67% share with students
- 65% share with parents
- 63% use for school planning

Principal Feedback

- More questions on safety
- More recommendations on school improvement
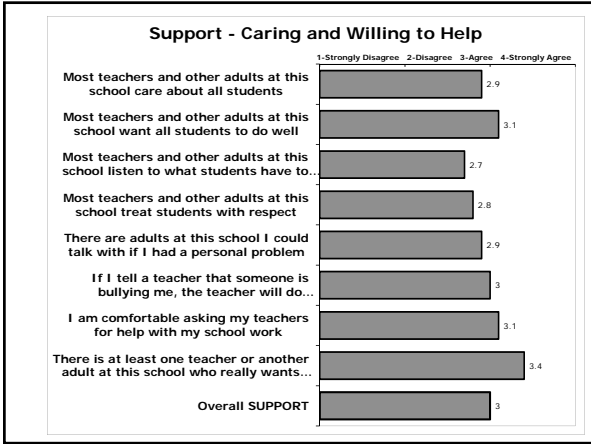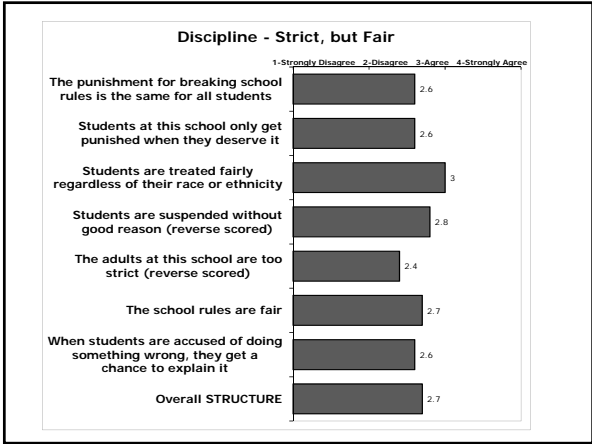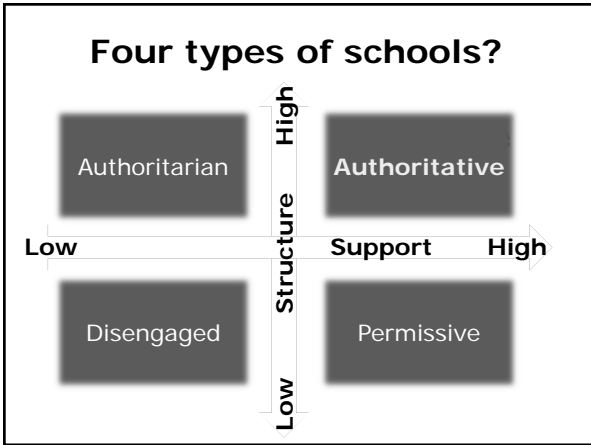- More breakdown by student demographics

Principal Comments

- Report was very helpful.
- We look forward to the results.
- Used to improve our school safety and security protocols.
- The survey is too long.
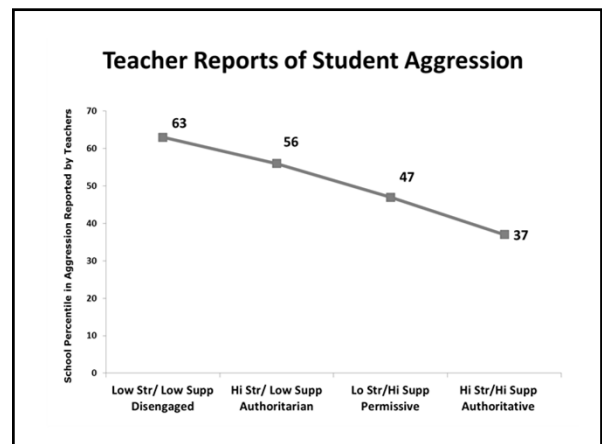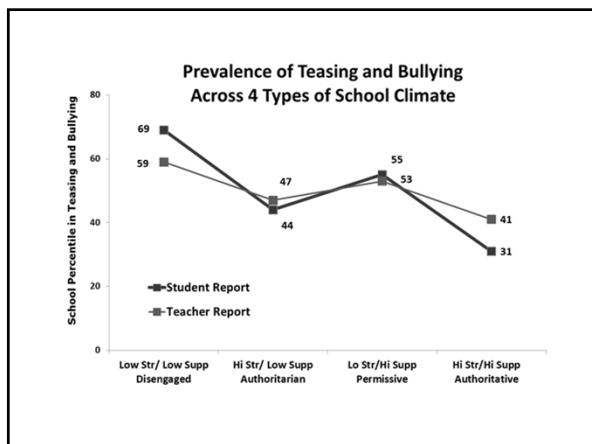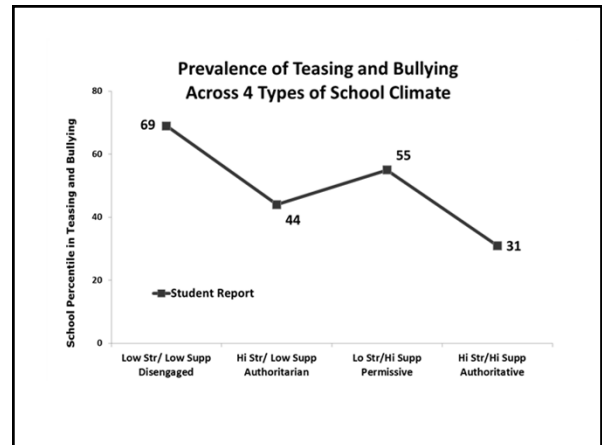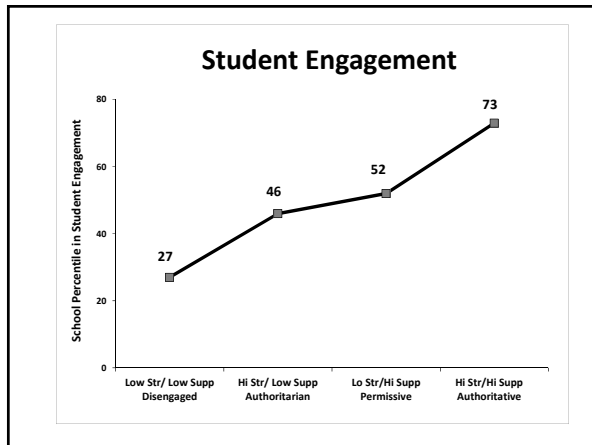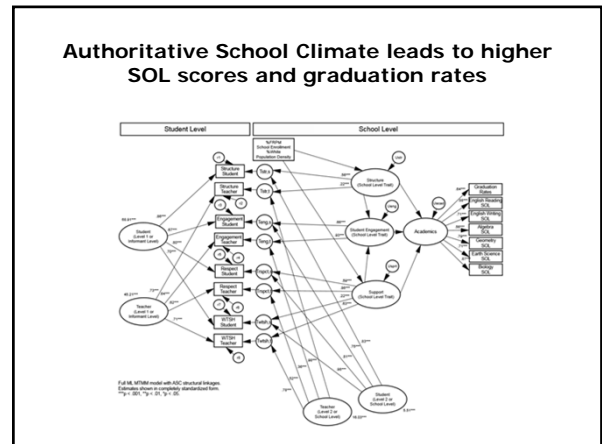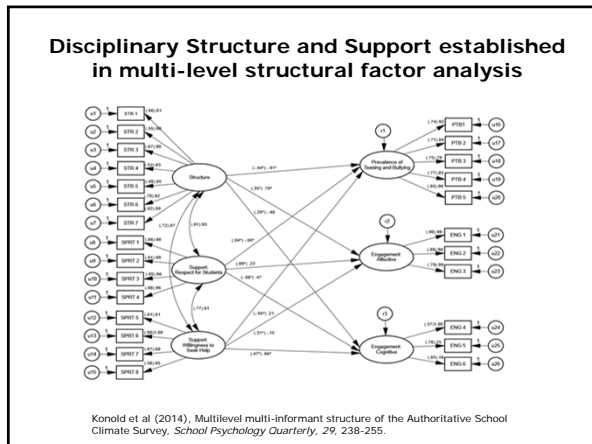- We have multiple surveys to complete.

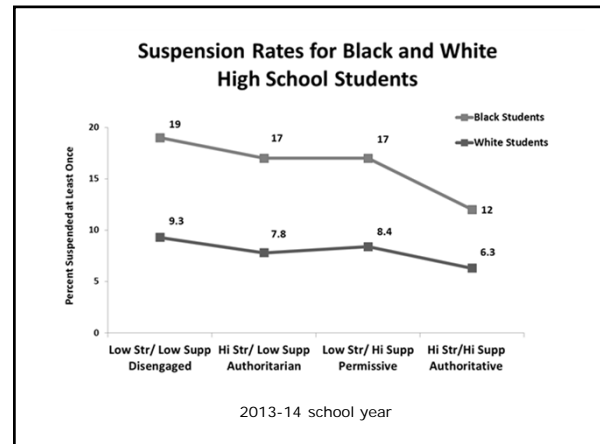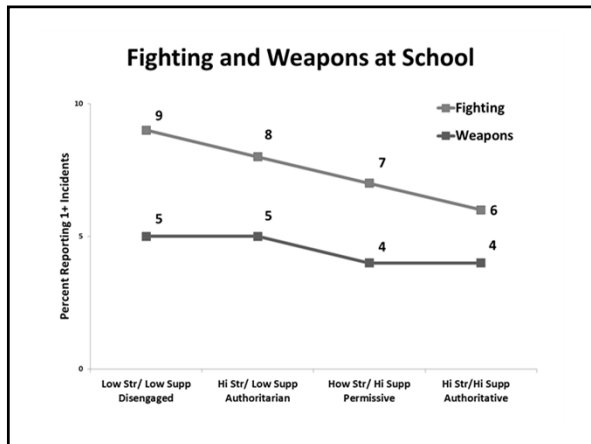## What is Authoritative School Climate?

Developmental research has found that the most effective parents are authoritative, not authoritarian or permissive. They have high expectations and are demanding, but they are also warm and supportive.

Our research suggests that schools are most effective when teachers are demanding and warm, too.

Four types of schools?

Discipline - Strict, but Fair

1-Strongly Disagree   2-Disagree   3-Agree   4-Strongly Agree

The punishment for breaking school rules is the same for all students	2.6
Students at this school only get punished when they deserve it	2.6
Students are treated fairly regardless of their race or ethnicity	3
Students are suspended without good reason (reverse scored)	2.8
The adults at this school are too strict (reverse scored)	2.4
The school rules are fair	2.7
When students are accused of doing something wrong, they get a chance to explain it	2.6
Overall STRUCTURE	2.7

Support - Caring and Willing to Help

1-Strongly Disagree   2-Disagree   3-Agree   4-Strongly Agree

Most teachers and other adults at this school care about all students	2.9
Most teachers and other adults at this school want all students to do well	3.1
Most teachers and other adults at this school listen to what students have to...	2.7
Most teachers and other adults at this school treat students with respect	2.8
There are adults at this school I could talk with if I had a personal problem	2.9
If I tell a teacher that someone is bullying me, the teacher will do...	3
I am comfortable asking my teachers for help with my school work	3.1
There is at least one teacher or another adult at this school who really wants...	3.4
Overall SUPPORT	3

Disciplinary Structure and Support established in multi-level structural factor analysis

Konold et al (2014), Multilevel multi-informant structure of the Authoritative School Climate Survey, *School Psychology Quarterly, 29,* 238-255.

Authoritative School Climate leads to higher SOL scores and graduation rates

Student Engagement

Prevalence of Teasing and Bullying Across 4 Types of School Climate

Prevalence of Teasing and Bullying Across 4 Types of School Climate

Teacher Reports of Student Aggression

Fighting and Weapons at School

Suspension Rates for Black and White High School Students

2013-14 school year

Authoritative School Climate

- Higher student engagement
- Less teasing and bullying
- Teachers report less aggression from students
- Less fighting and weapon carrying
- Lower suspension rates

Authoritative School Climate

Findings consistent across schools varying in:
- School size
- Student poverty %
- Minority students %
- Urbanicity

School Climate Concerns

1. Many schools are burdened with multiple surveys.
2. Multiple state agencies want to survey staff and students.
3. Biannual surveys do not provide timely information for annual planning.
4. Surveys must be reliable and valid to be useful.

Recommendations

1. Authorize DCJS to conduct a single school climate survey that encompasses safety, education, and health interests.
2. Survey students and staff in secondary schools (grades 6-12) on an annual basis.

Concluding Points

1. **Place more emphasis on prevention rather than preparation for violence.**

2. **Help schools to use threat assessment to prevent violence.**

3. **Encourage statewide use of an annual school climate and safety survey.**

http://youthviolence.edschool.virginia.edu

YOUTH VIOLENCE PROJECT

School Counseling and School *Safety*

Julia V. Taylor, Ph.D.
University of Virginia, Curry School of Education
Virginia School Counselor Association, Board of Directors

School ~~GUIDANCE~~ COUNSELOR

More Than a Name Change...

Guidance Counselors

- Teachers inherited position as vocational counselor in the early 1900's

- "Guidance" counselor coined to reflect certification program

School Counselors

- Hold a Master's Degree or higher in Counseling (48-60 graduate credit hours)
- Meet the VA Board of Counseling degree requirements for Licensed Professional Counselors (LPC)
- Exceed VA's educational requirement of Qualified Mental Health Professionals (QMHP-C) working with children and adolescents
- SB1117- Mandatory training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse.

More Than a Name Change...

Guidance Counselors

- Vocational movement, occupational assessment, employment services, assist students in planning for future employment or college

- Provided reactive services for some students

- Provided to "quick fix" student concerns

School Counselors

- Academic achievement, postsecondary readiness, social/emotional development, and mental/behavioral health

- Provides a comprehensive school counseling program, driven by data that includes 8 different delivery methods of counseling services to all students

- Provides education, prevention, early identification, and intervention/crisis response services to all students

Students Today

- *1 in 4* children have been exposed to a traumatic event that can affect learning and/or behavior.

- *1 in 5* 13-18 year olds have or will develop a mental illness.

- Onset of mental illness may occur as early as 7-11 years old, and half begin by age 14.

- Suicide is the second leading cause of death for ages 10-24.

- Children who struggle with mental health may miss copious amounts of school, and their rates of suspension and expulsion are 3x higher than children without a mental health concern or illness.

- Of school-aged children who receive any behavioral or mental health services, 70-80% of them receive them only at school.

Student's unmet mental health needs pose barriers to development, learning, and compromise school safety.

Things I want in my family.

I want food and water.
Don't hit on me.
A house with running water and lights. I want love.
Mom and dad dont fight.
I want no drugs.
Don't kill my pets.
Help with school.
Nice clean clothes.
No lice. No bug in house.
Clean house.
Clean bed with covers.
Don't sell my toys. Treated fair.
Don't get drunck. TV in house.
Let me keep my games. School stuff. Nice shoes. My own comb.
Soap. Nice house and safe. AC and heater. Coat. Toothbrush.

School counselors are specifically trained to provide *SOCIAL/EMOTIONAL LEARNING, PREVENTION PROGRAMS, MENTAL & BEHAVIORAL HEALTH SUPPORT,* and *CRISIS RESPONSE* in the school setting.

School Counseling Services

- Direct Student Services (80%)
  - Comprehensive school counseling curriculum
  - Small group counseling
  - Individual counseling
  - Crisis response
  - Individual student planning
- Indirect Student Services (20%)
  - Consultation
  - Collaboration
  - Referral

School Counselors are Critical

Schools with lower school counselor to student ratios had statistically significant lower rates of student suspensions and fewer disciplinary incidents (Lapan, Whitcomb, & Aleman, 2012).

Students with access to school counselors and comprehensive school counseling programs are more likely to achieve academically and behaviorally; particularly students in high-poverty schools (Lapan, Gysbers, Bragg, & Pierce, 2012).

A comprehensive school counseling program in every elementary, middle, and high school is a necessary component of any effort directed at school safety (Nims, 2000).

Students in schools with more fully implemented school counseling programs had a more positive perception of school climate and safety within their school (Lapan, Gysbers, & Petroski, 2001).

School counselors can be catalysts for identifying students with depression and suicidal thoughts (Erickson & Abel, 2013).

"...while many believe the school counselor's core function is to shepherd students into either college or career, counselors are also responsible for helping students manage their social-emotional health throughout their school years. Yet only a fraction of the up to 1 in 5 children who exhibit symptoms of a mental-health disorder receive help."

Education Weekly, August 15th, 2018

Utilizing school counselor staff appropriately means revising the SOA to require **80%** of school counselor time in the delivery of direct counseling services.

Increasing safety and student access to school counselors and school counseling services means revising the SOQ to reflect **1:250** ratios.

Recommendations

Standards of Quality Revision (§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel)

- K. Local school boards shall employ **one full-time equivalent school counselor position per 250 students** in grades kindergarten through 12.

Standards of Accreditation Revision (8VAC20-131-240. Administrative and Support Staff; Staffing Requirements)

- D. The counseling program for elementary, middle, and secondary schools shall provide **a minimum of 80% of the time for each member of the school counseling staff devoted to counseling of students**.

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Thank You! Questions? Comments?

Student Mental Health and
Emotional Well Being:
The Connect with Safe and
Supportive Schools
Environments
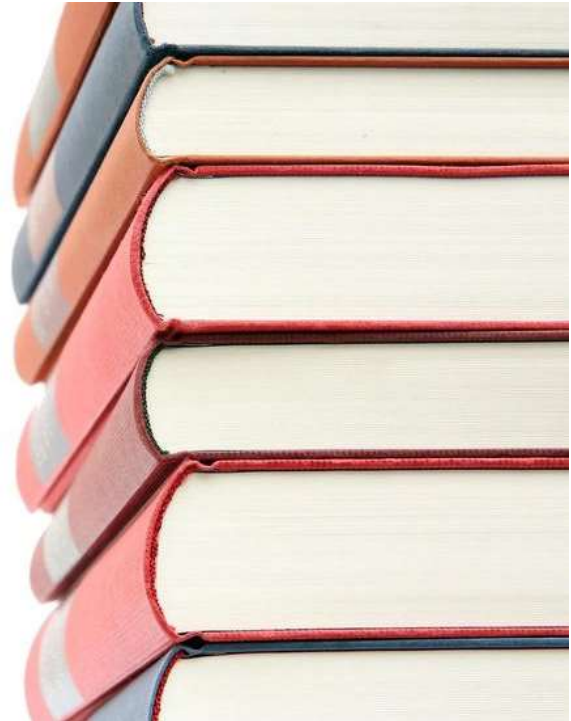
About Me

- **Benjamin S. Fernandez, MS Ed.**
  - *Coordinator of Prevention Services, Loudoun County Public Schools*
  - *School Psychologist*
  - *Immediate Past Chair of NASP's School Safety Crisis Response Committee (SSCRC)*
  - *benjamin.fernandez@lcps.org*
  - *@bfernandez_SP*

Presentation Outline

School Aged Youth and Mental Health

Academic Functioning and Student Mental Health

School Safety

Promoting Mental Wellness

What is Mental Health?

"Mental health is a state of well-being in which the individual realizes his or her abilities, can cope with normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."
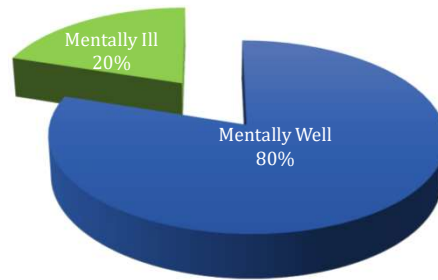
- World Health Organization

School Aged Youth and Mental Health

Annual % of School Age Youth with Mental Illness, United States (Perou et al. 2013)

Mental Illness "is defined as a mental, behavioral, or emotional disorder. Any mental illness can vary in impact, ranging from no impairment to mild, moderate, and even severe impairment"

Serious Mental Illness "is defined as a mental, behavioral, or emotional disorder resulting in serious functional impairment, which substantially interferes with or limits one or more major life activities."

