The 2016 Virginia School Safety Audit Survey Results

DEPARTMENT OF CRIMINAL JUSTICE SERVICES · VIRGINIA ·

FEBRUARY 2017

I: EXECUTIVE SUMMARY

Since 1997, state law requires all public schools to conduct school safety audits (§ 22.1-279.8). The purpose is to assess the safety conditions of schools, identify and develop solutions for physical safety concerns, and identify and evaluate patterns of student safety concerns. Responses and solutions based on the audits include recommendations for structural adjustments, changes in school safety procedures, and revisions to school divisions' student code of conduct. The school and division surveys discussed in this report are one component of the school safety audit program. Throughout this report, findings reflect the 2015–2016 school year and statistics reflect 1,961 schools (N = 1,961) unless otherwise noted.

Findings from the School Safety Survey

- There were 1,961 schools that participated in the 2015–2016 school safety survey and 132 divisions that responded to the division-level survey. Of the schools, 57% were elementary, 17% were middle, 16% were high schools and 10% were other types of schools.

- Crisis management plans (CMP) were activated by 685 schools (35%) due to an actual critical event or emergency. The most frequent types of emergencies were health-related incidents (11% of schools).

- Of the 685 schools that activated their CMP, 508 reported that local first responders came to the school in response. The total number of responses made by local first responders to these 508 schools was 2,601. These responses were most frequently made by EMS (50% of all responses).

- The majority of schools reported the number of Discipline, Crime and Violence (DCV) offenses in 2015–2016 stayed the same or decreased when compared to the 2014–2015 school year. The offense for which the most schools reported an increase was "Disorderly Disruptive Behavior" (21%).

- Most schools (84%) reported having one or more full-time mental health professionals whose primary role was to provide counseling services to students and nearly two-thirds (64%) of schools reported having one or more part-time professionals.

- There were 1,802 schools that reported having one or more school-based mental health counselors (either FT or PT). There were 1,463 schools (75%) that reported one or more of their counselors were trained in trauma counseling. Statewide, a total of 3,982 school-based mental health counselors were trained in trauma counseling; this represents 61% of the 6,523 counselors reported as currently working full or part-time.

- Two-thirds of schools (65%) had full-time and/or part-time safety/security personnel working at their school. Thirty-six percent had full-time personnel, 26% had part-time personnel, and 4% had both full-time and part-time personnel.

- When examined by school types, nearly all middle and high schools had safety/security personnel (95% and 96%, respectively), almost three-quarters of other schools (72%), and just under half of elementary schools (46%). Of the 510 elementary schools with safety/security personnel, three-quarters had only part-time.

- When schools were asked about security strategies in place during the 2015–2016 school year, the most frequently cited were: having a designated reunification site in case of evacuation (91%), locking exterior entrances to the school building or campus during school hours (90%), and a main entrance that is secured by a controlled electronic access system during school hours (85%).

- Two-thirds of schools (66%) report that school administrators can communicate with law enforcement/first responders via radio when they are inside the school building. This includes most middle and high schools (82% and 85%, respectively) and about half of elementary schools (55%).

- Seventy-one percent of schools said first responders have electronic/internet-based access to current floor plans for the school in case they need to respond to a large-scale security incident. This was found to be fairly consistent among all school types and across divisions.

- Eighty percent of schools report that first responders have access to the school during a lockdown so they do not have to breach doors or windows to gain access. When examined by type of school, it was found that most middle and high schools reported that first responders have access to the school during a lockdown (86% and 88%, respectively) and about three-quarters of elementary (77%) and other schools (74%).

- Overall, most schools (89%) said they conduct background checks on volunteers who work with students (not including parents/guardians), and nearly all high schools (97%) perform this check.

- About half of schools (52%) identified "mental health problem awareness and recognition" training as one of those most needed in their school. Forty-percent of schools identified "Positive Behavioral Interventions and Support (PBIS)" as needed training, and 38% said that "social media" training is needed.

- Nearly two-thirds of all schools (63%) reported conducting one or more threat assessments in 2015–2016. These 1,233 schools conducted a total of 7,298 threat assessment cases. Nearly all of these cases (98%) involved students currently enrolled in the schools, while 2% of cases involved others.

- Schools reported threat assessment cases involving current students by type of threat. About half of those threats (51%) were threats against others, 43% were threats against self, and 6% were threats against others and self.

- Schools reported threat assessment cases involving others (not current students) by type of threat. Most of those threats (85%) were threats against others, 10% were threats against self, and 4% were threats against others and self.