(National Institute of Mental Health, 2018)

School Aged Youth and Mental Health

Surveillance Data suggests that
1 in 5 Students in the US experience
a mental disorder in a given year

Brock, (2018), Perou et. al, (2013)

Presentation Outline

School Aged Youth and Mental Health

Academic Functioning and Student Mental Health

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Promoting Mental Wellness

Academic Functioning and Student Mental Health

Impact of Mental on Students in School	
Learning and Academics	Social Interactions and Behavior

• Attending to tasks
• Recalling information
• Problem solving
• Work Completion
• Organizing, persevering, and processing information
• Lower standardized test scores
• Lower performance and grades
• Availability for learning
	• Frequent absences
	  • Due to illness
	  • School Avoidance
	• Difficulty Making and maintaining friendships
	• Difficulty with behavior regulation
	• Increased discipline potentially resulting in more suspensions and expulsions
	• Social withdrawal
	• Low energy impacting engagement activities like sports or other activities

Now is the Time Technical Assistance Center

Academic Functioning and Student Mental Health

Impact of Mental on Students in School	
Graduation	Postsecondary Pursuits

• Untreated or undertreated mental health can impact:
  • Attendance leading to absenteeism
  • Course credits needed to graduate
• Can also impact the completion of GED and other types of technical certifications
	• Difficulty completing classwork
	• Difficulty within the workplace accomplishing tasks and work demands
	• Difficulty independently managing life demands at work and/or college
	• Impact attendance at work and/or college

Now is the Time Technical Assistance Center

Presentation Outline

School Aged Youth and Mental Health

Academic Functioning and Student Mental Health

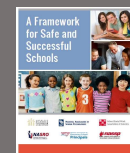School Safety

Promoting Mental Wellness

Indicators of a Safe School

- Feeling connected
- Welcoming
- Free from harassment and bullying
- Orderly and predictable environment
- Culture of respect and trust
- Ability to be yourself without judgment or ridicule
- Discipline that focuses on learning rather than punishment
- Trying without immediate success is viewed as learning, not failure
- Knowing where to get help when you need it
- Absence of violent behavior

- **All of these are necessary to enable kids to learn**

Key Components of Safe Schools

Safe and Supportive Schools

- Multi-Tiered Systems of Support (MTSS)
- Improved Access to Mental Health Services
- Balance Physical and Psychological Safety
- Integrated School Safety and Crisis Efforts
- Effective Discipline
- Integrated Collaborative Interdisciplinary Services

A Framework for Safe and Successful Schools

Rossen, Cowan, & Vaillancourt (2016)
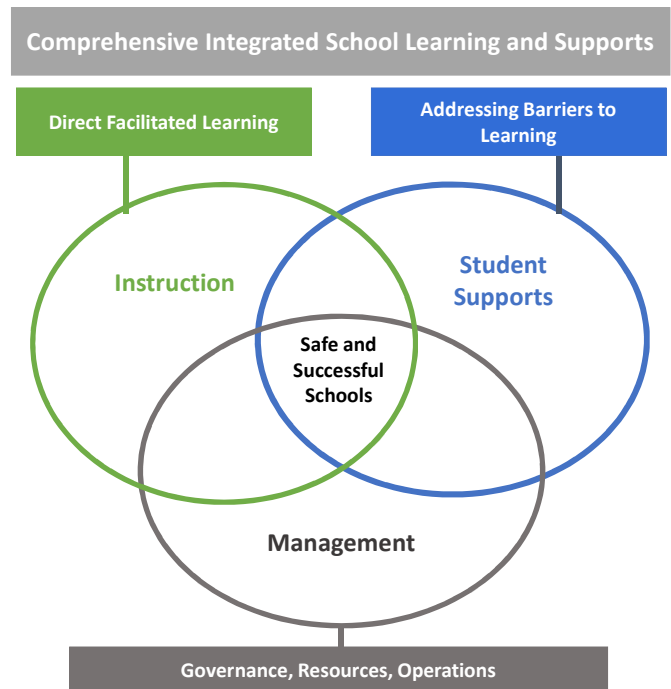
Integrated Collaborative Interdisciplinary Services and Multi-Tiered Systems of Support (MTSS)

All are *equally* essential to learning and school success.
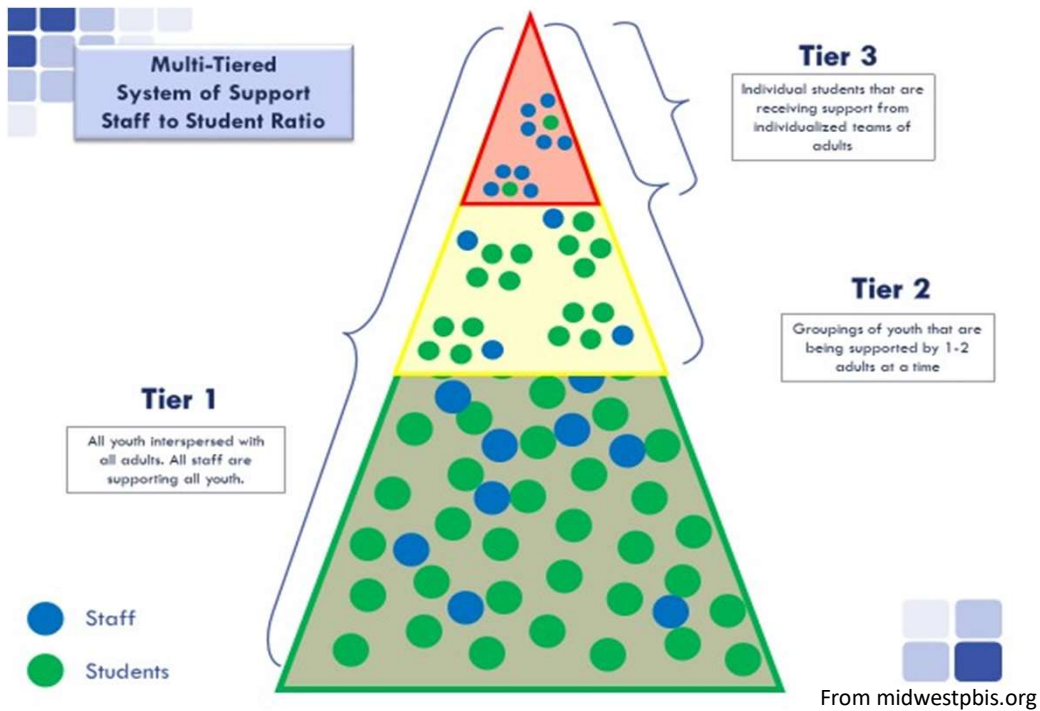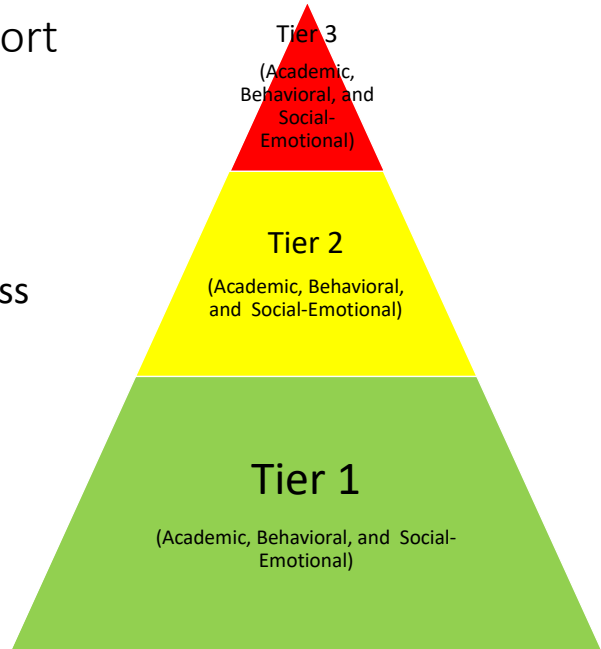
Rossen, Cowan, & Vaillancourt (2016)

Multi-Tiered Systems of Support (MTSS)

- Provides a framework for service delivery
- Promotes prevention and wellness
- Allows for increasingly intensive services as needed
- Systematically identifies student needs and monitors progress

Rossen, Cowan, & Vaillancourt (2016)

Tier 3
(Academic, Behavioral, and Social-Emotional)

Tier 2
(Academic, Behavioral, and Social-Emotional)

Tier 1
(Academic, Behavioral, and Social-Emotional)

Multi-Tiered System of Support Staff to Student Ratio

Tier 3
Individual students that are receiving support from individualized teams of adults

Tier 2
Groupings of youth that are being supported by 1-2 adults at a time

Tier 1
All youth interspersed with all adults. All staff are supporting all youth.

- Staff
- Students

From midwestpbis.org

Direct Application to School Safety

Physical Safety　　　　　　**Psychological Safety**

(Reeves, Kanan, & Plog, 2010)

Improved Access to School Mental Health Services

School-Employed Mental Health Professionals

School Psychologists

School Social Workers

School Counselors
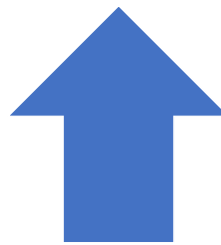
School Nurses

Rossen, Cowan, & Vaillancourt (2016)

- Trained to work in school context
- Accessible and familiar to families and students
  - Reduces barriers to services
- Link mental and behavioral health and learning
- Provide ongoing, regular consultation with teachers and other staff
- Integral part of school teams (child study, school safety, school improvement)

School-Employed Mental Health Professionals

The impact of the

shortage results in:

- Less time to support student mental health needs
- Less time to address absenteeism
- Less time to support academic/learning initiatives
- Less time to support the maintenance of a safe and supportive school environment

Increased Student Enrollment

Decrease in staffing of School Psychologists, School Counselors, School Social Workers, and School Nurses

Egerton, S., Warren, A. Duncombe, C., & Deane, R. (2018).

School-Employed Mental Health Professionals

What are the recommended ratios?

School Psychologists	School Counselors	School Social Workers
1:1000 Students	1:250 Students	1:250 Students
1:500-700 NASP Recommendation		

Brock, 2018; Egerton, Warren, Duncombe, & Deane (2018).

School-Community Collaboration

Schools resources are not available around the clock.

Must involve consultation and collaboration, with 24/7 resources.

- Minimize gaps in/ improves access to services
- Supports families ability to get help
- Facilitates communication between school and community providers and families
- Directs use of resources appropriately

Balancing Physical and Psychological Safety and Integrating School Safety and Crisis Capacities

Balancing Physical and Psychological Safety

Physical Safety	Psychological Safety
Secure doors	Trusting and Respectful Relationships
Check in/out system	Access to school employed mental health professionals
Lighted hallways	Continuum of support services
Monitoring of School Grounds	Mental Health First Aid
Properly designed playgrounds and sports fields	Positive Discipline
Adult supervision in high traffic areas	Anti-bullying initiatives
School Resource Officer**	Confidential Reporting System
Threat Assessment Procedures	Threat Assessment Procedures

PREP<u>a</u>RE School Safety and Crisis Training Curriculum

- Comprehensive
- Crisis team and crisis plan development
- Interdisciplinary/ interagency collaboration
- Emphasis on student mental health
- Adaptable resources/tools
- Sustainable & affordable
- Builds local capacity

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www.nasponline.org/prepare/index.aspx

Active Shooter Training Guidance

- Many states have passed laws requiring training
- Delineates risks, multi-level options of training, critical role of MH staff
- Emphasizes EXTREME caution when doing full-scale drills
- Recognizes local decision-making

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

Guidance From the National Association of School Psychologists and the National Association of School Resource Officers

December 10, 2014

26

Employing Positive Disciplines

Positive Discipline

Teaches and reinforces positive skills to replace negative behaviors.

Sets expectations and appropriate consequences.

Recognizes students' positive behaviors.

Employs restorative justice and peer mediation when appropriate.

Adults model positive, versus punitive, behaviors.

Children learn from their mistakes.

Presentation Outline

School Aged Youth and Mental Health

Academic Functioning and Student Mental Health

School Safety

Promoting Mental Wellness

Promoting Mental Wellness

- **The bad news**
  - Only 20% of mentally ill children receive mental health services

- **The good news**
  - 70 to 80% of those who do receive services, obtain such in a school setting
  - Youth 21 times more likely to visit a school-based clinic for mental health care than a community-based clinic

Promoting Mental Wellness

• More good news (for educators)

Mental Health Service Entry Point	n	%
Education	531	60.1
Specialty mental health	258	27.3
General medicine	141	12.9
Child Welfare	52	6.5
Juvenile justice	30	2.5

Farmer et al. (2003)

Promoting Mental Wellness
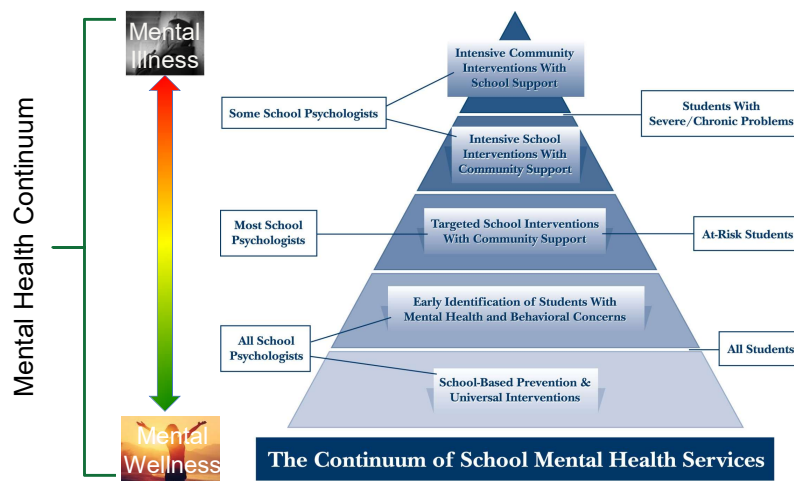
Cowan (2006); Rossen & Cowan (2014)

Promoting Mental Wellness

- School-based prevention & universal intervention
  - School Connectedness

  - Social and Emotional Learning
    - 22% improvement ins SEL skills
    - 10% increase in "positive social behaviors"
    - 10% decrease in "emotional distress"
    - 11% improvement in academic performance

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Egerton, S., Warren, A. Duncombe, C., & Deane, R. (2018). *Investing in Student Safety and Success: The Growing Importance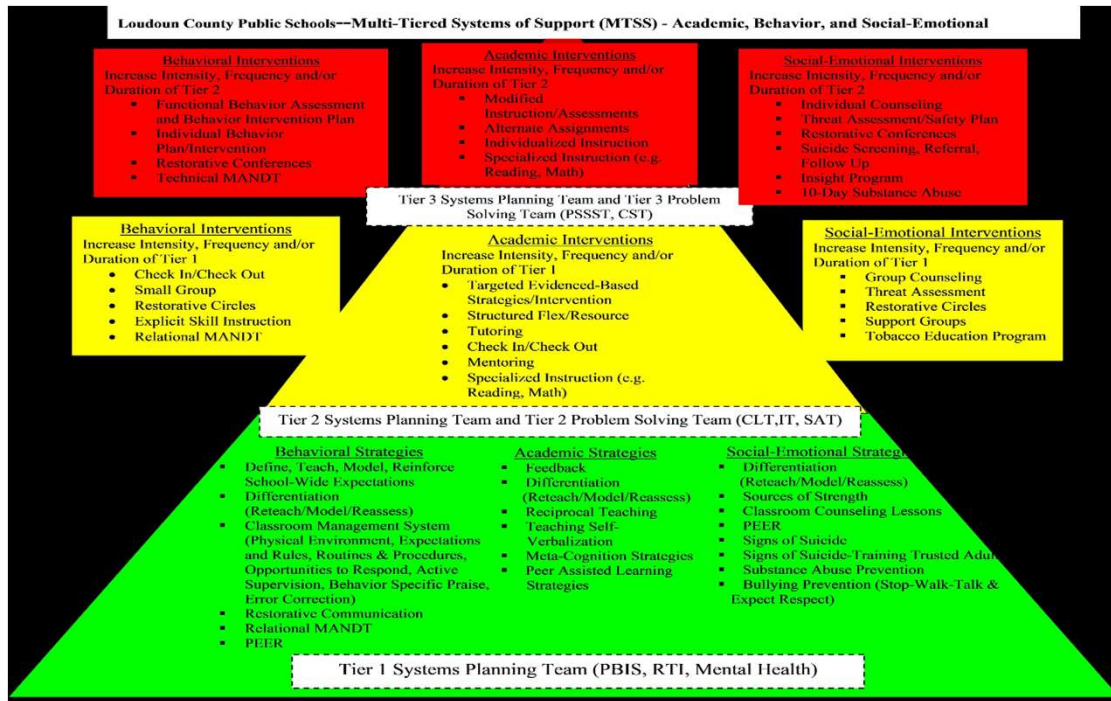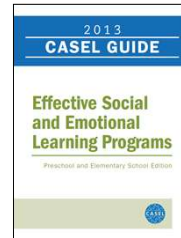 of Effective Staffing in Virginia Schools.* Retrieved August, 20, 2018 from http://www.thecommonwealthinstitute.org/wp-content/uploads/2018/08/Investing-in-Student-Safety-and-Success.pdf

Fernandez, B.S. & Lieberman, R. (2018). *Addressing Youth Suicide in Schools: Prevention, Intervention, and Postvention*. Featured session presented at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.

Perou, R., Bitsko, R. H., Blumberg. S. J., Pastor, P., Ghandour. R. M., Gfroerer, J. C., Hedden … Huang, L. N. (2013). Mental health surveillance among children--United States, 2005-2011. *Morbidity and Mortality Weekly Report, 62*(2), 1-35. Retrieved from https://www.cdc.gov/mmwr/pdf/other/su6202.pdf

Rossen, E., Cowan, K., & Vaillancourt, K. (2016). *A Framework for Improving School Safety.* Presentation presented at the National Association of Elementary School Principals conference, National Harbor, MD.

House Select Committee on School Safety - Sub-Committee Meeting on "Prevention and Response Protocol"

12 July 2018

Sheriff Timothy C. Carter
Shenandoah County Sheriff's Office
109 West Court Street
Woodstock, Virginia

Sheriff Timothy C. Carter

Virginia House of Delegates Select School Safety Committee
Sub-Committee Meeting on "Prevention and Response Protocol"
12 July 2019

Mr. Chairman my name is Timothy Carter and I am the Sheriff of Shenandoah County, Virginia which is located in the northern Shenandoah Valley of the Commonwealth of Virginia. I have been given the privilege through election by the people of Shenandoah County to serve for four terms as their County Sheriff. Prior to this opportunity, I was appointed for eight years as the Chief Deputy of the Shenandoah County Sheriff's Office. I began my law enforcement career in 1986 as a Police Officer in the Town of Blackstone, Virginia. Thank you for the opportunity to talk with you today regarding "Prevention and Response Protocol"

Since my career has been in local and predominately rural law enforcement, I work hard to maintain a connection with the people that I and my staff serve. The people of my community expect their law enforcement agencies to protect them and work within the resources that they provide. They expect these same law enforcement agencies to reflect the community standards and culture.

Shenandoah County is like many other rural counties with limited resources and a commitment to protect and serve the public. Many years ago, after the school shooting in Columbine, our Office, as all other law enforcement agencies, our training, incident response, and critical incident pre-planning changed for school shooting incidents. The basic standards for training are dictated by the Commonwealth of Virginia's Department of Criminal Justice Services. However much of our actual response, supervision and management of critical incidents including school shootings that our Command staff learn and develop

Sheriff Timothy C. Carter

Virginia House of Delegates Select School Safety Committee
Sub-Committee Meeting on "Prevention and Response Protocol"
12 July 2019

comes from attending and researching best practices from other agencies, including those who had a history of such events.

Some of these other training models include: Advanced Law Enforcement Rapid Response Training (ALERRT), ATCD (Active Threat Citizen Defense), Incident Command Systems (ICS) and Active Shooter Interior Response. We have also expanded and coordinated our critical incident response to include members of our county Fire and Rescue as members of our Special Weapons and Tactical Team (SWAT) for immediate medical response to critical incidents.

Training and pre-planning for such events is a continual process. In Shenandoah County, immediately after the Sandy Hook, CT incident, we experienced a disruption in a local school which coincidentally has the same name, Sandy Hook Elementary School. The School Superintendent and I held community school safety forums after our event to gather public input on how to improve school safety, over and above what had been provided.

The two prevailing themes of public sentiment from parents and school staff was that there needed to be facility security improvements like controlled access into each school and camera system upgrades or installations, and secondly there was an outcry to increase our law enforcement presence in each school. At the time, there was no control access, except for a sign directing visitors to the main office when entering. Also, at the time there were school resource officers assigned to the three Shenandoah County campuses, but not to each school.

Since these forums, the Shenandoah County Sheriff's Office and the Shenandoah County School Board have been working together to fund

Sheriff Timothy C. Carter

Virginia House of Delegates Select School Safety Committee
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12 July 2019

these initiatives. The case for facility improvements is complicated in that our local County Board of Supervisors must approve such expenditures, that process is ongoing, and must be balanced with educational capital needs and other critical infrastructure needs. I believe the need for funding is the primary challenge here. I ask that you consider increasing state funding to assist local school divisions to implement and upgrade these controlled access capital improvements and infrastructure expenditures.

From a staffing perspective for school safety, Shenandoah County has received little state funding support. I am aware there are unfunded staffing needs for state supported law enforcement positions for Sheriffs' Offices through-out the Commonwealth. Funding these positions would allow some localities to extend their levels of protection and security for county school systems. Other state funding initiatives would be helpful here also.

In our case, the Shenandoah County Sheriff's Office and the governing body, or the Shenandoah County Board of Supervisors agree to fund the necessary additional Deputy Sheriffs to assign a certified law enforcement School Resource Officer to each public school. After we received approval from the U.S. Department of Justice Asset Forfeiture Money Laundering Section (AFMLS), Equitable Sharing funds were used to initiate this effort, while the county gradually took over total funding at the end of a five (5) year period. The results were nine (9) full time staff and one (1) part time staff member assigned to nine (9) public schools, and one (1) public technical school.

Not only were we able to complete this initiative and comply with the public demand for increased and improved school security, we were

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Virginia House of Delegates Select School Safety Committee
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able to bring the command and control of our law enforcement school resource officer into one organization, the Shenandoah County Sheriff's Office. Having continuity of school security is critical. Prior to this initiative we had three (3) different law enforcement agencies assigned to different schools in our school division. Having all of the school resource officer under the same command and control has many critical advantages, primarily consistency and continuity of school staff, and school related incidents, investigations, and responses.

Certainly we train on our active shooter response and work with other county law enforcement agencies through mutual aid, as well as with the Virginia State Police. We critique our crisis pre-planning each year and keep it up-to-date with the Shenandoah County school administrators. These plans are used by all responding law enforcement agencies, as well as other emergency service providers.

My experience with providing law enforcement services in our local school system begins with information sharing outside of traditional law enforcement data bases, which came in effect in the late 90's as my county approved a records management system that connected my Office with the town police departments. This initiative needed federal grant funding to start, plus a willingness of the various agencies, including the Sheriff's Office to share criminal reports, as a tool for criminal investigations. Each organization signed a written Memorandum of Understanding to agree to share information and maintenance costs, while one cornerstone of the agreement which still remains today is that each agency still owns their data, even though it is stored with the Shenandoah County Sheriff's Office. This agreement extends to our county Communications Center, in that many of the calls

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originate through dispatch. Again, accessing national and state databases for information sharing is critical, but having a local system that local agencies can access and share information is just as critical when dealing with local characters, known criminals, people in crisis, etc.

There are times when a student, family member, or a staff member are in crisis and these incidents are shared between agencies and jurisdictions. We work extremely hard to create an environment where intervention is possible with the person before any aggression or violence occurs. Having a cooperative agreement and records sharing system promotes this environment with agency information flow. Certified law enforcement assigned to each school, promote this environment with personal contact with students, families, and staff.

We have created and evolved a Memorandum of Understanding between the Shenandoah County Public School System and the Shenandoah County Sheriff's Office. This MOU is reviewed and adjusted if needed each year.

Lastly, we are experiencing a trend that I cannot explain. We seem to have increasing numbers of student with mental health crisis each year. These incidents are primarily occurring in our high schools. There needs to be an increase in funding for community services mental health resources. We have counseling services available in our schools, but there appears to be a disconnect in what is provided for those students in crisis. In other words, when these outside services are needed, our experience shows that there a gap in what can be offered or what is available outside of the school system. I ask that you look to improve this funding for these community mental health services.
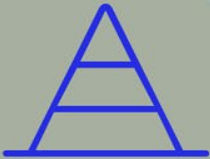
Sheriff Timothy C. Carter

Virginia House of Delegates Select School Safety Committee
Sub-Committee Meeting on "Prevention and Response Protocol"
12 July 2019

Thank you so much for allowing me the opportunity to talk with you today.   I appreciate the service that you provide to your communities and the work that you do for the Commonwealth.

Overview of School Division's Current Safety Measures

Column 1:

- Pre School Opening Facility Safety Audit
- Update School Crisis Plan
- Community Safety Team Meetings (meets 3 x per year w/ all agencies/parents)
- District Safety Team Meeting
- 25+ Drills - Fire, Earthquake, Tornado, Bus Evacuations, Active Shooter etc.
- Panic button/instant 911 contact
- Annual and Tri-annual Audits
- Upgraded encrypted radio system with first responders

Column 2:

- Staff and Student Climate Survey
- Quarterly Discipline and Sheriff Reported Incidents Review
- School and Mental Health Assessment Coordination
- CPR and First Aid Training
- SROs at Every School and SSO at High School Level
- Countless Parent Meetings and Communications
- Facility Improvements
- Establish, Train, and Implement Threat Assessment Team

Column 3:

- Silence Hurts
- YADAPP – Youth Alcohol Drug Abuse Prevention Project
- Renaissance and Compass Crew
- Positive Behavioral Intervention Support Initiatives
- Anti-Bullying Campaign and Initiatives
- Live Smart Event
- Counseling Groups
- Development and Implementation of Behavior Intervention Plans (BIP)

Training

MAJOR CHALLENGES

Funding

Student threats and student/parent perceptions vs. actual seriousness of threat

What to do with students who are a threat and those who probably aren't, but you are just not sure -- Additional training for actions beyond initial threat assessment

Post active shooter action- student/parent reunification

Public information distribution-- especially small divisions without PIO on staff

Time - Training for significant accreditation and pedagogical changes vs. school safety

Security grants have been significant (New Kent= $141,000 in 3 yrs)

Additional funding for facility needs - Upgraded doors, entry ways, remote controlled doors, open door signals

Designated funds for mental health support

Additional funds for student counseling and testing - Current 1:350 ratio

History of the Fire Prevention Code

- Fire codes, fire protection systems, and increased preparedness drills have significantly reduced the risk of fire in educational facilities.

- Inappropriate preparedness against the threat of violence can jeopardize the progress made in reducing fire risk.

Let's See If We Can Prove This Guy Wrong!

"You know how many children in the history of the United States have died in a fire (at school)? Zero."

— *Greg Steube* on Thursday, April 2nd, 2015 in a Florida House judiciary committee hearing

In debate on school gun bill, a legislator says there have been 'zero' fatal school fires in U.S.

By *Joshua Gillin, Amy Sherman* on Monday, April 6th, 2015 at 5:45 p.m.

By next school year, some school workers may be allowed to pack heat. A bill that has received approval by some legislative panels would allow superintendents to designate certain K-12 employees to carry concealed firearms.

State Rep. Greg Steube, R-Sarasota, a sponsor of the bill, said the measure makes a lot of sense considering school shootings of recent years.

Here's what he said during a Florida House judiciary committee hearing April 2:

"Right now our schools are required to do two or three fire drills a year. You know how many children in the history of the United States have died in a fire? Zero. You know how many have died because of a school shooting? Quite a few, but the state

Top 8 Deadliest Fires (schools)

- Our Lady of Angles School   1957   95 deaths
- Cleveland Hill School Fire   1954   15 deaths
- Consolidated School   1937   294 deaths (explosion)
- Bath Consolidated School   1924   46 deaths
- Babbs Switch School   1924   62 deaths
- Cleveland School   1923   77 deaths
- St. John's Parochial School   1915   21 deaths
- The Lake View School   1908   175 deaths

Top 10 Deadliest School Shootings (listed by year)

- Santa Fa High School   2018   10 dead*
- Parkland High School   2018   17 dead
- Umpqua Community College   2015   9 dead
- Sandy Hook Elementry   2012   26 dead
- Oikos University   2012   7 dead
- Virginia Tech   2007   32 dead
- West Nickel Mines School House   2006   7 dead
- Red Lake Indian Reservation   2005   10 dead
- Columbine High School   1999   13 dead
- UT Tower / University of Texas   1966   14 dead
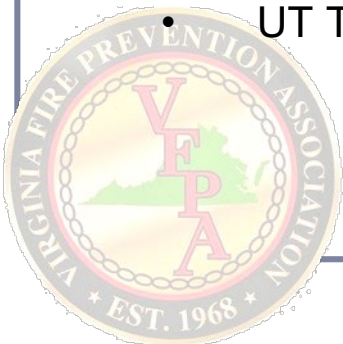
So in comparison

School Fires   School Shootings

1908 - 1952   1976 - 2018

785 deaths   145 deaths

Top Mass Shooting in US History

58 killed - 2017 - Outdoor Concert

49 killed - 2016 - Night Club

32 killed - 2007 - College

27 killed - 2012 - Elementary School

25 killed - 2017 - Church

23 killed - 1991 - Restaurant

21 killed - 1984 - Restaurant

18 killed - 1966 - College (bell tower)

17 killed - 2018 - High School

14 killed - 2015 - Office Building

14 killed - 1986 - Military Base

13 killed - 2009 - Community Center

13 killed - 1999 - High School

13 killed - 1983 - Social Club

13 killed - 1982 - Residential

13 killed - 1949 - Street

12 killed - 2013 - Military Base

12 killed - 2012 - Movie Theater

12 killed - 1999 - Residential

10 killed - 2009 - Residential

10*killed - 2018 - High School
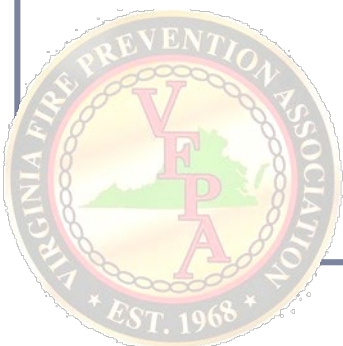
The Fire Service Needs To....

- Get in front of these potential problematic solutions;

- Work with legislators to develop fire safe solutions;

- Educate the decision makers as to the effectiveness of current fire safety practices in our schools;

- Listen to and work with our community partners to develop the best possible solutions;

- Develop reference standards to utilize when in the planning phase of these situations (like NFPA 3000);

NFPA 3000

Standard for Active Shooter/Hostile Event Response (AHSER) Program

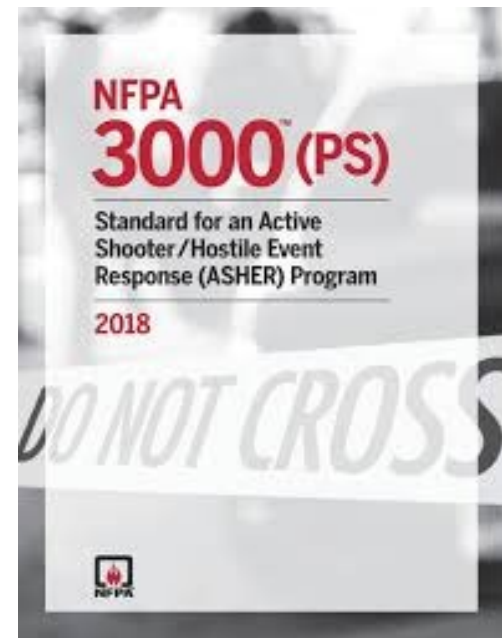Released May, 2018

Scope of the Document

- **1.1 Scope.** The scope of this standard is limited to the necessary functions and actions related to preparedness, response, and recovery from an active shooter/hostile event response (ASHER).

- 1.1.1 This standard applies to any community, authority having jurisdiction (AHJ), facility, and member of any organization who responds to or prepares for ASHER incidents.

- 1.2 Purpose. The purpose of this standard is to identify the program elements necessary to organize, manage, and sustain an ASHER program.

- 1.2.1 Specific polices, tactics, and protocols shall be the responsibility of the AHJ.

- 1.3 Equivalency. Nothing in this standard is intended to prevent the use of systems, methods, or devices of equivalent or superior quality, strength, resistance, effectiveness, durability, and safety over those prescribed by this standard.
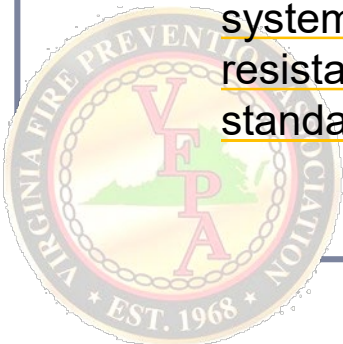
Code Enforcement Considerations

9.3 * Emergency Action Plans.

9.3.1 Emergency action plans shall include evacuation, relocation, and secure-in-place procedures appropriate to the building, its occupancy, and risk.

9.3.2 The plan for active shooter/hostile events shall include the location and identification of lockable spaces and rooms as well as the locations of exit doors that lead directly to the outside or to a stairwell.

9.3.3 The plan for active shooter/hostile events shall include procedures for locking of doors from inside of the designated areas.

9.3.3.1 Plans and procedures for doors for areas designated in 9.3.3 shall comply with locking and unlocking and unlatching requirements of NFPA 101.

9.3.3.2 The procedures for unlocking doors from outside the designated areas shall be included in the plan.

9.3.4 The plan for active shooter/hostile events shall include identification of doors designated as a means of egress or escape.

9.3.5 Doors in the means of egress shall comply with NFPA 101 requirements for doors in the means of egress.

9.3.6 Facilities shall make emergency action plans available to the AHJ.
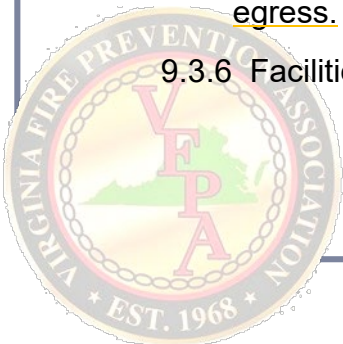
Fire As A Weapon?

- We as a society have become focused on the issues of "shootings."

- The criminals have exposed a significant deficiency in our system.

- By eliminating fire safety standards, are we opening ourselves for the use of fire as a weapon?

In Summary

- Code Enforcement must communicate with its stakeholders as it relates to active shooter and hostile event planning.

- A "NO" may have unattended consequences if the "logic" behind the "NO" is not understood
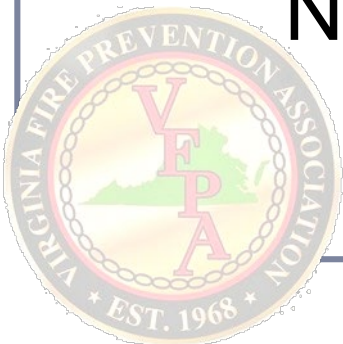
- Code enforcement must take a active part in the planning processes for these tragic events.

- History can and will repeat it's self, we have proven codes and standards that prevent the loss of life! Let's keep it that way!
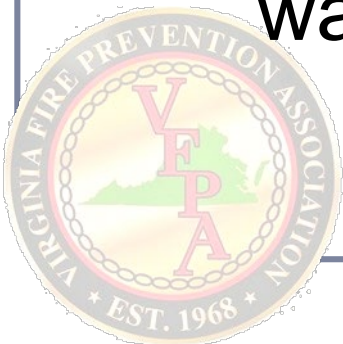
Good afternoon. I'm Doug Goodman, Police Chief for the Town of Ashland, and 1st Vice President of the Virginia Association of Chiefs of Police. With me is Germanna Community College Police Chief Craig Branch who also serves on our Executive Board and is Past President of the Virginia Association of Campus Law Enforcement Administrators. We want to thank you for this opportunity to speak with you today about keeping our schools safe.

The Town of Ashland Police Department works closely with the Hanover Sheriff's Office to provide for the safety of our K-12 schools. We also are the responding law enforcement agency for Randolph-Macon College, a private college in my town that has public safety officers but does NOT have a police department. Chief Branch has several campuses where his small police department provides primary law enforcement services, and he has a large number of high school students who are dual enrollment students at his community college facilities.

Before I discuss our positions from the VACP, I would to share some sobering statistics. According to the FBI, there were 160 active shooter incidents in the United States between 2000-2013.

- 486 people were killed

- Nine LEOS were killed engaging active shooters and 28 were wounded

- In the incidents where the duration of the attack could be measured; 69% of the incidents ended in 5 minutes or less; the balance ended in 2 minutes or less

- All but two incidents involved a single shooter

- In 40% of the incidents, the attacker committed suicide either at the completion of their planned attack or upon imminent contact with law enforcement

During that same time frame, the FBI examined 63 of the active shooters.

- 77% of the suspects spent a week or more planning their attacks

- A majority of the suspects obtained their firearms legally

- Only 25% had ever been previously diagnosed with a mental illness

- 4 out of 5 suspects displayed concerning behaviors to others prior to the attack. Those concerning behaviors include:

    o Deteriorating mental health

    o Changes interpersonal interactions

    o Actually communicating their intentions to a third-party (56%)

    o Declining work performance and/or school performance

- When concerning behavior was observed by others; 83% simply shared their observations with the suspect and 54% did nothing.

1

Sources:

https://www.fbi.gov/file-repository/active-shooter-study-2000-2013-1.pdf/view

https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf/view

There was a time when schools were safe havens, but tragic mass shootings on college campuses and K-12 schools often dominate the headlines and social media feeds. The good news is that Virginia has taken great strides in both preventing and preparing for school shootings, and leads the nation in many areas. However, there is always room for improvement.

The areas of concern are in the following categories:

- Policies and agreements between schools and law enforcement on how they will work together to prevent and respond to emergencies on school properties

- Coordination of policies and procedures between K-12 schools and Virginia's colleges and universities to ensure a continuum of prevention and emergency response

- Training and cross-training of public safety, school and mental health personnel to enhance coordination of response

- Laws and policies that facilitate information sharing to identify and assist students or school personnel in need of mental health services

- Enhanced funding for local and campus law enforcement to meet critical needs for crime prevention specialists, school resource officers and campus police officers

There is a national movement to strengthen school facility safety standards. Virginia is one of only 15 states to have adopted facility safety standards, mostly in the area of fire codes. However, we would recommend that Virginia make a stronger commitment to adopt the principles of Crime Prevention Through Environmental Design, known as CPTED, in the renovation of current school buildings and the construction of new schools, both at the K-12 and the college level.

- Our schools need the resources to adopt state of the art security measures to harden the target.

- We also need to improve communications capabilities to enable school personnel to contact first responders quickly and accurately.

- Every school should have access to school resource officers who are trained in crisis intervention, crime prevention and in working in the school environment.

- Active shooter and bomb threat awareness training is critical for all law enforcement and school safety personnel. We would encourage more cross training between state, local and campus police to ensure that multi-agency responses are well-coordinated and that procedures are consistent across agencies and across the Commonwealth.

- Florida and Maryland recently passed new laws to require active shooter training and drills in schools once a semester. Participants must include students, school district safety experts, threat assessment teams, faculty, staff and certain first responders. This is worthy of consideration in Virginia.

- School divisions and law enforcement agencies should have written Memoranda of Understanding to clarify the division of responsibilities, and to ensure that law enforcement and school personnel follow agreed-upon procedures during a critical incident.

- Resources should be available to expand mental health service teams to serve youth with mental illness by providing counseling, crisis management and other services.

- Threat assessment teams at each school are critical to coordinate resources, and to identify and intervene with persons both internal and external to the school whose behavior may pose a threat. The best threat assessment teams include experts in counseling, instruction, school administration and law enforcement.

- Florida recently passed new laws focused on school safety that open the doors to better information sharing between schools and law enforcement. For example, in Florida the threat assessment team may obtain a student's criminal record history if they believe the student could pose a threat.

- A new Maryland law requires every school system in the state to adopt student assessment policies that include a process for regular assessment and intervention, including diversion and de-escalation, if an individual exhibits behavior that may pose a threat to school safety.

- Maryland also is requiring standards for timely response and procedures for coordination among members of the assessment team, including referral of relevant information to appropriate authorities, as well as standards and procedures for the referral of an individual for evaluation, services, or treatment when appropriate.

- Florida's new law stipulates that all state and local agencies that provide services to students who are "experiencing or at risk of an emotional disturbance or mental illness" can share confidential information and records if the information is "reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others."

- Florida's new law also calls for the creation of a centralized "data repository" and analytics resources to improve access to information from sources including social media; the Department of Children and Families; the Department of Law Enforcement; the Department of Juvenile Justice; and local law enforcement agencies. Virginia should consider whether a similar approach would be worth pursuing here.

- Florida also established a tool allowing people to anonymously report suspicious activity through a mobile app. We have similar reporting capabilities in Virginia, such as "See Something, Say Something" that should be promoted and better utilized. Chief Branch can speak to how these apps have been used successfully on our college campuses.

- Schools must have emergency policies that, among other things, identify the people responsible for contacting the primary emergency response agency and establish emergency preparedness and notification procedures for incidents including active shooter, hazardous material spills and severe weather.

- One of the big discussion points on school safety has focused on whether to arm teachers and other school personnel. Virginia police chiefs do NOT support this approach, because it is not what teachers are trained to do, and can interfere with the efforts of law enforcement responding to the scene. Faculty and staff play a much more important role in getting their students to a safe place, securing their rooms and communicating with first responders.

- Florida also passed new laws to authorize "Risk Protection Orders" that allow courts to prohibit violent or mentally ill people from purchasing or possessing guns. Florida police will be able to petition courts to order people to immediately surrender their guns if those people pose a danger to themselves or others. This is similar to the "red flag" laws passed in other states, and something that could be considered in Virginia.

Many of the recommendations I have covered already are in place to some degree in Virginia; however, we are woefully under-funded to provide for enough school resource officers and campus police officers to provide for the safety of our schools. We encourage you to seek long-term solutions that are backed with sufficient funding and consistent public policy objectives.

We can learn a lot from our colleges and universities in Virginia, who have taken tremendous steps to make our college campuses safer. Chief Branch can talk about some of these measures and how we can better coordinate our programs and services between our K-12 schools and our colleges and universities.

Three conclusions:

- Target hardening is essential

- Time is of the essence to bring to bear a trained, well equipped law enforcement officer to prevent or interrupt the attack

- Training of all persons is essential. Run-Hide-Fight is an excellent tool.

- Reporting to law enforcement is crucial. See Something-Say Something

Children's Community Based Mental Health Services

Prevention and Response Protocol Subcommittee of the House Select Committee on School Safety

August 21, 2018

Margaret Nimmo Holland, Voices for Virginia's Children

Margaret@vakids.org

The Bigger Picture

- Trauma-informed schools

- State budget investments that have begun to change the landscape for children's behavioral health in communities

- Initiatives in Medicaid and child welfare are going to affect access to MH services

- Questions the House Select Committee might ask

Voices
For Virginia's Children

Voices for Virginia's Children

- **We champion public policies that improve the lives of VA's children**, especially in areas of:
  - Child welfare and foster care
  - Mental health and health
  - Early care and education
  - Family economic success
- Privately funded, nonprofit, nonpartisan
- Data and research on children's well-being: KIDS COUNT

Voices For Virginia's Children

Why focus on kids' mental health?

THE ONSET OF MENTAL HEALTH DISORDERS CAN START EARLY IN CHILDHOOD

Age 6 IS THE MEDIAN AGE OF onset for anxiety disorders

50% of all lifetime cases of mental illness BEGIN BY **Age 14**

CHILDREN'S MENTAL HEALTH DISORDERS ARE PREVALENT ACROSS VIRGINIA

1 IN 5 KIDS LIVE WITH A MENTAL HEALTH CONDITION IN VIRGINIA

75,000 YOUTH (AGE 12-17) report suffering from at least one major depressive episode in the past year

Voices For Virginia's Children

4

Why focus on kids' mental health?

IN VIRGINIA

19%

OF CHILDREN HAVE
EXPERIENCED TWO
OR MORE ACEs

Voices
For Virginia's
Children

Trauma-informed Schools

- Focus on "what happened to you?"; NOT "what's wrong with you?"