- Of the reported 7,130 threat assessment cases involving current students, 657 (9%) were classified at the highest threat level and 56 (just under 1%) resulted in the threatened act being carried out.

- One percent of the schools had 28% of all threat assessment cases classified at the highest threat level. Each of these schools reported having six or more high threat level cases during 2015–2016.

Findings from the Division-Level Survey

- Forty-one school divisions (31%) currently use a zero-tolerance policy.

- Most divisions (94%) have a division-wide policy on bomb threats.

- Ninety-percent of divisions have a current memorandum of understanding (MOU) with local law enforcement for the placement of SROs in the school division.

- Divisions reported that schools need training updates on the threat assessment process (12%) and training in specialized areas of threat assessment (8%).

- The biggest challenges to setting up teams or conducting threat assessments identified by the divisions include general time constraints (18%), and difficulty scheduling team members for meetings (15%).

- Methods most often used by school divisions to monitor safety on and/or maintain communication with all school buses when in use include: communication through the division's transportation department (96%), two-way radio (89%), and security cameras (79%).

II: INTRODUCTION

Since 1997, state law has required all public schools to conduct school safety audits (§ 22.1-279.8). The purpose is to assess the safety conditions within a school, identify and develop solutions for physical safety concerns, and identify and evaluate patterns of student safety concerns. Based on the results of the audit, schools and divisions can develop responses and solutions which may include recommendations for structural adjustments, changes to safety procedures, and/or revisions to the student code of conduct. The school and division surveys discussed in this report are only one component of the school safety audit program.

The Virginia Department of Education (VDOE) developed the original safety audit process. In 2005, the legislature shifted responsibility for the audit to the Virginia Center for School and Campus Safety (VCSCS). The first automated Virginia School Safety Survey was conducted by the VCSCS in 2005 using data gathered from the 2004–2005 school year.

The survey is updated each year to maintain its relevance. Recent legislation requires threat assessment teams in public schools and the survey has expanded data collection on the threat assessment process as a result. Additionally, school divisions are surveyed annually or as needed, regarding safety and security practices at the division level.

III: SURVEY METHODOLOGY

The Virginia School Safety Survey is conducted annually and collects information about safety-related issues and practices in individual schools. The survey includes questions about the school's crisis management plan, threat assessment practices, security strategies, staffing of mental health professionals, and school security/safety staff.

All of the 1,961 public schools operating[1] in Virginia in the 2015–2016 school year completed the survey. The schools represent all of Virginia's 132 school divisions, as well as Virginia's Academic-Year Governor's Schools, Regional Alternative Education Programs, Regional Career and Technical Programs, and Regional Virginia School for the Deaf and the Blind.

School survey findings are organized by the following categories: Types of Schools; Crisis Management Plan Activation; Discipline, Crime and Violence Offenses; Mental Health Professionals; Safety-Related Personnel; Security Strategies; Safety-Related Training; and Threat Assessment. Throughout this report, findings reflect the 2015–2016 school year and statistics reflect 1,961 schools (N = 1,961) unless otherwise noted.

Copies of the survey instruments can be found in Appendix A.

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[1]   For purposes of this survey, DCJS defined "school" as any separate physical structure that houses and instructs public school students during school hours.

Types of Schools

Total responses to the 2015–2016 survey: **1,961 schools (100%).**

For purposes of more detailed analyses throughout this report, schools were coded as elementary, middle, high, or other. This distinction was based on their grade levels and/or purpose, as follows:
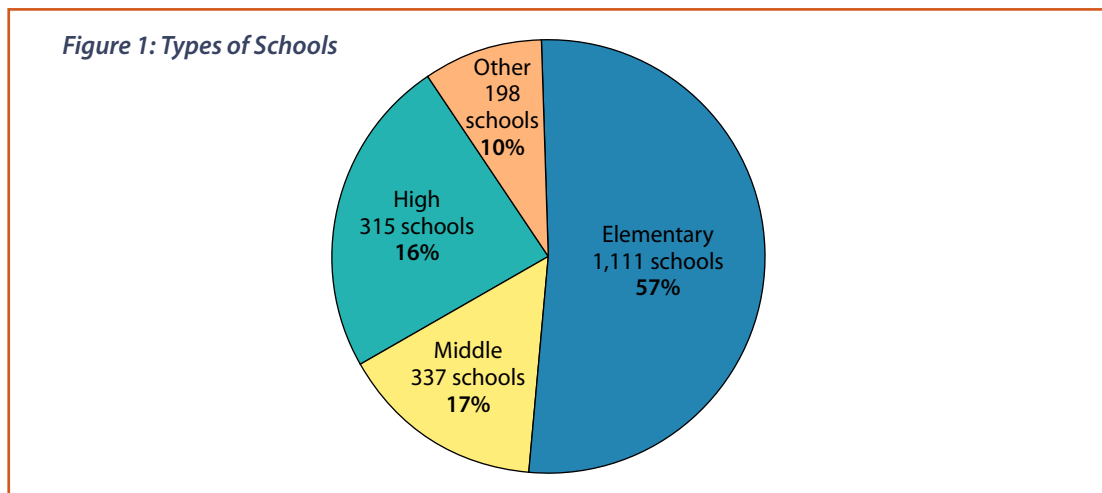
Elementary   Typically grades K–5 but may include grade 6 (if school has grades K–7, it was coded as "other"). Elementary also includes intermediate schools which are typically grades 3–5 or grades 4–6, and also includes primary schools which are typically grades K–2.