- Incorporate the 4 R's of a trauma-informed approach
  - Realize, Recognize, Respond in practice, Resist retraumatization

- Work at the systems level
  - Virginia Tiered Systems of Support & Positive Behavior Interventions and Support

Voices
For Virginia's Children

Supporting Trauma-informed Schools

- Determine what is needed to bring VTSS and PBIS to scale

- Support efforts to ensure that all school personnel, including SROs, understand and can recognize childhood trauma

- Add support staff positions to help implement evidence-based interventions and identify need

- Better connections to mental health services

GA: Community-Based Services

Child/Youth-Specific

- Child psychiatry and crisis response services ($8.4 m GF/year plus Medicaid billing)
- Services for transition-age youth who have experienced their first episode of psychosis ($4 m GF/year plus MHBG and SAMHSA grant)

Impacting Kids

- Same-day access (as part of STEP-VA); primary care screening and outpatient up next
- Alternative transportation for people being TDO'd

Voices For Virginia's Children

Medicaid Changes

- Medallion 4.0 carves in early intervention (Part C) services and community-based mental health services

- BH transformation of Medicaid services (DMAS working with Farley Center): redesigned continuum of services starting at the beginning of life
  - "early intervention" should include early childhood mental health/parent-child therapy
  - *school-based mental health services*
  - integration of primary and behavioral health services

Voices
For Virginia's Children

Family First Prevention Services Act

- Fundamental change in use of Title IV-B and IV-E dollars in the child welfare system: prevent placement of children in foster care

- Reimbursement for mental health services, substance-use treatment, and in-home parenting-skill training (home visiting, parent training, individual/family therapy) before children are removed from their homes

- Evidence-based models and trauma-informed practices

Voices
For Virginia's Children

100 of 133

LOCALITIES IN VIRGINIA

do not have enough mental health
professionals to meet the need

Voices
For Virginia's
Children

11
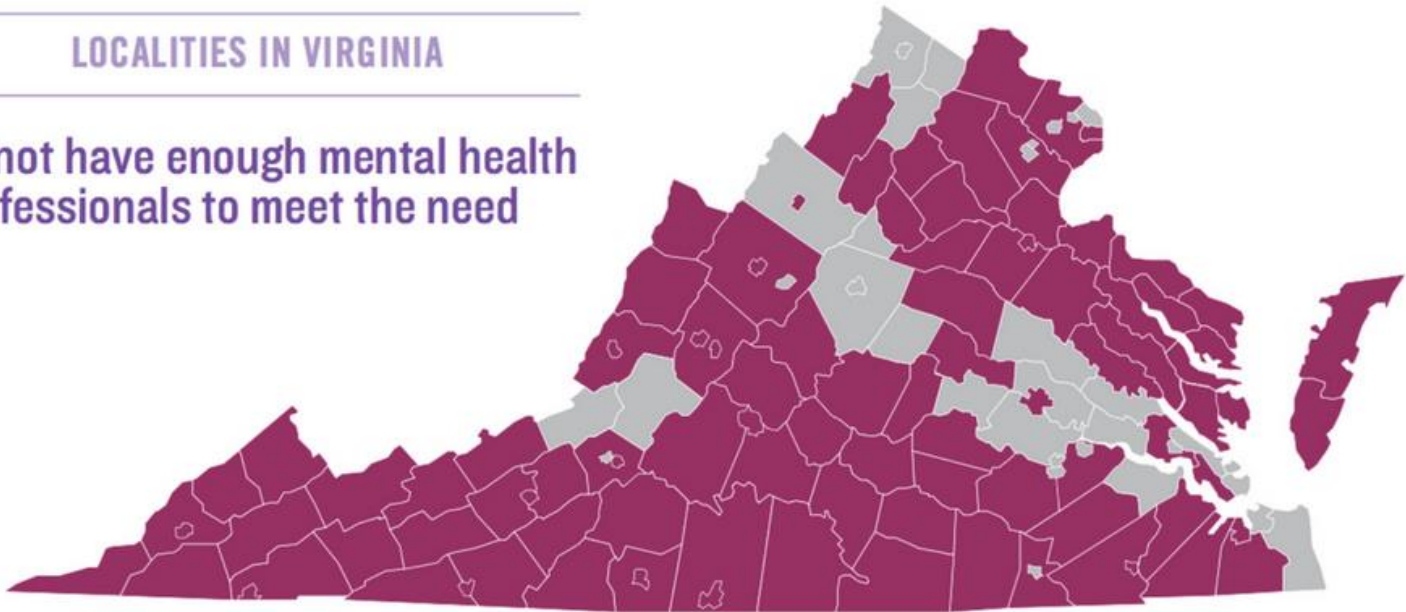
Questions for House Select Committee

- How do schools need to address children's mental health needs to further a learning environment and achieve safety?

- How can Virginia ensure a cohesive vision and action plan for school-based trauma and mental health services?

- How can schools collaborate with other community partners (public and private)? Do we have an inventory of what's available now?

- How will Virginia train an adequate MH workforce for school and community settings?

Voices
For Virginia's Children
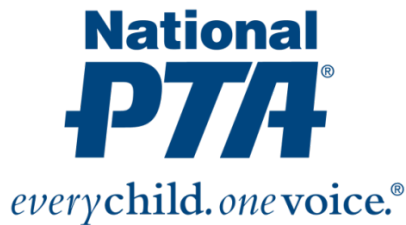
Media Contact
Heidi May Wilson, National PTA
hmay@pta.org, (703) 518-1242

National PTA Board of Directors Adopts Position Statement on Safe and Supportive Schools

Statement outlines association's belief that teachers and administrators should not be armed

ALEXANDRIA, Va. (August 7, 2018)—As schools across the country are increasingly impacted by violence and natural disasters, National PTA's board of directors adopted a new position statement on safe and supportive schools during its August board meeting. The statement calls for a multi-faceted approach to address school safety that involves all stakeholders, especially students, parents and families.

"School safety is a critical priority for all parents, families, educators, students and community members that cannot be taken for granted. Every child has a right to learn and grow in a safe and supportive environment," said Jim Accomando, president of National PTA. "National PTA recognizes that school safety is a multi-faceted issue with no one clear solution for each community. We believe any effort to address school safety must involve all stakeholders who should consider a variety of factors, including the physical and psychological safety of students."

As outlined in the position statement, National PTA promotes the establishment of and support for school safety policies and procedures that emphasize family engagement, adequate funding for student supports and services, and conditions that create and foster positive and welcoming school environments. The association also promotes the implementation of evidence-based policies and best practices articulated in *A Framework for Safe and Successful Schools*, which was written and has been endorsed by the nation's leading education stakeholders and practitioners.

The position statement further states that National PTA believes the most effective day-to-day school climate is a gun-free campus—which includes not arming teachers and administrators—but defers to local, collaborative decision-making regarding the presence of law enforcement for school building security. If the decision is made to have a Student Resource Officer (SRO) or other security agency within a school building, the association believes there must be a clearly defined memorandum of understanding between the law enforcement agency and the school that articulates the role of the SRO.

"National PTA believes teachers and administrators are there to educate our children and should not be acting as armed security in classrooms," said Nathan R. Monell, CAE, executive director of National PTA. "Families, students, educators, administrators, counselors, law enforcement, community leaders and elected officials must work together to ensure students feel safe and schools and communities have the resources and capacity to provide a positive and healthier environment for all students."

About National PTA
National PTA® comprises millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of family

engagement in schools. PTA is a registered 501(c)(3) nonprofit association that prides itself on being a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for public education. Membership in PTA is open to anyone who wants to be involved and make a difference for the education, health and welfare of children and youth. For more information, visit PTA.org.

A Framework for Safe and Successful Schools

AMERICAN SCHOOL COUNSELOR ASSOCIATION

NASP
NATIONAL ASSOCIATION OF
School Psychologists

School Social Work
Association of America

NASRO
National Association of
School Resource Officers

naesp National Association of
Elementary School
Principals

nassp
national association of
secondary school principals
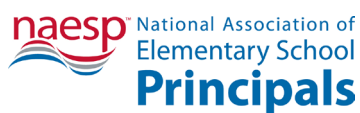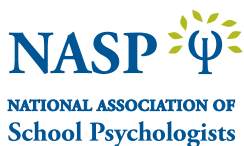
Executive Summary

This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth. Efforts to improve school climate, safety, and learning are not separate endeavors. They must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multitiered system of supports. We caution against seemingly quick and potentially harmful solutions, such as arming school personnel, and urge policy leaders to support the following guidance to enact policies that will equip America's schools to educate and safeguard our children over the long term.

POLICY RECOMMENDATIONS TO SUPPORT EFFECTIVE SCHOOL SAFETY

1. Allow for blended, flexible use of funding streams in education and mental health services;
2. Improve staffing ratios to allow for the delivery of a full range of services and effective school–community partnerships;
3. Develop evidence-based standards for district-level policies to promote effective school discipline and positive behavior;
4. Fund continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training that uses evidence-based models;
5. Provide incentives for intra- and interagency collaboration; and
6. Support multitiered systems of support (MTSS).

BEST PRACTICES FOR CREATING SAFE AND SUCCESSFUL SCHOOLS

1. Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
2. Implement multitiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school–community collaboration.
3. Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school–community partnerships into existing school initiatives.
4. Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (e) are consistently reviewed and practiced.
5. Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.
6. Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline.
7. Consider the context of each school and district and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.
8. Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

Creating safe, orderly, and welcoming learning environments is critical to educating and preparing all of our children and youth to achieve their highest potential and contribute to society. We all share this responsibility and look forward to working with the Administration, Congress, and state and local policy makers to shape policies based on these best practices in school safety and climate, student mental health, instructional leadership, teaching, and learning.

A Framework for Safe and Successful Schools

The author organizations and cosigners of this joint statement believe that, while schools are among the safest places for American's children, we must make violence prevention and student well-being in our schools and communities a priority. We represent the educators who work day in and day out to keep our children safe, ensure their well-being, and promote learning. This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth.

We created these policy and practice recommendations to help provide guidance to the Administration, Congress, and state and local agencies as they reflect upon evidence for best practices in school safety and climate, student mental health and well-being, instructional leadership, teaching, and learning. Further, the partnership between our organizations seeks to reinforce the interdisciplinary, collaborative, and cohesive approach that is required to create and sustain genuinely safe, supportive schools that meet the needs of the whole child. Efforts to improve school climate, safety, and learning are not separate endeavors and must be designed, funded, and implemented as a comprehensive school-wide approach. Ensuring that mental health and safety programming and services are appropriately integrated into the overall multitiered system of supports is essential for successful and sustainable improvements in school safety and academic achievement.

Specifically, effective school safety efforts:

- Begin with proactive principal leadership.
- Allow school leaders to deploy human and financial resources in a manner that best meets the needs of their school and community.
- Provide a team-based framework to facilitate effective coordination of services and interventions.
- Balance the needs for physical and psychological safety.
- Employ the necessary and appropriately trained school-employed mental health and safety personnel.
- Provide relevant and ongoing professional development for all staff.
- Integrate a continuum of mental health supports within a multitiered system of supports.
- Engage families and community providers as meaningful partners.
- Remain grounded in the mission and purpose of schools: teaching and learning.

Although the focus of this document is on policies and practices that schools can use to ensure safety, we must acknowledge the importance of policies and practices that make our communities safer as well. This includes increased access to mental health services, improved interagency collaboration, and reduced exposure of children to community violence. Additionally, our organizations support efforts designed to reduce youth access to firearms. Finally, many local school districts and state boards of education are considering policies that would allow school staff to carry a weapon. Our organizations believe that arming educators would cause more harm than good, and we advise decision makers to approach these policies with extreme caution.

We urge policy leaders to support the following guidance to promote safe and supportive schools. We look forward to working with the Administration, Congress, and state and local agencies to shape and enact meaningful policies that will genuinely equip America's schools to educate and safeguard our children over the long term.

POLICY RECOMMENDATIONS TO SUPPORT EFFECTIVE SCHOOL SAFETY

1. **Allow for blended, flexible use of funding streams.** The Department of Education should work with the Department of Health and Human Services and Congress to release guidance that gives schools access to various funding streams (e.g., SAMHSA and Title I) to ensure adequate and sustained funding dedicated to improving school safety. One-time grants are beneficial in some circumstances; however, one-time allotments of money for schools are insufficient for sustained change to occur. Similarly, district superintendents must be able to anticipate the availability of future funding in order to collaborate with school principals to effectively plan for and implement meaningful changes that will result in positive, sustainable outcomes for students.

2. **Strive to improve staffing ratios to allow for the delivery of a full range of services, including school–community partnerships, and set standards that will help schools effectively and accurately assess their needs.** This will require providing additional funding for key personnel such as school counselors, school psychologists, school social workers, and school nurses.

3. **Outline standards for district-level policies to promote effective school discipline and positive behavior.** Although it has been briefly discussed in this document, we urge the Department to release guidance regarding effective school discipline policies. Far too many schools continue to use punitive discipline measures, such as zero-tolerance policies, that result in negative outcomes for students and contribute to the school-to-prison pipeline.

4. **Provide funding for continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training (utilizing evidence-based models).** The minimum standards include:
   a. establishment of a school safety and crisis team that includes the principal, school-employed mental health professionals, school security personnel, and appropriate community first responders;
   b. a balanced focus on promoting and protecting both physical and psychological safety;
   c. a crisis team and plan based on the Department of Homeland Security's Incident Command System;
   d. ongoing professional development for all school employees to help identify key indicators of students' mental health problems as well as employees' specific roles in implementation of crisis response plans;
   e. professional development for school-employed mental health professionals and other relevant staff (e.g., key administrators, school resource officers) on how to implement effective crisis prevention, intervention, and postvention strategies, including the critical mental health components of recovery.

5. **Provide incentives for intra- and interagency collaboration.** All levels of government need to take preemptive measures to strengthen the ability of schools to provide coordinated services to address mental health and school safety. We urge the federal government to set the standard and issue guidance on how various government, law enforcement, and community agencies can work together to provide services to students and families. At all levels, we must remove the barriers between education and health service agencies. Schools serve as the ideal "hub" for service delivery; however, schools must be adequately staffed with school counselors, school psychologists, school social workers, and school nurses who can provide the proper services in the school setting, connect students and families to the appropriate services in the community, and work collaboratively with external agencies to ensure streamlined service delivery and avoid redundancy.

6. **Support multitiered systems of supports.** A full continuum of services ranging from building-level supports for all students to more intensive student-level services is necessary to effectively address school safety and student mental health.

BEST PRACTICES FOR CREATING SAFE AND SUCCESSFUL SCHOOLS

School safety and positive school climate are not achieved by singular actions like purchasing a designated program or piece of equipment but rather by effective comprehensive and collaborative efforts requiring the dedication and commitment of all school staff and relevant community members. Schools require consistent and effective approaches to prevent violence and promote learning, sufficient time to implement these approaches, and ongoing evaluation.

1. Integrate Services Through Collaboration

Safe and successful learning environments are fostered through collaboration among school staff and community-based service providers while also integrating existing initiatives in the school. Effective schools and learning environments provide equivalent resources to support instructional components (e.g., teacher quality, high academic standards, curriculum), organizational/management components (e.g., shared governance, accountability, budget decisions), and learning supports (e.g., mental health services; see Figure 1). Rather than viewing school safety as a targeted outcome for a single, stand-alone program or plan developed by the school building principal alone, this model seeks to integrate all services for students and families by framing the necessary behavioral, mental health, and social services within the context of school culture and learning. Integrated services lead to more sustainable and comprehensive school improvement, reduce duplicative efforts and redundancy, and require leadership by the principal and a commitment from the entire staff (See Roles of School Principals, page 8.).

2. Implement Multitiered Systems of Supports (MTSS)

The most effective way to implement integrated services that support school safety and student learning is through a school-wide multitiered system of supports (MTSS). MTSS encompasses (a) prevention and wellness promotion; (b) universal screening for academic, behavioral, and emotional barriers to learning; (c) implementation of evidence-based interventions that increase in intensity as needed; (d) monitoring of ongoing student progress in response to implemented

Figure 1.
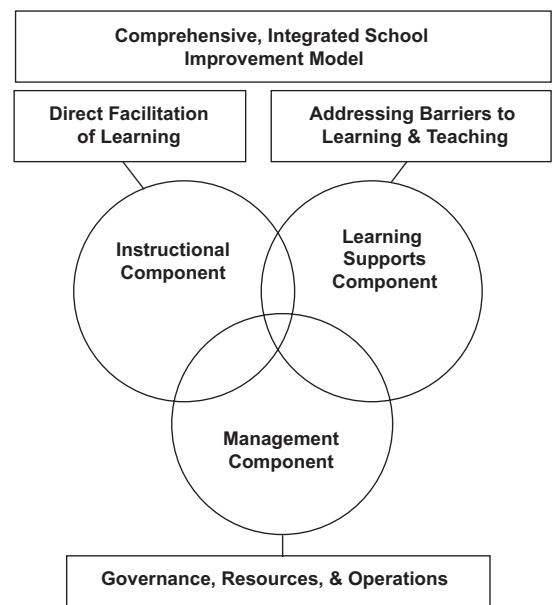
Note. Adapted from UCLA Center for Mental Health in Schools and the National Association of School Psychologists. (2010). *Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving From a Two- to a Three-Component Approach* [Advocacy statement]. Adapted with permission.

interventions; and (e) engagement in systematic data-based decision making about services needed for students based on specific outcomes. In a growing number of schools across the country, response to intervention (RTI) and positive behavior interventions and supports (PBIS) constitute the primary methods for implementing an MTSS framework. Ideally though, MTSS is implemented more holistically to integrate efforts targeting academic, behavioral, social, emotional, physical, and mental health concerns. This framework is more effective with coordination of school-employed and community-based service providers to ensure integration and coordination of services among the school, home, and community.

Effective MTSS requires:
- adequate access to school-employed specialized instructional support personnel (e.g., school counselors, school psychologists, school social workers, and school nurses) and community-based services;
- collaboration and integration of services, including integration of mental health, behavioral, and academic supports, as well integration of school-based and community services;
- adequate staff time for planning and problem solving;
- effective collection, evaluation, interpretation, and use of data; and
- patience, commitment, and strong leadership.

One approach to integrating school safety and crisis management into an MTSS framework is the M-PHAT model (see Figure 2). M-PHAT stands for:

- Multi-Phase (prevention, preparedness, response, and recovery)
- Multi-Hazard (accidental death, school violence, natural disasters, terrorism)
- Multi-Agency (school, police, fire, EMS, mental health)
- Multi-Tiered (an MTSS framework)

Figure 2. Comprehensive Safe Learning Environment: The M-PHAT Approach
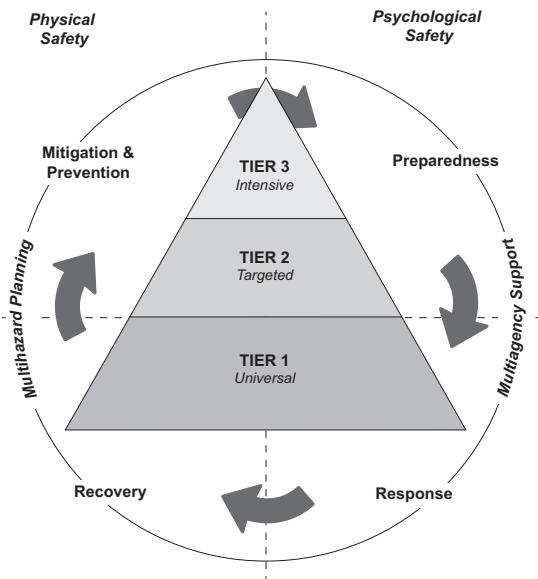
Note. From *Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety – Prevention Through Recovery,* by M. A. Reeves, L. M. Kanan, & A. E. Plog, 2010, New York, NY: Routledge. Reprinted with permission.

3. Improve Access to School-Based Mental Health Supports

Mental health is developed early in life and educators play a significant role in ensuring that students' experiences throughout their school careers contribute to their positive mental health. Access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, and social–emotional learning. This requires adequate staffing levels in terms of school-employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) to ensure that services are high quality, effective, and appropriate to the school context. Access to school mental health services cannot be sporadic or disconnected from

the learning process. Just as children are not simply small adults, schools are not simply community clinics with blackboards. School-employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health services are properly and effectively infused into the learning environment, supporting both instructional leaders and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning. No other professionals have this unique training background.

Having these professionals as integrated members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students (see Figure 3).

School counselors, school psychologists, and school social workers all offer unique individual skills that complement one another in such a way that the sum is greater than the parts (See Roles of School-Employed Mental Health Professionals, page 9.) When given the opportunity to work collectively, they are ready and capable of providing an even wider range of services, such as:

- collecting, analyzing, and interpreting school-level data to improve availability and effectiveness of mental services;
- designing and implementing interventions to meet the behavioral and mental health needs of students;
- promoting early intervention services;
- providing individual and group counseling;
- providing staff development related to positive discipline, behavior, and mental health (including mental health first aid);
- providing risk and threat assessments;
- supporting teachers through consultation and collaboration;
- coordinating with community service providers and integrating intensive interventions into the schooling process.

Addressing Shortages: Fully providing effective, integrated, and comprehensive services requires schools to maintain appropriate staffing levels for their school-employed mental health professionals. Every district and school must be supported to improve staffing ratios.

Figure 3.

The Continuum of School Mental Health Services
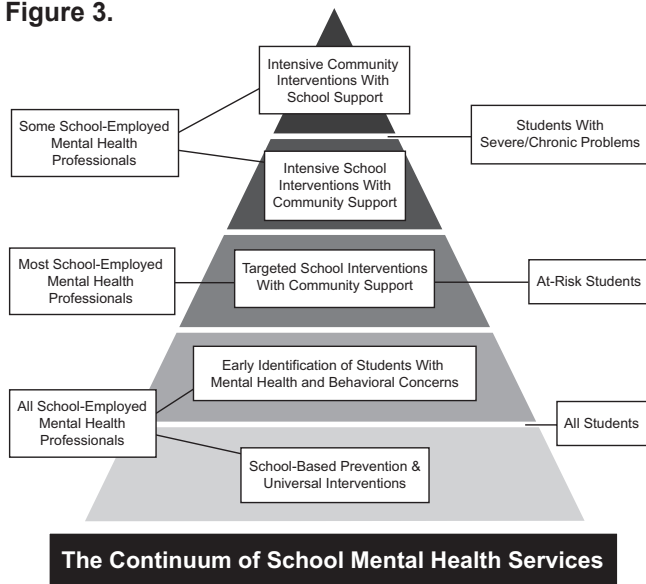
Note. Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services," by the National Association of School Psychologists, 2006, *Communiqué*, *35*(1), p. 27. Copyright 2006 by the National Association of School Psychologists. Adapted with permission.

Unfortunately, significant budget cuts, combined with widespread personnel shortages, have resulted in reduced access to school-employed mental health professionals in many schools and districts. In these districts, school counselors, school psychologists, school social workers, and school nurses often have inappropriately high student-to-professional ratios that far exceed the recommendations provided by their respective professional organizations. Poor ratios restrict the ability of these professionals to devote time to important initiatives, including school-wide preventive services (e.g., bullying, violence, and dropout prevention), safety promotion, and sustained school improvement. Many districts go without prevention and early intervention services that effectively link mental health, school climate, school safety, and academic instruction. Partnerships with community providers or school-based health centers can provide important resources for individual students. However, community providers sometimes lack familiarity with specific processes in teaching and learning and with systemic aspects of schooling. Successful school–community partnerships integrate community supports into existing school initiatives utilizing a collaborative approach between school and community providers that enhances effectiveness and sustainability. Many schools have limited access to community supports making overreliance on

community partners as primary providers of mental health services potentially problematic.

District-wide policies must support principals and school safety teams to provide services in school-based settings and strengthen the ability of schools to respond to student and family needs directly. While working to improve ratios, districts can begin to move toward more effective and sustainable services by:

- Assigning a school psychologist, school counselor, or school social worker to coordinate school-based services with those provided by community providers.
- Ensuring that the school data being collected and resulting strategies are addressing the most urgent areas of need with regard to safety and climate.
- Providing training that targets the specific needs of individual schools, their staffs, and their students.
- Reviewing current use of mental health staff and identifying critical shifts in their responsibilities to bolster prevention efforts.
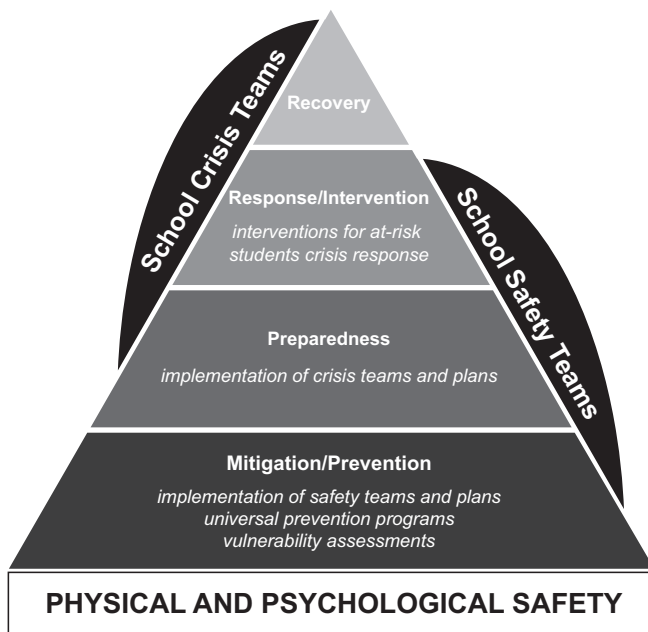
4. Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response, and Recovery

Schools must be supported to develop an active school safety team that focuses on overall school climate as well as crisis and emergency preparedness, response, and recovery (see Figure 4). School safety and crisis response occur on a continuum, and crisis planning, response, and recovery should build upon ongoing school safety and mental health services. School crisis and emergency preparedness training should encompass prevention/mitigation, early intervention (which is part of ongoing school safety), immediate response/intervention, and long-term recovery. These four phases are clearly articulated by the Departments of Education and Homeland Security.

Training and planning must be relevant to the learning context and make maximum use of existing staff resources. The safety and crisis team should, at a minimum, include principals, school mental health professionals, school security personnel, appropriate community stakeholders (such as representatives from local law enforcement and emergency personnel), and other school staff or district liaisons to help sustain efforts over time. Additionally, crisis and emergency preparedness plans must be consistently reviewed and practiced, which is more easily facilitated by an actively engaged team that links the school to the broader community. Active engagement of the team is often directly linked to appropriate staffing levels that allow time for collaboration and planning. Effective, engaged teams and plans:

Figure 4.

Note. Adapted from Cherry Creek School District. (2008). *Emergency response and crisis management guide.* Greenwood Village, CO: Author. Adapted with permission.

- Contribute to ongoing school safety and improved school climate by supporting a school-wide, evidence-based framework that is appropriate to the unique school culture and context.
- Balance efforts to promote and protect physical and psychological safety.
- Minimize unsafe behaviors such as bullying, fighting, and risk-taking by providing quality prevention programming.
- Improve early identification and support for students at risk of harming themselves or others (e.g., threat assessment).
- Model collaborative problem solving.
- Provide for consistent, ongoing training of all school staff.
- Address the range of crises that schools can face with a focus on what is most likely to occur (e.g., death of a student or staff member, school violence, natural disaster).
- Improve response to crises when the unpreventable occurs.
- Ensure an organized plan that has appropriately assessed risks to the school and the learning environment and has been adopted by the school safety team to promote a return to normalcy following a crisis or emergency.
- Promote efforts for ongoing learning and long-term emotional recovery for every student and family.

5. Balance Physical and Psychological Safety

Any effort to address school safety should balance building security/physical safety with psychological safety. Relying on highly restrictive physical safety measures alone, such as increasing armed security or imposing metal detectors, typically does not objectively improve school safety. In fact, such measures may cause students to feel *less safe* and more fearful at school, and could undermine the learning environment. In contrast, combining reasonable physical security measures with efforts to enhance school climate more fully promotes overall school safety. Effectively balancing physical and psychological safety entails:

- Assessing the physical security features of the campus, such as access points to the school grounds, parking lots and buildings, and the lighting and adult supervision in lobbies, hallways, parking lots, and open spaces.
- Employing environmental design techniques, such as ensuring that playgrounds and sports fields are surrounded by fences or other natural barriers, to limit visual and physical access by non-school personnel.
- Evaluating policies and practices to ensure that students are well monitored, school guests are appropriately identified and escorted, and potential risks and threats are addressed quickly.
- Building trusting, respectful relationships among students, staff, and families.
- Providing access to school mental health services and educating students and staff on how and when to seek help.
- Providing a confidential way for students and other members of the school community to report potential threats, because educating students on "breaking the code of silence" is one of our most effective safety measures.

Schools also should carefully weigh the unique needs of their communities when determining the need to hire additional security personnel or school resource officers (SROs). It is important to recognize that SROs differ from other school security personnel or armed guards. SROs are commissioned law enforcement officers who are specially trained to work within the school community to help implement school safety initiatives as part of the school safety leadership team. They should be integral participants in school life and student learning. Additionally, if a school determines that it needs to have an armed professional on school grounds, SROs are the only school personnel of any type who should be armed. (See Roles of School Resource Officers, page 9.)

6. Employ Effective, Positive School Discipline

School discipline policies are ultimately the responsibility of the school principal; however, all school staff play a role in their effective development and implementation. Discipline practices should function in concert with efforts to address school safety/climate. When positive discipline is incorporated into the overall MTSS, students feel respected and supported, positive behavior is continually reinforced, and school climate improves. Additionally, this structure allows for the use of restorative practices that seek to build positive relationships within the school community. In contrast, overly harsh and punitive measures, such as zero tolerance policies, lead to reduced safety, connectedness, and feelings of belonging, and have historically been unsuccessful at improving student behavior or the overall school climate. Additionally, utilizing SROs or other security personnel primarily as a substitute for effective discipline policies is inappropriate, does not contribute to school safety or students' perceptions of being safe, and can perpetuate the school-to-prison pipeline. Effective school discipline:

- is viewed within the context of a learning opportunity and seeks to teach and reinforce positive behaviors to replace negative behaviors;
- is clear, consistent, and equitably applied to all students;
- employs culturally competent practices;
- safeguards the well-being of all students and staff;
- keeps students in school and out of the juvenile justice system; and
- incorporates family involvement.

7. Allow for the Consideration of Context

There is no one-size-fits-all approach to creating safe and successful schools. To be most effective, schools should assess the structures and resources already in place and determine what additional resources are needed. Schools should provide universal, secondary, and tertiary interventions that are most appropriate and culturally sensitive to their unique student populations and learning communities. Additionally, decisions regarding appropriate security measures, including the use of SROs, should be determined by each school's leadership team and not via universal mandate.

8. Acknowledge That Sustainable and Effective Improvement Takes Patience and Commitment

School districts will vary considerably in their readiness to change and in their ability to accept the suggestions included within this document. Recognizing that sustainable change takes time both to improve acceptability and allow for full implementation will help set districts up for success rather than setting unrealistic goals. Efforts for change should not be abandoned if goals are not immediately met, as frequent programmatic changes lead to more resistance to change among school personnel in the future.

ROLES OF KEY LEADERSHIP PERSONNEL REGARDING SCHOOL SAFETY AND CLIMATE

Role of School Principals

Effective principals and assistant principals recognize the potential they have to create a school environment where teachers thrive and students achieve their greatest potential in a safe and nurturing school setting. As instructional leaders, principals maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. Principals set high expectations and standards for the academic, social, emotional, and physical development of all students. They bring together a wide range of stakeholders within the school community, take into account the aspirations, and work to create a vision that reflects the full range and value of a school's mission. Principals encourage the development of the whole child by supporting the physical and mental health of children, as well as their social and emotional well-being, which is reinforced by a sense of safety and self-confidence. High-quality early childhood education and learning experiences are crucial to an elementary level principal's shared vision to shape the school culture and instructional leadership. School leaders must mobilize the staff, students, parents, and community around the mission and shared values, as well as school improvement goals and set the parameters of high expectations for the school. Effective practice requires:

- building consensus on a vision that reflects the core values of the school community to support student safety and well-being;
- valuing and using diversity to enhance the learning of the entire school community;
- broadening the framework for child development beyond academics; and
- developing a learning culture that is adaptive, collaborative, innovative, and supportive by taking into account the contributions of every member of the school staff.

Roles of School-Employed Mental Health Professionals

Many professionals within a school help to support students' positive mental health. This includes school counselors, school psychologists, school social workers, school nurses, and other specialized instructional support personnel. For the purposes of these recommendations, however, we are focusing on the mental health professionals who should serve in critical leadership roles in terms of school safety, positive school climate, and providing school-based mental health services: school counselors, school psychologists, and school social workers. Their training and expertise help link mental health, behavior, environmental factors (e.g., family, classroom, school, community), instruction, and learning. Each of these professionals helps to create school environments that are safe, supportive, and conducive to learning. Each may deliver similar services such as counseling, social–emotional skill instruction, and consultation with families and teachers; however, each profession has its own unique focus based upon its specializations, which result in different, albeit interrelated, services. The specific services and expertise of individual practitioners may vary, but the following describes the core competencies and specialized instructional services of each profession.

School counselors. Have a minimum of a master's degree in school counseling. School counselors are generally the first school-employed mental health professional to interact with students as they commonly are involved in the provision of universal learning supports to the whole school population. School counselors have specialized knowledge of curriculum and instruction and help screen students for the basic skills needed for successful transition from cradle to college and career. School counselors focus on helping students' address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student–teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.

School psychologists. Have a minimum of a specialist-level degree (60 graduate semester hour minimum) in school psychology, which combines the disciplines of psychology and education. They typically have extensive knowledge of learning, motivation, behavior, childhood disabilities, assessment, evaluation, and school law. School psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school. School psychologists consult with teachers and parents to provide coordinated services and supports for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing anxiety, depression, emotional trauma, grief, and loss. They are regular members of school crisis teams and collaborate with school administrators and other educators to prevent and respond to crises. They have specialized training in conducting risk and threat assessments designed to identify students at-risk for harming themselves or others. School psychologists' training in evaluation, data collection, and interpretation can help ensure that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence.

School social workers. Have master's degrees in social work. They have special expertise in understanding family and community systems and linking students and their families with the community services that are essential for promoting student success. School social workers' training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. They work to remedy barriers to learning created as a result of poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to vulnerable populations of students that have a high risk for truancy and dropping out of school, such as homeless and foster children, migrant populations, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. They work closely with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation designed to keep students in school and help their families access the supports needed to promote student success.

Roles of School Resource Officers

The presence of school resource officers in schools has become an important part of the duty to protect students and staff on campus. Families and school officials in communities around the country benefit from a more effective relationship with local police as part of a school safety plan. Specialized knowledge

of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile justice system combine to make SROs critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school safety policy, and emergency response preparedness.

In order to fully realize the benefits of the presence of local police, the SROs must be trained properly. Officers' law-enforcement knowledge and skill combine with specialized SRO training for their duties in the education setting. This training focuses on the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel

that enables SROs to protect the community and the campus while supporting schools' educational mission. In addition to traditional law enforcement tasks, such as investigating whether drugs have been brought onto campus, SROs' daily activities cover a wide range of supportive activities and programs depending upon the type of school to which an SRO is assigned. This can include conducting law-related education sessions in the classroom, meeting with the school safety team, conducting safety assessments of the campus, and problem solving with students or faculty. Trained and committed SROs are well suited to effectively protect and serve the school community. They contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students as informal counselors and role models.

Actions Principals Can Take Now to Promote Safe and Successful Schools

Policies and funding that support comprehensive school safety and mental health efforts are critical to ensuring universal and long-term sustainability. However, school leaders can work toward more effective approaches now by taking the following actions.

- Establish a school leadership team that includes key personnel: principals, teachers, school-employed mental health professionals, instruction/curriculum professionals, school resource/safety officer, and a staff member skilled in data collection and analysis.
- Assess and identify needs, strengths, and gaps in existing services and supports (e.g., availability of school and community resources, unmet student mental health needs) that address the physical and psychological safety of the school community.
- Evaluate the safety of the school building and school grounds by examining the physical security features of the campus.
- Review how current resources are being applied, for example:
  - Are school employed mental health professionals providing training to teachers and support staff regarding resiliency and risk factors?
  - Do mental health staff participate in grade-level team meetings and provide ideas on how to effectively meet students' needs?
  - Is there redundancy in service delivery?
  - Are multiple overlapping initiatives occurring in different parts of the school or being applied to different sets of students?

- Implement an integrated approach that connects behavioral and mental health services and academic instruction and learning (e.g., are mental health interventions being integrated into an effective discipline or classroom management plan?).
- Provide adequate time for staff planning and problem solving via regular team meetings and professional learning communities. Identify existing and potential community partners, develop memoranda of understanding to clarify roles and responsibilities, and assign appropriate school staff to guide these partnerships, such as school-employed mental health professionals and principals.
- Provide professional development for school staff and community partners addressing school climate and safety, positive behavior, and crisis prevention, preparedness, and response.
- Engage students and families as partners in developing and implementing policies and practices that create and maintain a safe school environment.

SUMMARY

Modern-day schools are highly complex and unique organizations that operate with an urgent imperative: Educate and prepare all children and youth to achieve their highest potential and contribute to society, no matter their socioeconomic background or geographic location. Creating safe, orderly, warm, and inviting school environments is critical to ensuring that all of our schools meet this goal. In order to create this type of environment, schools must work towards integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a multitiered system of support. Schools should strive to increase access to mental health services, increase the number of school employed mental health staff, and ensure that measures to improve school safety balance physical safety with psychological safety. To further support student safety, schools must develop effective emergency preparedness and crisis prevention, intervention, and response plans that are coordinated with local first responders. We look forward to working with the Administration, Congress, and state and local policy makers to help ensure that all schools are safe, supportive, and conducive to learning.

GUIDELINES FOR EFFECTIVE PRACTICE

ASCA: http://www.ascanationalmodel.org/
- *ASCA National Model, 2008*

NAESP: http://www.naesp.org/resources/1/Pdfs/LLC2-ES.pdf
- *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do, 2008*

NASP Professional Standards: http://www.nasponline.org/standards/2010standards.aspx
- *Model for Comprehensive and Integrated School Psychological Services, 2010*

NASRO: http://www.nasro.org/sites/default/files/pdf_files/NASRO_Protect_and_Educate.pdf
- *To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools, 2012*

NASSP: http://www.nassp.org/school-improvement
- *Breaking Ranks: The Comprehensive Framework for School Improvement, 2011*

SSWAA: http://sswaa.org/associations/13190/files/naswschoolsocialworkstandards.pdf
- *NASW School Social Work Standards, 2012*

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AUTHOR ORGANIZATIONS

American School Counselor Association (ASCA): www.schoolcounselor.org

National Association of Elementary School Principals (NAESP): www.naesp.org

National Association of School Psychologists (NASP): www.nasponline.org

National Association of School Resource Officers (NASRO): www.nasro.org

National Association of Secondary School Principals (NASSP): www.nassp.org

School Social Work Association of America (SSWAA): www.sswaa.org

ENDORSING ORGANIZATIONS*

National Organizations

Alberti Center for Bullying Abuse Prevention
American Association of School Administrators
American Camp Association, Inc.
American Council for School Social Work
American Dance Therapy Association
American School Health Association
Born This Way Foundation
Character Education Partnership
Child Mind Institute
Coalition for Community Schools
Collaborative for Academic, Social, and Emotional Learning
Committee for Children
Council for Children with Behavioral Disorders
Council for Exceptional Children
Division 16, American Psychological Association
Gay, Lesbian & Straight Education Network
High Hope Educational Research Foundation
International School Psychology Association
Learning Disabilities Association of America
Mental Health America
Midwest Symposium for Leadership in Behavior Disorders
National Association of School Nurses
National Association of School Safety and Law Enforcement Officials

National Association of Social Workers
National Association of State Directors of Special Education
National Center for School Engagement
National Education Association
National Federation of Families for Children's Mental Health
National Network of Safe and Drug-Free Schools
National Organizations for Youth Safety
National PTA
Pride Surveys
Safe and Civil Schools
Trainers of School Psychology
The Trevor Project

State Associations

Alabama School Counselor Association
Alaska School Counselor Association
Arizona Association of School Psychologists
Arizona School Counselors Association
Association of School Psychologists of Pennsylvania
California Association of School Counselors
California Association of School Social Workers
Colorado School Counselor Association
Colorado Society of School Psychologists
Connecticut Association of School Psychologists
Connecticut School Counselor Association
Delaware Association of School Psychologists
Florida Association of School Social Workers
Florida School Counselor Association
Georgia Association of School
Georgia Association of School Psychologists
Georgia School Counselors Association
Hawaii School Counselor Association
Idaho School Counselor Association
Idaho School Psychology Association
Illinois Association of School Social Workers
Illinois School Counselor Association
Illinois School Psychologists Association
Indiana Association of School Psychologists
Indiana School Counselor Association
Iowa School Counselor Association
Kentucky Association of Psychology in the Schools
Maine Association of School Psychology
Maine Counseling Association
Maine School Counselor Association
Maryland School Counselor Association
Massachusetts School Psychologist Association
Massachusetts School Counselors Association
Michigan School Counselor Association

Minnesota School Counselors Association
Minnesota School Psychologists Association
Missouri Association of School Psychologists
Missouri School Counselor Association
Montana School Counselor Association
Nebraska School Psychology Association
New Jersey Association of School Social Workers
New Jersey School Counselor Association
New Mexico School Counselor Association
New York Association of School Psychologists
New York State School Counselor Association
North Dakota School Counselor Association
Ohio School Psychologist Association
Oklahoma School Counselors Association
Oregon School Psychologists Association
Pennsylvania School Counselors Association
Rhode Island School Counselor Association
School Social Work Association of Arizona
School Social Workers Association of Missouri
School Social Workers in Arkansas
School Social Workers in Maryland
South Carolina Association of School Psychologists
South Carolina Association of School Social Workers
South Carolina School Counselor Association
South Dakota School Counselor Association
Tennessee School Counselor Association
Utah School Counselor Association
Vermont Association of School Psychologist
Virginia Academy of School Psychology
Virginia Association of Visiting Teachers/School Social Workers
Virginia School Counselor Association
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*As of March 25, 2015. For an updated list, visit www.nasponline.org/schoolsafetyframework

Prevention & Response Protocol Subcommittee

Select Committee on School Safety

House Appropriations Committee Staff
David A. Reynolds
Susan L. Hogge

August 21, 2018

SCHOOL RESOURCE OFFICER & SCHOOL SECURITY OFFICER INCENTIVE GRANT PROGRAM

SRO/SSO Incentive Grant Program

- Established by 1999 General Assembly to incentivize the hiring of School Resource and School Security Officers in schools for which these positions do not already exist
  - *Code of Virginia,* § 9.1-110

- The *Code* (§ 9.1-101) provides definitions for School Resource Officer and School Security Officer
  - School Resource Officer: certified law-enforcement officer employed by local law-enforcement agency to provide law-enforcement services in public schools
  - School Security Officer: individual employed by school board to maintain order and discipline, investigate violation of school board policies, and detaining students for violating law or school board policies on school property or at school sponsored events

SRO/SSO Incentive Grant Program and Funding

Fiscal Year	Grants GF
2014	$1.3 million
2015	$1.3 million
2016	$1.3 million
2017	$1.3 million
2018	$1.3 million
2019	$2.6 million
2020	$1.3 million

- $1.3 million GF has been appropriated annually for SRO/SSO Incentive Grants since FY 2014
- 2018 General Assembly increased amount available for grants by $1.3 million in FY 2019
- *Code of Virginia* (§ 9.1-110) authorizes Criminal Justice Services Board to establish criteria for making grants from the Fund
- Administered by the Virginia Center for School and Campus Safety

How Existing SRO/SSO Incentive Grant Funds are Awarded

- Grants are awarded for a maximum of 48 months to establish an SRO or SSO position in a specific elementary, middle, or high school
  - Priority is given to a) continuation grants versus new grant requests and b) localities requesting SRO or SSO positions in schools that currently lack such personnel
- For FY 2019, the maximum amount funded per position, including local match, is $50,000 for SROs and $22,000 for SSOs
  - Grant funds are to be used only for salary and benefits for SRO and SSO positions identified in the grant award
  - Localities are required to match the grant award in amount proportionally equal to their local school division's composite index score
  - Maximum amount funded per position was set by Board policy when the Incentive Grant Fund was established

SRO/SSO Incentive Grant Awards
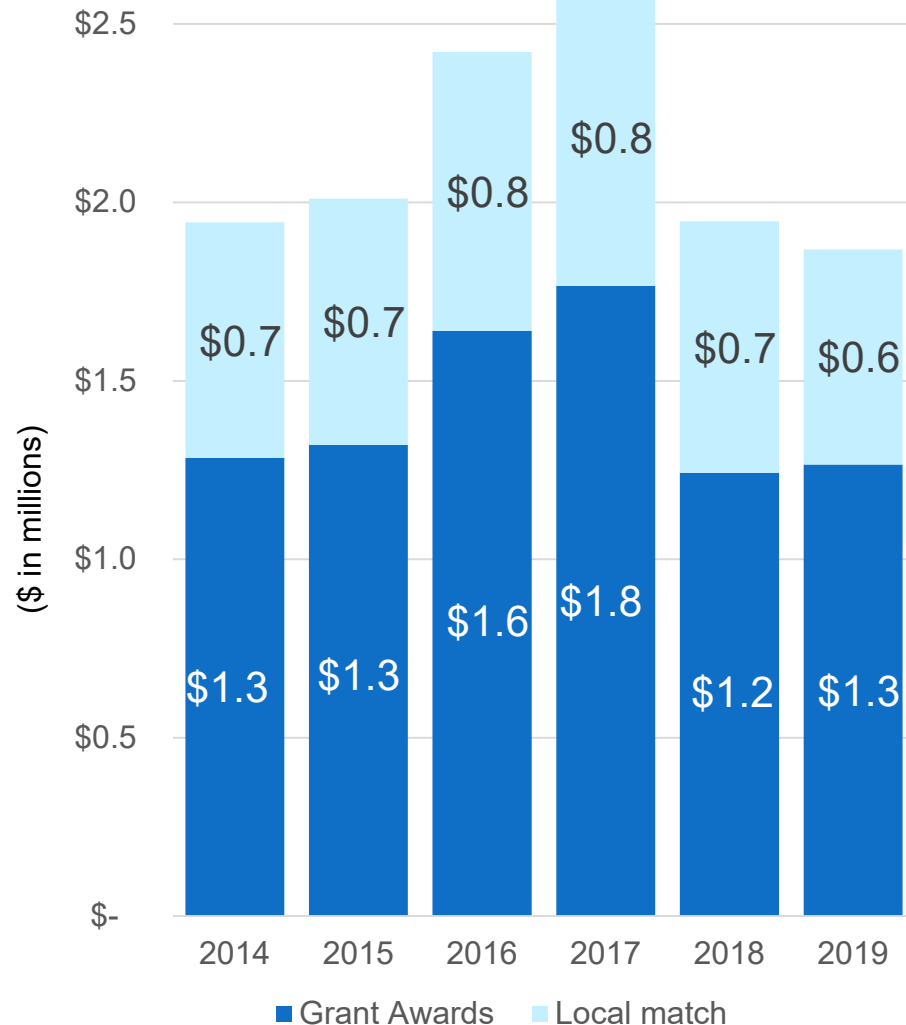
- For FY 2019, $1.3 million GF in grants was awarded to localities
  - This required an additional $600,000 in matching funds to be provided by localities
- Grant amounts per locality ranged from $4,400 to $103,830
  - Dependent upon number of positions requested and local composite index of locality
- Local law enforcement agencies are primary grant recipients
  - In FY 2019, approximately 90% of grant awards were made directly to local law enforcement agencies

SRO/SSO Incentive Grant Approvals and Denials
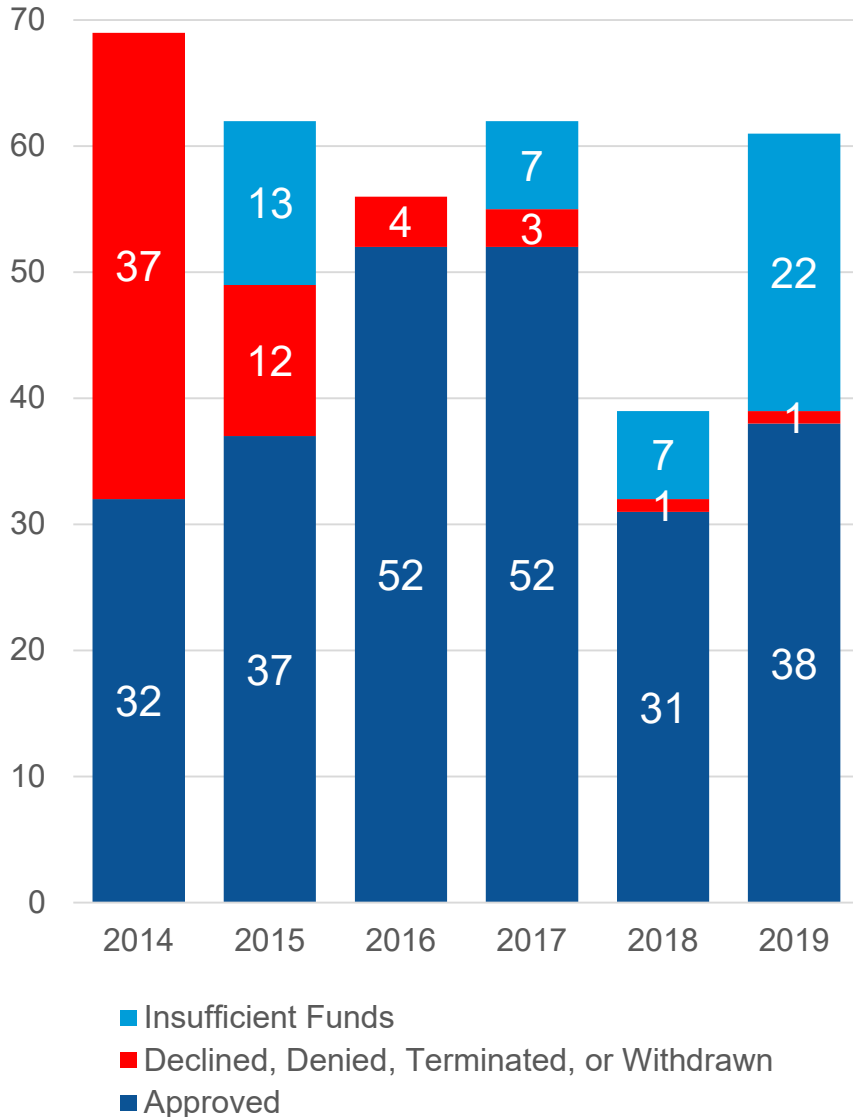
- In FY 2019, 38 localities received grants
- Since FY 2014, number of grant requests ranged from 39 to 69
  - With the exception of FY 2014, Continuation grant requests outnumbered new grant requests until FY 2019 cycle
- Outright denials of applications are relatively rare in recent years
  - The large number of denials seen in FY 2014 is related to restarting the grant program following Great Recession budget reductions
- In recent years, the number of denials due to insufficient funds has increased
  - The 22 denied for this reason in FY 2019 requested a total of $1.3 million in matching grant funds

How "New" Grant Funding Awarded

- The 2018 General Assembly provided an additional $1.3 million for SRO/SSO incentive grants in FY 2019

- DCJS has solicited applications to distribute these funds using one-time, 12-month grants to localities rather than the previous 48-month period

  - Decision was made to award one-time grants with new appropriation, as funding was not provided for FY 2020

  - Those awarded grants from "new" $1.3 million tranche will be eligible for continuation grant if additional appropriation is extended past FY 2019

- Localities may use in-kind match to meet required local match based upon their local composite index

  - Allows localities to use payment of ancillary costs (e.g. equipment and training) associated with new positions in order to meet their required match

- Total grant award increased to $70,000 for SROs and $35,000 for SSOs

  - Decision made administratively to reflect increased personnel costs because respective existing limits of $50,000 and $20,000 were set in 2004

- New rules regarding maximum grant amounts and local in-kind match will continue for all grants going forward

Prevalence of School Resource Officers Reported in School Safety Survey

- According data from the 2017 School Safety Survey, 127 of the 133 school divisions responding to the survey reported employing SROs
  - The School Safety Survey is administered annually by the Virginia Center for School and Campus Security, and is completed by principals
- Principals reported that of 1,105 of 1,956 public schools (56.5%) employ SROs
  - Elementary Schools: 392 of 1,095 (35.8%)
  - Middle Schools: 304 of 329 (92.4%)
  - High Schools: 300 of 311 (96.5%)
  - Other: 109 of 211 (49.3%)
- For schools with SROs whose FT/PT status is reported, statewide 56.2% are reported as being employed on a full-time basis
  - Elementary Schools: 13.1% report having FT SROs
  - Middle Schools: 81.1% report having FT SROs
  - High Schools: 91.0% report having FT SROs
  - Other: 51.4% report having FT SROs

Prevalence of School Security Officers Reported in School Safety Survey

- Principals also reported that 106 of the 851 schools that <u>do not</u> employ School Resource Officers <u>do</u> employ School Security Officers
  - Reported use of SSOs most prevalent at Elementary Schools and Other educational institutions

School Type	FT SSO	PT SSO	Total
Elementary	39	26	**65**
Middle	5	0	**5**
High	2	0	**2**
Other	28	6	**34**
Total	**74**	**32**	**106**

Limitations with School Safety Data

- The costs paid for SROs and SSOs by local governmental entities is not systematically tracked
  - We do no know the total amount being spent on SROs or SSOs statewide, nor the number employed
  - No detail is available on salaries, benefits, or ancillary costs of employee SROs or SSOs
- The School Safety Survey does not identify which SROs serve multiple schools
  - Law enforcement agencies would likely be a better source of this information

Virginia Center for School and Campus Safety

- *Code* specifies 10 responsibilities of Center, including:
  - training and certification of school resource officers
  - development and dissemination of best practices information
  - collection and analysis of school safety data
  - provision of technical assistance
  - conducting school safety audits
- The responsibilities of Center are currently handled by eight staff
  - Seven full-time, one part-time
- Model critical incident response funds are currently used for training
  - Funds were originally used for one staff position to handle research and handle threat assessment data

FY	VCSCS ($GF)	Model Critical Incident Response
2014	$357,285	$202,300
2015	$357,285	$202,300
2016	$357,285	$202,300
2017	$410,877	$202,300
2018	$410,877	$202,300
2019	$410,877	$202,300
2020	$410,877	$202,300

- Center has received Byrne-JAG funds to support costs of seven positions.
  - Totaled $633,000 in FY 2018

DIRECT AID TO PUBLIC EDUCATION PROGRAMS THAT PROVIDE SUPPORT TO STUDENTS

Standards of Quality (SOQ) Legislation Overview

Current state statute, § 22.1-253.13:2., requires school divisions to:

- Employ a minimum number of guidance counselors relative to the number of students in membership –
  - Elementary – 0.20 FTE per 100 students (1 to 500)
  - Middle – 0.20 FTE per 80 students (1 to 400)
  - High - 0.20 FTE per 70 students (1 to 350)
  - Added flexibility in the language allows school divisions to determine the actual placement of counselors according to the area of greatest need, regardless of whether the schools are elementary, middle, or high school locations

- Provide student-based services and support positions* including:
  - Social workers and social work administrative positions
  - Guidance administrative positions
  - Attendance support positions related to truancy and dropout prevention
  - Health & behavioral positions, including school nurses and school psychologists

*see Appendix A for category of support positions

Standards of Quality (SOQ) Legislation / Budget Overview

- While there are no specific ratio requirements for employment of school psychologists or social workers, schools may hire and report them as support staff personnel – which the state does fund at a ratio of one support position for about every four SOQ instructional staff funded (teachers, librarians, counselors, principals and assistant principals)

- The state does provide funding for counselors and support positions and it is included in the SOQ Basic Aid budget allocation amount – using the ratio formula for counselors and a statewide prevailing average cost basis for support positions

  - Guidance Counselors: there's about $114 million and 2,990 funded SOQ positions budgeted each year

  - Support Positions, including school nurses: about $580 million budgeted each year

    - No specific number of positions are budgeted, rather funding is allocated to the schools on a per pupil amount costs basis – determined by ADM reported

Security Equipment Fund - Legislation & Budget

- Established an aggregate principal amount of $30.0 million for a revolving five-year Security Equipment Fund – of which a maximum of $6.0 million is awarded each year
  - For the first year, $1.3 million NGF was included in the FY 2014 Budget to pay for the first year of debt issuance - funded through the Literary Fund
  - About the same amount has been included in every subsequent budget year to pay for the debt on the issued bonds (see Appendices C & D for allocations)

- School divisions are eligible to receive up to $100,000 in security equipment grants each year – can apply annually for funding projects

- Are required to provide a match 25% of the awarded grant amount
  - However, as an exception, the state Superintendent of Public Instruction is authorized to reduce the required match for those divisions with a local composite index (LCI) of less than 0.2000
    - Currently, three divisions (Lee, Buena Vista, Scott) have a LCI less than 0.2000 & are eligible
  - Comparably, 17 divisions have a LCI between 0.2000-0.2500, which is also less than the local match requirement, but not eligible for LCI match reduction
    - Charlotte, Dickenson, Emporia, Greensville, Henry, Hopewell, Martinsville, Nottoway, Patrick, Petersburg, Pittsylvania Portsmouth, Prince George, Radford, Russell, Smyth, Wise

Other Program Considerations in Budget

2018 General Assembly increased funding allocations in several program initiatives and included additional language flexibility in the adopted budget that contribute to providing student support resources

- **At-Risk Add-on:** Increased the top funding range from 13% to 14% and added $7.1 million in FY 2020, resulting in total funding for the biennium at $100.3 million the first year and $107.1 million the second year
  - All school divisions receive an allocation that is based on the number of students eligible for free-lunch
  - Must certify that they will use funding to support approved programs for students who are educationally at risk
  - The approved programs may include: _teacher recruitment programs and incentives_, Dropout Prevention, community and school-based truancy officer programs, Advancement Via Individual Determination, Project Discovery, Reading Recovery, ESL related programs, _hiring additional school guidance counselors_, or programs related to increasing the success of disadvantaged students in completing a high school degree and providing opportunities to encourage further education and training
  - _Further, each school division shall report each year by August 1 to the Department the individual uses of these funds. The Department shall compile the responses and provide them to the Chairmen of House Appropriations and Senate Finance Committees no later than the first day of each Regular General Assembly Session_
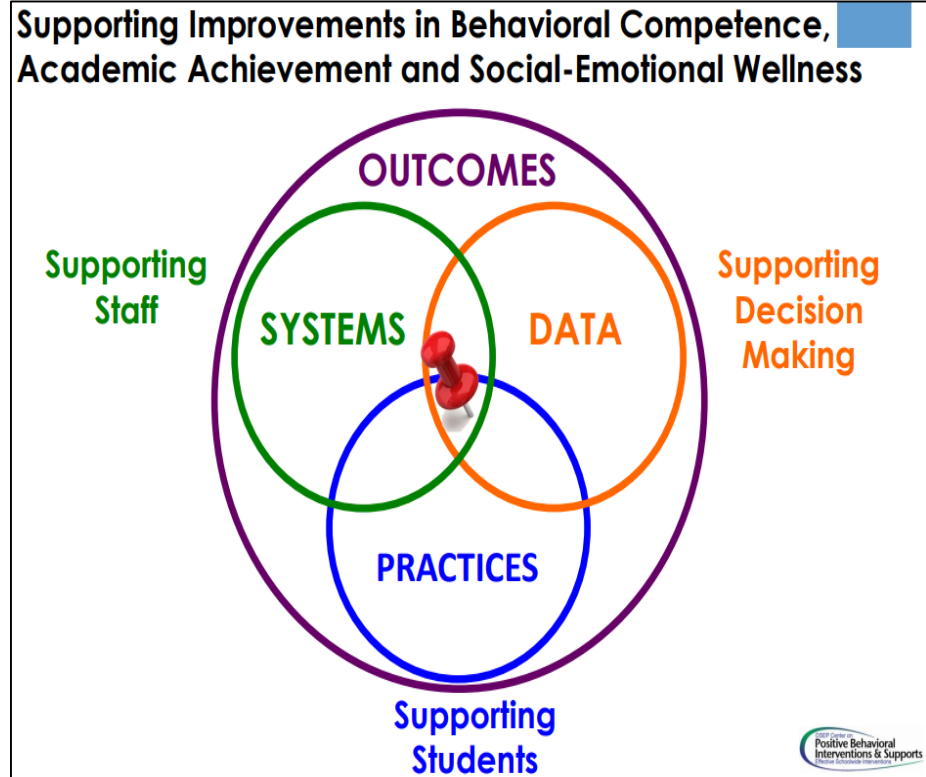
Other Program Considerations in Budget

- **Positive Behavioral Interventions and Support (PBIS)**: Increased funding by $550,000 each year for revised total of $1.6 million in the first year and $1.6 million in the second year of the current budget
  - The program's goal is to improve school climate and reduce disruptive behavior in the classroom
  - Funds are allocated as competitive grants to schools that demonstrate positive student outcome objectives such as reductions in disciplinary referrals and out-of-school suspension rates
  - Divisions with schools that have reported high suspension rates are given prioritization in grants awarded by DOE – no local match is required
- In addition, DOE has funding to develop, maintain and conduct statewide training, technical assistance, and on-site coaching for teachers and administrators on implementing the PBIS initiative within their schools

($ in millions)	FY 2014*	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Direct Aid to Public Education	$0.34	$0.6	$0.6	$1.1	$1.1	$1.6	$1.6
# of School Divisions Awarded	20	26	22	46	44	data not available yet	
Central Office (DOE)	$0.28	$0.4	$0.4	$0.2	$0.2	$0.2	$0.2

* First year PBIS was included in the budget – see Appendix B for complete grant award details by division

Other Program Considerations in Budget

- **Virginia Tiered System of Supports (VTSS)**: Program initially grew out of the Response-to-Intervention initiative back in 2007 – in summary, it aligns academics, behavior and social-emotional wellness into a single decision-making model to establish the supports needed for schools to be effective learning environments for all students

  - Allows divisions, schools and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process

  - Effective implementation requires the consistent use of evidence-based, system-wide practices in order to provide a quick response to academic, behavioral, social and emotional needs of students

- DOE received $250,000 each year in new state funding for the biennium & also has $2.1 million in federal grants for the program
  - $1.4 M Personnel Development grant
  - $0.7 M School Climate grant

Supporting Improvements in Behavioral Competence, Academic Achievement and Social-Emotional Wellness

OUTCOMES
Supporting Staff — SYSTEMS — DATA — Supporting Decision Making
PRACTICES
Supporting Students

Other Program Considerations in Budget

- **Lottery Supplemental Per Pupil Amount**: Increased the total funding by $43.4 million in the first year and by $48.1 million in the second year

  - During the 2016 Session, action was taken to restore the policy that budgets a portion of the Lottery revenues to the school divisions on a per pupil amount (PPA) allocation

- Schools can spend the funding with 'no strings' attached or limitations on how the money can be spent and there is no local match requirement

  - Allocations are determined using the PPA along with each division's LCI

	Fiscal Year	Total Estimates	Lottery-Funded Programs	Supplemental Lottery PPA	Percent	Supplemental Lottery PPA
			($ in millions)			
2016 Session (CH 780)	2017	$561.5	$524.9	$36.6	6.5%	$52
	2018	$541.2	$384.0	$157.2	29.0%	$224
2017 Session (CH 836)	2017	$608.6	$572.0	$36.6	6.0%	$53
	2018	$546.5	$355.2	$191.3	35.0%	$274
2018 Session (CH 1 & CH 2)	2018	$608.5	$417.2	$191.3	31.4%	$274
	2019	**$592.5**	**$395.4**	**$234.7**	**39.6%**	**$336**
	2020	**$598.4**	**$395.4**	**$239.4**	**40.0%**	**$342**

Appendices

Support Category	Position Title
Assistant Superintendent	Assistant Superintendent
Instructional Professional	Guidance Administration
	Social Worker Administrative
	Homebound Administrative
	Improvement Administrative
	Media Administrative
	Social Worker Instructional
	Improvement Instructional
	Media Instructional
	Social Worker Other
Instructional Technical/Clerical	Guidance Technical
	Improvement Technical
	Media Technical
	Principal Technical
	Guidance Clerical
	Social Worker Clerical
	Homebound Clerical
	Improvement Clerical
Attendance and Health Administrative	Attendance and Health Administrative
	Attendance and Health Other Professional
	Attendance and Health Psychologist
Attendance and Health Technical/Clerical	Attend & Health Technical
	Attend & Health Clerical

Support Category	Position Title
Administration Administrative	Administration Administrative
	Administration Other Professional
Administration Technical/Clerical	Administration Technical
	Administration Clerical
Technology Professional	Technology Administrative
	Technology Developer
Technology Technical/Clerical	Technology Clerical
Operation & Maintenance Professional	Op & Maint. Administrative
	Op & Maint. Other Professional
School Based Clerical	Media Clerical
	Principal Clerical
Operation & Maintenance Tech. & Clerical	Op & Maint. Tech.
	Op & Maint. Security Guard
	Op & Maint. Clerical
	Op & Maint. Trades
	Op & Maint. Laborer
	Op & Maint. Service

Title 54.1. Professions and Occupations » Chapter 36. Psychology » § 54.1-3600. Definitions

- "Practice of psychology" means the practice of applied psychology, clinical psychology or school psychology.

- The "practice of school psychology" means:

  - 1. "Testing and measuring" which consists of psychological assessment, evaluation and diagnosis relative to the assessment of intellectual ability, aptitudes, achievement, adjustment, motivation, personality or any other psychological attribute of persons as individuals or in groups that directly relates to learning or behavioral problems that impact education.

  - 2. "Counseling" which consists of professional advisement and interpretive services with children or adults for amelioration or prevention of problems that impact education.

  - Counseling services relative to the practice of school psychology include but are not limited to the procedures of verbal interaction, interviewing, behavior modification, environmental manipulation and group processes.

  - 3. "Consultation" which consists of educational or vocational consultation or direct educational services to schools, agencies, organizations or individuals. Psychological consulting as herein defined is directly related to learning problems and related adjustments.

  - 4. Development of programs such as designing more efficient and psychologically sound classroom situations and acting as a catalyst for teacher involvement in adaptations and innovations.

- "Psychologist" means a person licensed to practice school, applied or clinical psychology.

- "School psychologist" means a person licensed by the Board of Psychology to practice school psychology.

School Division	FY2014	FY2015	FY2016	FY2017	FY2018
ACCOMACK		$41,427	$25,000	$25,000	$25,000
ALBEMARLE					
ALLEGHANY					
AMELIA					
AMHERST				$25,000	$25,000
APPOMATTOX					
ARLINGTON				$16,000	
AUGUSTA					
BATH	$8,430	$4,215			
BEDFORD					
BLAND					
BOTETOURT					
BRUNSWICK				$25,000	$25,000
BUCHANAN					
BUCKINGHAM					
CAMPBELL					
CAROLINE					
CARROLL					
CHARLES CITY				$25,000	
CHARLOTTE					
CHESTERFIELD	$5,000	$2,500	$100,000		
CLARKE					
CRAIG					
CULPEPER					
CUMBERLAND				$25,000	$25,000
DICKENSON					
DINWIDDIE					
ESSEX	$6,377	$3,189			$12,000
FAIRFAX			$25,000	$25,000	$25,000
FAUQUIER				$18,398	$49,910
FLOYD					
FLUVANNA					
FRANKLIN					
FREDERICK				$15,445	

School Division	FY2014	FY2015	FY2016	FY2017	FY2018
GILES					
GLOUCESTER	$9,028	$4,514			
GOOCHLAND					
GRAYSON				$17,196	$15,000
GREENE					
GREENSVILLE				$17,690	$16,335
HALIFAX	$17,505	$8,752		$8,076	
HANOVER			$25,000	$25,000	$25,000
HENRICO				$23,480	$25,000
HENRY				$25,000	$25,000
HIGHLAND					
ISLE OF WIGHT					
JAMES CITY					
KING GEORGE					
KING QUEEN					
KING WILLIAM		$54,233	$27,117		
LANCASTER					
LEE					
LOUDOUN		$50,994	$25,497		
LOUISA					
LUNENBURG	$7,286		$5,000		$15,000
MADISON			$25,000	$25,000	$25,000
MATHEWS					
MECKLENBURG					$15,000
MIDDLESEX					
MONTGOMERY	$12,337	$6,169	$25,000	$25,000	$25,000
NELSON				$25,000	$25,000
NEW KENT					
NORTHAMPTON	$8,242	$9,213		$19,000	$38,075
NORTHUMBERLAND		$33,216	$25,000	$25,000	$25,000
NOTTOWAY					
ORANGE				$10,000	$38,000
PAGE				$20,000	$20,000
PATRICK					

School Division	FY2014	FY2015	FY2016	FY2017	FY2018
PITTSYLVANIA	$10,418	$5,209		$24,332	$40,910
POWHATAN				$10,000	$25,000
PRINCE EDWARD			$25,000	$25,000	$25,000
PRINCE GEORGE					
PRINCE WILLIAM	$47,716	$23,858			$49,770
PULASKI			$25,000	$25,000	$25,000
RAPPAHANNOCK					
RICHMOND					
ROANOKE					
ROCKBRIDGE					
ROCKINGHAM					
RUSSELL	$11,932	$5,966		$9,500	
SCOTT					
SHENANDOAH					
SMYTH					
SOUTHAMPTON				$25,000	$25,000
SPOTSYLVANIA					
STAFFORD					
SURRY					
SUSSEX					
TAZEWELL	$8,048				
WARREN		$26,239	$25,000	$25,000	$25,000
WASHINGTON					
WESTMORELAND				$30,000	
WISE					
WYTHE		$21,602	$25,000	$9,086	
YORK					
ALEXANDRIA		$65,543	$32,772		
BRISTOL					$15,000
BUENA VISTA					
CHARLOTTESVILLE				$9,611	$28,000
COLONIAL HEIGHTS					
COVINGTON					
DANVILLE	$3,320	$1,660		$25,000	$25,000

School Division	FY2014	FY2015	FY2016	FY2017	FY2018
FALLS CHURCH		$43,897	$21,949		
FREDERICKSBURG					
GALAX					
HAMPTON				$25,000	
HARRISONBURG					
HOPEWELL					
LYNCHBURG	$17,834	$14,009		$25,000	$25,000
MARTINSVILLE				$25,000	$25,000
NEWPORT NEWS	$40,279	$25,230		$25,000	$25,000
NORFOLK	$47,000	$28,591			
NORTON					
PETERSBURG	$16,008	$13,096	$35,500		$15,000
PORTSMOUTH				$25,000	$25,000
RADFORD					
RICHMOND CITY	$18,514	$14,348		$25,000	$25,000
ROANOKE CITY	$11,768				
STAUNTON				$20,000	
SUFFOLK			$5,000	$25,000	$25,000
VIRGINIA BEACH	$33,998		$25,000	$25,000	$25,000
WAYNESBORO			$25,000	$25,000	$25,000
WILLIAMSBURG		$75,098	$37,549	$25,000	$25,000
WINCHESTER					
FAIRFAX CITY					
FRANKLIN CITY		$15,232	$7,616		
CHESAPEAKE				$25,000	$25,000
LEXINGTON					
EMPORIA					
SALEM				$15,196	$15,000
BEDFORD CITY					
POQUOSON					
MANASSAS CITY					
MANASSAS PARK					$15,000
COLONIAL BEACH					
WEST POINT					
TOTAL:	**$19,807**	**$51,331**	**$150,000**	**$199,843**	**$186,910**

Grant Year	FY	# of Div.	# of Specialty Centers	# of School Applications Submitted/ Approved	Total Project Amount *Requested*	# of School Applications Approved & Funded	Total Project Amount Eligible *Approved*	Total Project Amount Requested *Reimbursement*	Total State Share of Project Amount Awarded	Total Local Match Project Amount Required
2013	2014	85	3	553	$10,611,529	457	$8,348,671	$7,438,002	$6,000,000	$1,438,002
2014	2015	100	6	727	$13,471,726	367	$7,938,858	$7,481,041	$6,000,000	$1,481,041
2015	2016	100	1	706	$11,185,066	518	$10,022,001	$7,458,170	$6,000,000	$1,458,170
2016	2017	96	5	567	$10,558,465	434	$9,178,574	$7,484,228	$6,000,000	$1,484,228
2017	2018	103	4	670	$11,239,383	545	$10,454,667	$7,456,269	$6,000,000	$1,456,269

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Accomack County	$51,248	$100,000	$100,000	$93,198	$12,352	**$356,798**
Albemarle County	$39,994	$0	$48,025	$83,914	$47,459	**$219,392**
Alleghany County	$0	$45,444	$13,084	$73,247	$23,159	**$154,934**
Amelia County	$100,000	$100,000	$100,000	$0	$0	**$300,000**
Amherst County	$0	$93,446	$74,412	$70,560	$22,289	**$260,707**
Appomattox County	$59,730	$33,360	$59,118	$68,000	$81,900	**$302,108**
Arlington County	$0	$22,240	$38,992	$0	$44,480	**$105,712**
Augusta County	$0	$56,722	$60,116	$42,408	$91,720	**$250,966**
Bath County	$56,866	$27,708	$11,318	$11,377	$46,083	**$153,352**
Bedford County	$75,597	$88,785	$56,000	$26,639	$79,664	**$326,685**
Bland County	$13,836	$0	$0	$44,318	$0	**$58,154**
Botetourt County	$0	$27,471	$59,745	$0	$84,830	**$172,046**
Brunswick County	$0	$71,280	$70,960	$41,872	$0	**$184,112**
Buchanan County	$0	$12,450	$33,370	$96,909	$28,805	**$171,534**
Buckingham County	$94,961	$0	$82,092	$15,299	$18,640	**$210,992**
Campbell County	$0	$40,922	$0	$86,027	$0	**$126,949**
Caroline County	$0	$81,260	$100,000	$100,000	$4,180	**$285,440**
Carroll County	$0	$99,623	$91,697	$87,120	$87,520	**$365,960**
Charles City County	$0	$0	$0	$53,427	$59,780	**$113,207**
Charlotte County	$87,273	$0	$0	$99,999	$100,000	**$287,272**
Chesterfield County	$0	$86,300	$0	$0	$29,541	**$115,841**
Clarke County	$0	$67,223	$0	$0	$0	**$67,223**
Craig County	$38,849	$28,480	$47,200	$0	$0	**$114,529**
Culpeper County	$73,462	$100,000	$98,720	$66,074	$79,540	**$417,796**

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Cumberland County	$40,000	$57,514	$18,976	$64,000	$37,172	**$217,662**
Dickenson County	$79,226	$64,353	$79,482	$98,332	$12,858	**$334,251**
Dinwiddie County	$0	$99,292	$100,000	$81,959	$67,608	**$348,859**
Essex County	$11,479	$0	$57,403	$0	$0	**$68,882**
Fairfax County	$100,000	$0	$0	$93,600	$71,200	**$264,800**
Fauquier County	$42,846	$5,888	$0	$78,866	$0	**$127,600**
Floyd County	$0	$94,414	$0	$69,129	$47,872	**$211,415**
Fluvanna County	$0	$20,646	$28,072	$65,574	$80,000	**$194,292**
Franklin County	$75,760	$65,338	$0	$55,200	$14,580	**$210,878**
Frederick County	$34,385	$4,562	$6,520	$51,631	$71,998	**$169,096**
Giles County	$0	$79,222	$80,360	$48,840	$80,000	**$288,422**
Gloucester County	$77,259	$98,714	$82,922	$78,877	$30,297	**$368,069**
Goochland County	$0	$0	$24,000	$99,999	$69,262	**$193,261**
Grayson County	$50,536	$41,755	$47,376	$66,464	$70,462	**$276,593**
Greene County	$0	$36,915	$44,917	$58,080	$52,153	**$192,065**
Greensville County	$0	$67,920	$68,544	$46,743	$57,370	**$240,577**
Halifax County	$52,080	$16,390	$28,745	$51,509	$16,905	**$165,629**
Hanover County	$0	$53,218	$8,400	$0	$84,000	**$145,618**
Henrico County	$0	$72,880	$78,373	$77,236	$9,379	**$237,868**
Henry County	$0	$53,900	$64,800	$56,000	$14,400	**$189,100**
Highland County	$5,500	$0	$846	$0	$0	**$6,346**
Isle of Wight County	$86,205	$33,989	$50,843	$0	$100,000	**$271,037**
King George County	$100,000	$0	$93,600	$0	$94,420	**$288,020**
King & Queen County	$80,000	$0	$0	$0	$64,045	**$144,045**
King William County	$64,000	$26,593	$32,000	$36,000	$80,000	**$238,593**

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Lancaster County	$0	$80,000	$100,000	$0	$16,800	$196,800
Lee County	$100,000	$41,564	$100,000	$57,682	$100,000	$399,246
Loudoun County	$0	$33,989	$32,476	$0	$0	$66,465
Louisa County	$100,000	$0	$0	$0	$40,321	$140,321
Lunenburg County	$48,000	$26,400	$7,444	$0	$7,906	$89,750
Madison County	$100,000	$0	$100,000	$0	$69,365	$269,365
Mathews County	$0	$1,232	$5,462	$14,048	$7,440	$28,182
Mecklenburg County	$96,763	$0	$0	$14,474	$55,365	$166,602
Middlesex County	$100,000	$94,414	$0	$15,153	$23,689	$233,256
Montgomery County	$60,565	$100,000	$100,000	$0	$49,169	$309,734
Nelson County	$100,000	$0	$100,000	$0	$37,126	$237,126
New Kent County	$0	$62,494	$14,622	$41,350	$59,710	$178,176
Northampton County	$40,230	$0	$51,200	$0	$8,160	$99,590
Northumberland County	$78,931	$0	$1,271	$37,828	$7,400	$125,430
Nottoway County	$0	$0	$0	$0	$0	$0
Orange County	$75,876	$0	$100,000	$0	$100,000	$275,876
Page County	$89,265	$100,000	$79,590	$94,190	$81,600	$444,645
Patrick County	$92,668	$20,470	$47,936	$86,518	$94,863	$342,455
Pittsylvania County	$100,000	$86,948	$100,000	$100,000	$100,000	$486,948
Powhatan County	$21,592	$24,768	$1,273	$15,128	$44,495	$107,256
Prince Edward County	$0	$79,029	$39,020	$58,189	$0	$176,238
Prince George County	$78,356	$79,680	$0	$56,512	$0	$214,548
Prince William County	$88,914	$24,057	$83,240	$68,000	$61,600	$325,811
Pulaski County	$99,276	$58,436	$97,600	$80,000	$69,600	$404,912

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Rappahannock County	$0	$13,488	$17,483	$28,816	$38,761	$98,548
Richmond County	$75,992	$63,108	$65,140	$29,497	$34,880	$268,617
Roanoke County	$95,906	$94,414	$61,200	$52,000	$52,000	$355,520
Rockbridge County	$0	$62,939	$0	$0	$0	$62,939
Rockingham County	$72,826	$38,948	$100,000	$58,641	$63,294	$333,709
Russell County	$60,555	$79,970	$58,354	$10,964	$73,814	$283,657
Scott County	$63,512	$31,331	$62,856	$0	$23,755	$181,454
Shenandoah County	$43,704	$54,589	$100,000	$99,999	$23,755	$322,047
Smyth County	$22,812	$26,370	$64,485	$28,000	$80,000	$221,667
Southampton County	$96,436	$38,863	$0	$99,924	$98,304	$333,527
Spotsylvania County	$0	$12,322	$51,754	$81,979	$34,121	$180,176
Stafford County	$100,000	$100,000	$100,000	$89,911	$86,796	$476,707
Surry County	$40,000	$0	$34,047	$100,000	$100,000	$274,047
Sussex County	$37,402	$31,370	$0	$44,473	$10,659	$123,904
Tazewell County	$0	$99,365	$99,573	$76,561	$99,624	$375,123
Warren County	$71,410	$0	$61,786	$61,269	$42,640	$237,105
Washington County	$64,448	$0	$58,700	$30,528	$59,720	$213,396
Westmoreland County	$63,248	$8,800	$0	$0	$0	$72,048
Wise County	$0	$85,166	$0	$70,036	$63,334	$218,536
Wythe County	$0	$0	$0	$0	$0	$0
York County	$0	$95,884	$0	$8,880	$0	$104,764
Alexandria City	$0	$41,668	$0	$57,560	$0	$99,228
Bristol City	$0	$0	$0	$0	$100,000	$100,000
Buena Vista City	$0	$3,000	$4,500	$4,500	$51,194	$63,194

Appendix D – Annual Security Equipment Grant Awards (continued)

School Division / Specialty Center	Original Grant Award					Total Amount Awarded
	2013-2014	2014-2015	2015-2016	2016-17	2017-18	
Charlottesville City	$68,800	$25,760	$25,496	$38,616	$99,895	$258,567
Colonial Heights City	$0	$73,375	$25,377	$65,153	$65,622	$229,527
Covington City	$33,600	$0	$38,516	$33,462	$6,432	$112,010
Danville City	$0	$99,990	$95,082	$66,220	$100,000	$361,292
Falls Church City	$0	$0	$0	$0	$0	$0
Fredericksburg City	$0	$0	$0	$32,000	$0	$32,000
Galax City	$0	$0	$0	$80,000	$0	$80,000
Hampton City	$100,000	$64,891	$100,000	$0	$100,000	$364,891
Harrisonburg City	$0	$37,682	$6,352	$52,563	$2,891	$99,488
Hopewell City	$61,567	$100,000	$66,263	$84,544	$55,980	$368,354
Lynchburg City	$100,000	$99,911	$94,183	$0	$66,764	$360,858
Martinsville City	$79,408	$57,661	$0	$95,477	$69,448	$301,994
Newport News City	$72,658	$17,523	$79,286	$0	$98,886	$268,353
Norfolk City	$75,974	$90,300	$62,979	$98,517	$79,975	$407,745
Norton City	$0	$78,568	$76,025	$0	$0	$154,593
Petersburg City	$78,400	$79,957	$50,588	$0	$55,024	$263,969
Portsmouth City	$99,960	$28,156	$96,000	$93,303	$0	$317,419
Radford City	$13,280	$35,200	$21,120	$4,335	$51,392	$125,327
Richmond City	$79,811	$71,474	$79,200	$96,924	$74,000	$401,409
Roanoke City	$100,000	$67,072	$87,998	$95,830	$100,000	$450,900
Staunton City	$73,301	$99,288	$53,302	$100,000	$100,000	$425,891
Suffolk City	$100,000	$72,090	$72,000	$55,776	$3,629	$303,495
Virginia Beach City	$100,000	$62,483	$97,835	$97,382	$60,792	$418,492
Waynesboro City	$100,000	$47,207	$63,554	$50,000	$0	$260,761
Williamsburg-James City County	$57,680	$6,542	$67,200	$54,432	$90,971	$276,825

Prevention & Response Protocol Subcommittee

Select Committee on School Safety

House Appropriations Committee Staff
David A. Reynolds
Susan L. Hogge

August 21, 2018
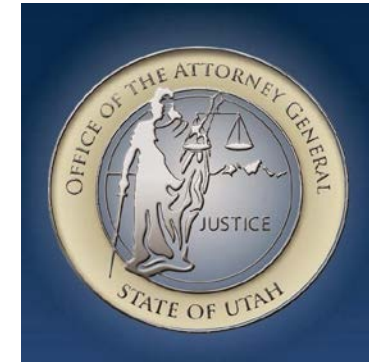
SCHOOL SAFETY & CRISIS LINE

WHERE THERE IS HELP, THERE IS HOPE

WHAT IS SAFEUT?

- Utah Legislation created the statewide School Safety and Crisis Line in 2015 (SB0175) .

- SafeUT is a Crisis Chat Line and a School Safety Tip Line developed for all students in Utah, including higher education students.

- As of June 2018, nearly 78% of Utah public, private and charter schools have been trained in SafeUT.

- In January 2018, The University of Utah scheduled a soft roll out of SafeUT with the plan to fully roll out during the 2018-2019 academic school year.

WHAT IS SAFEUT?

- The SafeUT Commission continues to help develop and implement the program in Utah schools. The commission is represented by:

  - Utah Attorney Generals Office
  - Utah State Legislature
  - University of Utah Neuropsychiatric Institute (UNI)
  - Utah State Office of Education
  - Utah System of Higher Education
  - University of Utah Health IT Department
  - Utah Department of Human Services

HOW DOES IT WORK?

SERVICES PROVIDED

Users can submit:

- **Tip** - Concerns (weapons, bullying, self-harm, drugs etc.) that are immediately sent to both SafeUT staff and the school to evaluate

- **Chat** - Therapeutic dialogue through texting with a SafeUT Licensed Crisis Worker

- **Call** – Therapeutic dialogue through a phone conversation with a SafeUT Licensed Crisis Worker
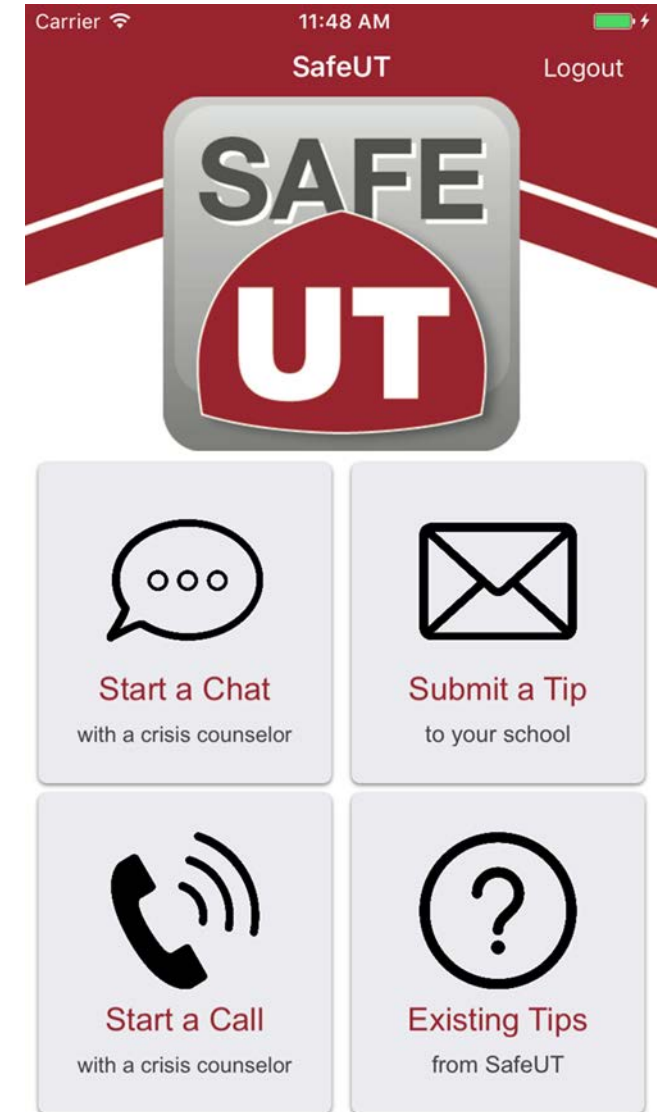
SAFEUT USER - **SIGN IN**

SAFEUT USER - **TIPS**

SAFEUT USER – CHAT /VIEW EXISTING
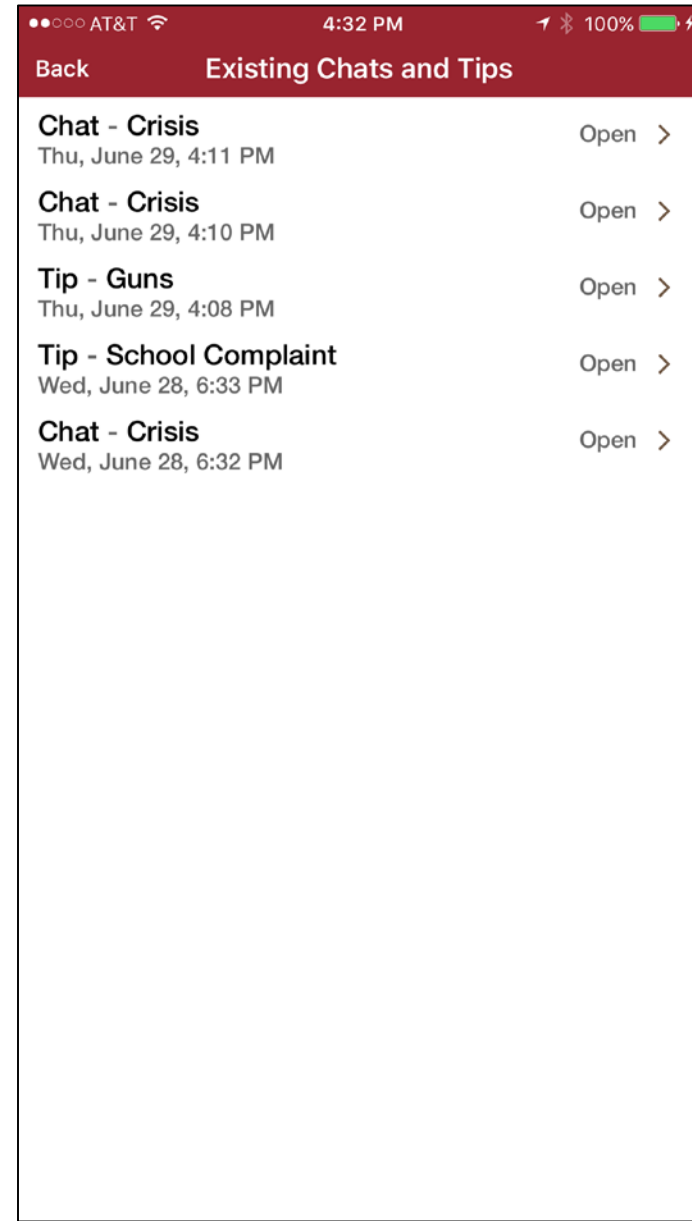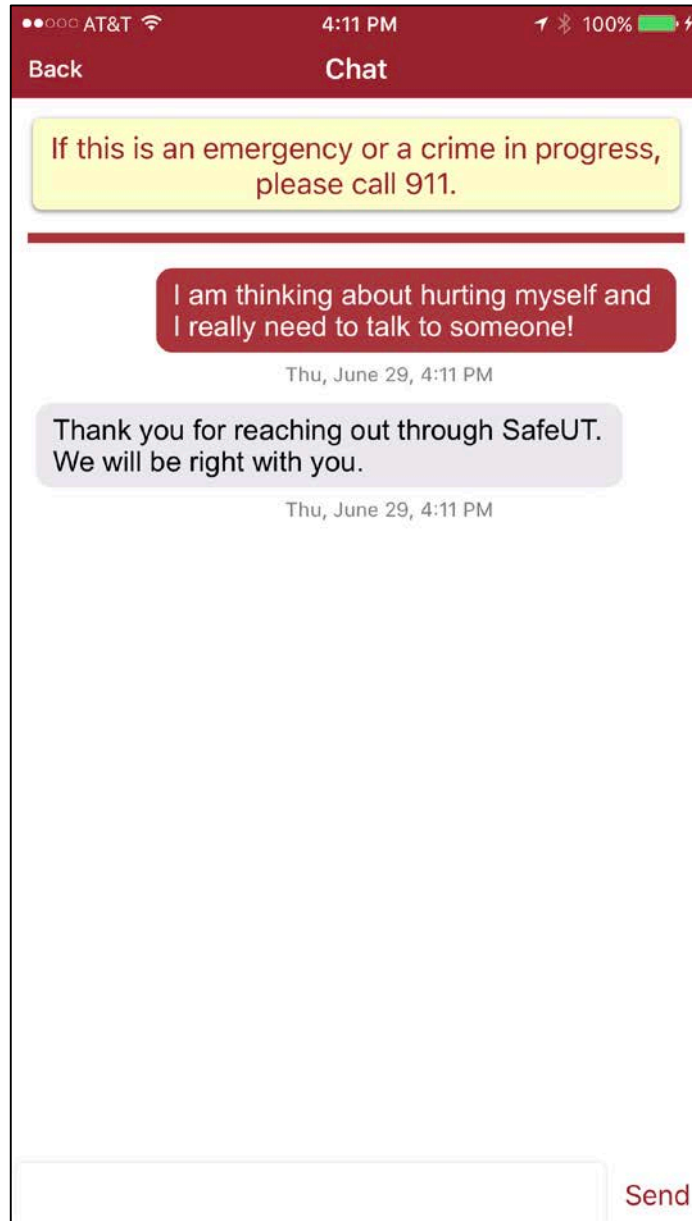
SAFEUT USER – **START A CALL**
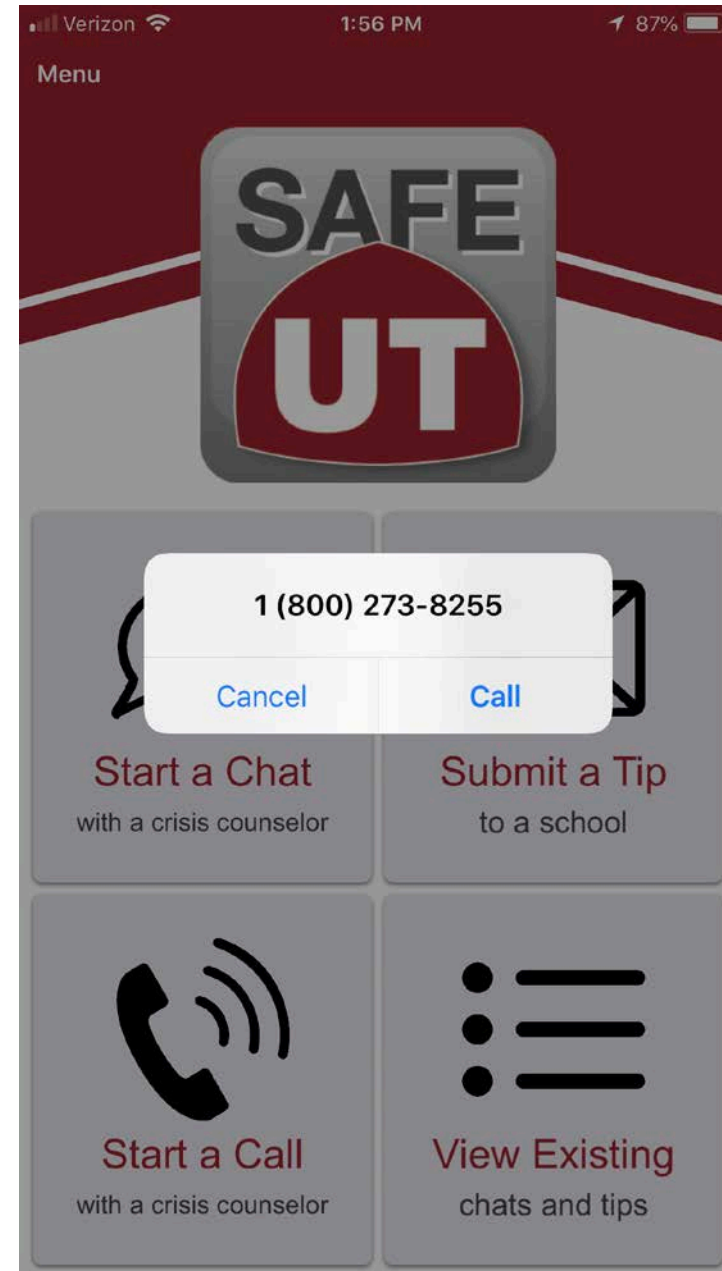
SAFEUT UTILIZATION

SAFEUT NUMBERS

School Enrollment as of July 31st, 2018

District	469,381	81.38%
Charter	48,930	64.75%
Private	1,593	8.94%
University	32,760	15.04%
Total:	*552,664*	

App Installs as of July 31st, 2018

Android:	28,455
Apple:	41,048
Total Downloads:	69,503
Total launched schools (students)	552,664
Download rate	*12.58%*

K-12 UTILIZATION
JULY 2017 TO JULY 2018

❑ Chats – **14,303**

  ▪ Including 291,722 threads

  ▪ 20 average threads per chat
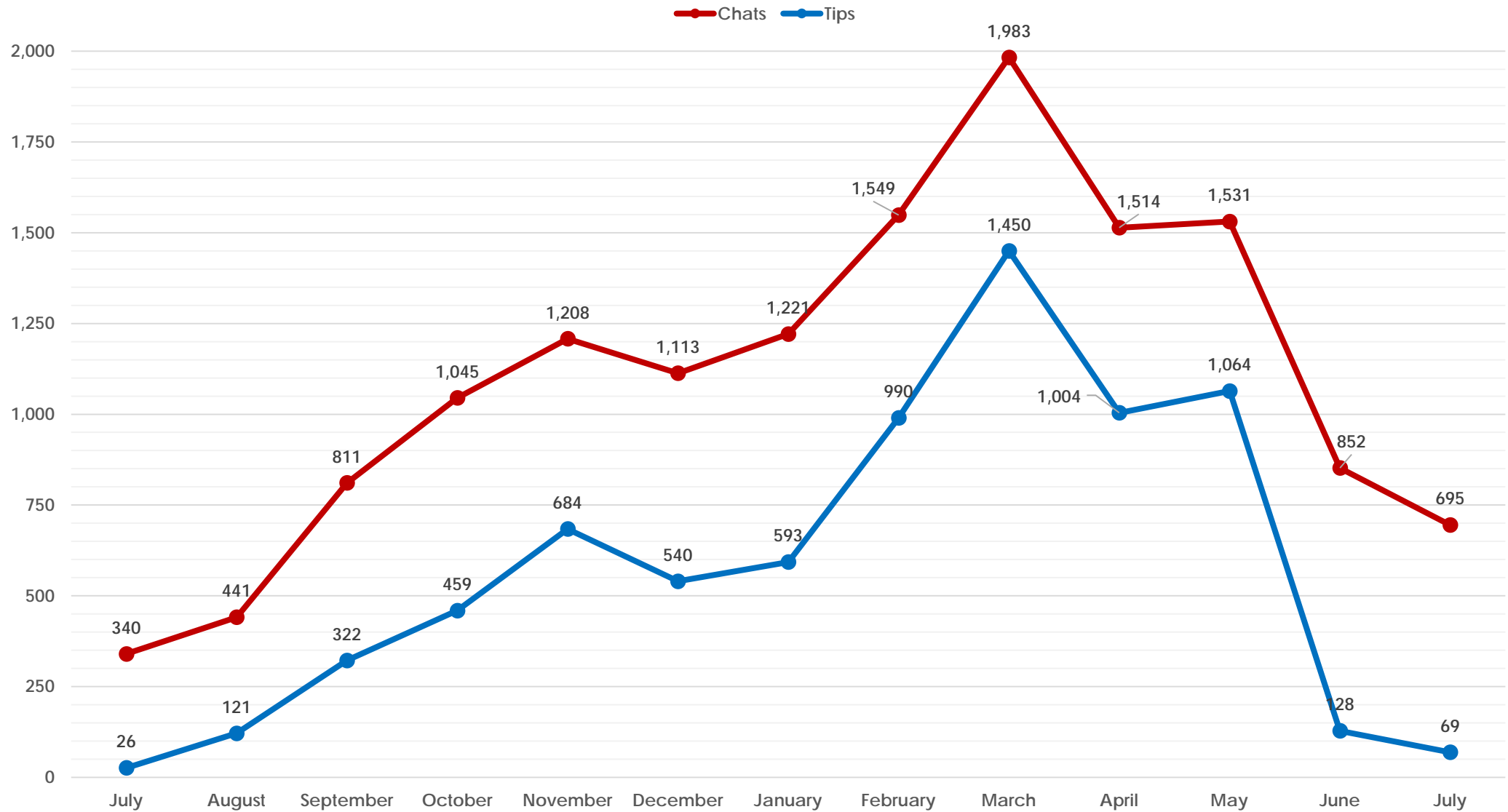
❑ Tips – **7,450**

  ▪ Including 22,769 threads

  ▪ 3 average threads per tip

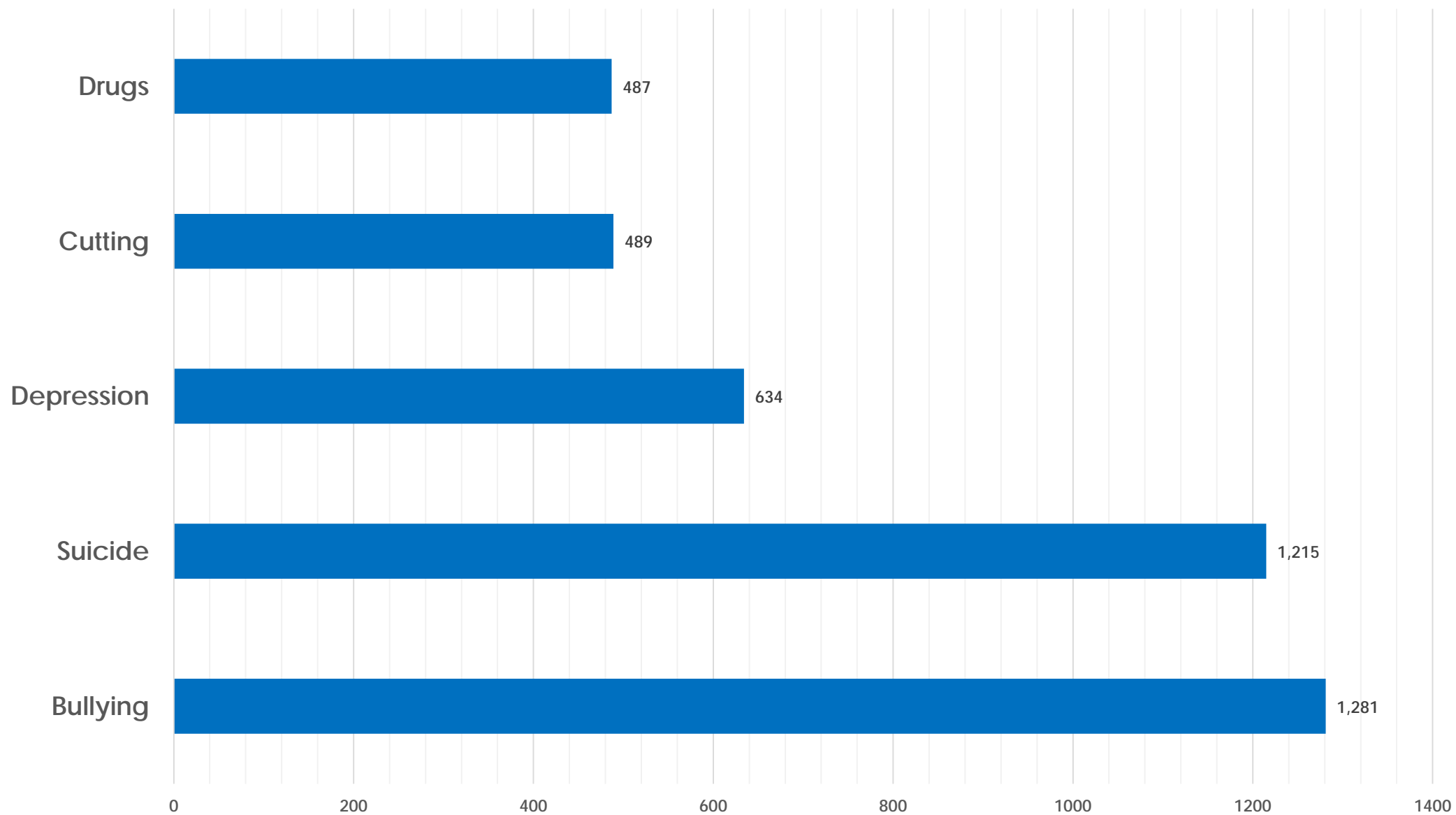** K-12 includes private, public and charter schools in Utah

K-12 TOP TIP TOPICS
JULY 2017 – JULY 2018

Topic	Value
Drugs	487
Cutting	489
Depression	634
Suicide	1,215
Bullying	1,281

K-12 POTENTIAL SCHOOL THREATS
JULY 2017 – JULY 2018

- Includes Tip Categories:
  – Guns
  – Knives
  – Weapons
  – Explosives
  – Planned School Attack

- *212* unique potential school threats resulted in the generation of 359 verified tips

ACTIVE RESCUE

- **189** Total Active Rescues (July 2017 – June 2018)

Active Rescue Story:
A student used SafeUT to call the Crisis Line as he was actively thinking about walking into traffic. SafeUT staff were able to contact local Police and the school who worked together to locate the student and ensure his safety.

SAFEUT STORIES

❑ A student used SafeUT to call the Crisis Line as he was actively thinking about walking into traffic. SafeUT staff were able to contact local Police and the school who worked together to locate the student and ensure his safety.

❑ A concerned friend sent a Tip and school officials were able to stop a fight where a student was being bullied after his parent died by suicide.

❑ A student took a cocktail of medications as a suicide attempt before school. After being reminded of SafeUT at an assembly that school morning, he sent in a chat to ask for help.

❑ Multiple tips came in about a potential school threat. SafeUT, working in collaboration with local authorities and the school, verified the tips. Police were sent to the student's home where they found homemade pipe bombs in various stages of completion.

WHAT IS NEXT FOR SAFEUT?

✓ SafeUT is committed to rolling out the program to 100% of Utah schools, including higher education during the 2018-2019 academic school year.

Questions?

SafeUT@hsc.Utah.edu

Virginia Juvenile Community Crime Control Act (VJCCCA)

HISTORY

- Enacted by the General Assembly in 1994

- Funds were appropriated in FY96

- Program implemented January 1, 1997

- Restructured funding for local juvenile justice programming

- Consolidated individual block grant funds and an additional appropriation combined to form VJCCCA

Virginia Community Crime Control Act (VJCCCA)

FUNDING

- Formula Driven - laid out in § [16.1-309.7(A)](#)

- Revisions to the formula have been included in the *Appropriation Act*

- VJCCCA funding was **$30 million** in 1999

- The current state appropriation is **$10,379,921**

- A **65%** reduction

Virginia Community Crime Control Act (VJCCCA)

PURPOSE (From Va. Code Sec. 16.1-309.2)

"…to ensure the imposition of appropriate and just sanctions and to make the most efficient use of correctional resources for those juveniles before intake on complaints or the court on petitions alleging that the **juvenile is a child in need of services, child in need of supervision, or delinquent**

"it is in the best interest of the Commonwealth to establish a community-based system of progressive intensive sanctions and services that correspond to the severity of offense and treatment needs"

"The purpose of this system shall be to deter crime by providing immediate, effective punishment that emphasizes accountability of the juvenile offender for his actions as well as reduces the pattern of repeat offending"

- Funds may not be used for juveniles committed to DJJ or placed in a post-dispositional detention program

Virginia Community Crime Control Act (VJCCCA)

LOCAL PARTICIPATION AND CONTRIBUTION

- Participation in VJCCCA is voluntary

- All 133 cities and counties in Virginia participate

- Maintenance of Effort (MOE) = Local Match
  - ✓ MOE = the amount of localities' fiscal year 1995 expenditures for pre-dispositional and post-dispositional block grant alternatives to secure detention
  - ✓ MOE intent was for localities to have financial commitment and not use VJCCCA to replace or supplant previous local funding
  - ✓ July 1, 2011, budget language change gave localities the option to reduce their MOE to equal state funds allocated for the locality

Virginia Community Crime Control Act (VJCCCA)

ALLOWABLE PROGRAMS AND SERVICES

- The Board of Juvenile Justice is given the authority to establish guidelines for the types of programs funded

- Broad Categories of Services
  - ✓ Accountability: community service work monitoring, restitution
  - ✓ Competency Development: counseling, substance abuse treatment, employability skills
  - ✓ Public Safety: electronic monitoring, outreach detention, evening reporting centers

Virginia Community Crime Control Act (VJCCCA)

PLAN DEVELOPMENT AND PARTICIPANTS

- Biennial Plans
  - ✓ Each locality or combination of localities develop a biennial plan
  - ✓ Plans must be approved by the Board of Juvenile Justice
  - ✓ Communities are given substantial autonomy and flexibility to address local juvenile offense patterns

- Plan Management
  - ✓ Local government designates who is responsible for plan management
  - ✓ In many localities the responsibility has been delegated to the Court Service Unit (CSU)

Virginia Community Crime Control Act (VJCCCA)

PLAN DEVELOPMENT AND PARTICIPANTS (cont.)

- Community Planning and Data Review
  - ✓ Community planning process
  - ✓ Examine court related data
  - ✓ Review existing services and service gaps
  - ✓ Plan development statutorily requires consultation with Judges, CSU Directors, and Community Policy and Management Team Chairs (CSA)

VJCCCA Data
Fiscal Year 2017

- 7,161 youth served

- 11,736 total placements

- Average 1.6 placement per youth

- Majority of placements were pre-dispositional (62%)

- Public Safety Service Category had the highest use (48%)

Current Combined Funding

- FY 17/18 -- $ 25 million (approx.) per year

- FY19/20 -- $ 20 million (approx.) per year

- Recent combined reduction due to reduced local efforts

Most Funded Services (FY 19)

- Outreach Detention/EM – $ 6.2 million

- Shelter Care - $ 5.7 million

- Group Homes - $ 1.3 million

- Intensive Supervision/Surveillance - $ 1.1 million

- Community Service - $ 1.1 million

- Other services include, but not limited to, skill building, clinical, day treatment, and case management

Goals of Prevention Programs to Promote School Safety

- Dedicated funding

- No (or limited) new bureaucracy

- Effective (evidence-based/informed) programs

- Easy and early access

- Locally tailored

- No/minimal court contact

Proposed Legislation

- Crucial and laudable new goals

- Recognizes a gap in services and funding and would allow youth without delinquency charges to access services

- Builds on existing system

- Concerns:
  - ✓ VJCCCA funding has been cut, and is being expended
  - ✓ May require court contact to access
  - ✓ Other existing statutes or systems may be more effective

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Alternative Options for Prevention Legislation

DELINQUENCY PREVENTION AND YOUTH DEVELOPMENT ACT (Sec. 66-26 and following)

- Already in Code
- Authorizes DJJ (Director, Board, and Department) to establish guidelines for, and issue grants to support delinquency prevention and youth development programs

BUT: No current funding

Alternative Options for Prevention Legislation

CHILDREN'S SERVICES ACT

- Existing local bodies that use assessments and make decisions about services for at-risk youth

- Pooled funding, and interagency decision making and planning

BUT

- Current statutory language defining eligibility might be too restrictive to allow for prevention programs

- Funding

Questions ?

Select Committee on School Safety

Final Report to the General Assembly

End

Virginia House of Delegates