Middle   Typically grades 6–8 but may include grade 9. A few schools have grades 4–7 and a few have only grades 5 and 6, or only grades 8 and 9.

High   Typically grades 9–12 but may include grade 8.

Other   This includes all schools that do not fit into the above categories, such as combined schools, and others that have a specific purpose, such as pre-K, alternative, technical, special education, correctional education, adult education, and school for deaf and blind.

NOTE: Governor's schools, magnet schools, and charter schools were coded according to their grade levels.

Figure 1: Types of Schools

Other
198 schools
10%

High
315 schools
16%

Elementary
1,111 schools
57%

Middle
337 schools
17%

Crisis Management Plan (CMP) Activation

Virginia Code §22.1–279.8 describes school crisis and emergency management plans and states that *"each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical response plan."*

The VCSCS provides technical assistance to school divisions in the development of the school crisis, emergency management, and medical response plans. The plans describe the components of an emergency response plan developed in coordination with local emergency medical services providers, and the training of school personnel and students to respond to a life-threatening emergency, and the equipment required for this emergency response. Plans are to be reviewed annually by the local school board.

Schools that activated some portion of their crisis management plan during the 2015–2016 school year due to an actual critical event or emergency: **685 schools; 35%.**

- 32% of all elementary schools   • 39% of all middle schools   • 44% of all high schools   • 31% of all other schools

Figure 2: The types of emergency circumstances for which schools activated their CMPs		
Type of Emergency Circumstance(s)	Activated CMP	
	Number of schools	Percent of schools
Health related incidents and emergency(ies):		
Various health-related incident on school property	208	11%
Allergic reaction on school property	121	6%
Man-made incidents and emergency(ies):		
Other man made incident off school property	160	8%
Bomb threat	83	4%
Building damage or power outage related incident(s) or emergency(ies):		
Tornado/hurricane	81	4%
Smoke or fire	76	4%
Other:		
Unfounded incident/faulty or false alarm	96	5%
Other safety-related incident that affected school	72	4%
The following types of incidents were reported by 3% or fewer of the schools: (3%) presence of or threat of unauthorized persons or trespassers on school property; gun, knife, or other weapon on school property; incident at another school that affected your school; (2%) lockdown due to off-site incident; other man made incident on school property; other building-related damage or power outage-related emergencies; (1% or fewer) loss, disappearance, or kidnapping of a student on school property; other health related incident off school property; other natural disaster or severe weather; exposure to hazardous substances on school property; flood; and influenza, pandemic, MRSA on school property. No schools reported the following types of incidents: food poisoning on school property, earthquake, and roof or building collapse.		

Of the 685 schools that activated their CMP, 508 reported that local first responders came to the school in response. The total number of responses made by local first responders to these 508 schools was 2,601. Of these, half (50%) were made by EMS, 27% by local law enforcement, 21% by local fire departments, and 3% by others such as bomb technicians, central office (division) personnel, division Emergency Manager, hazmat, propane gas company, school security, social services, and state police.

| Figure 3: Responses to schools from local first responders		
Types of local first responders	Total number of responses to all schools (N = 508)	Range in number of responses per school
Emergency medical services (EMS)	1,289	0–38
Local law enforcement (LE)	692	0–23
Fire department (FD)	551	0–21
Other	69	0–23

When examined by school types, it was found that elementary schools, which represent 57% of all public schools, received a smaller proportion of all visits from EMS (39%), fire department (49%), and local law enforcement (48%), while high schools, which represent only 16% of all public schools, received a larger proportion of all visits from EMS (33%), fire department (22%), and law enforcement (26%).

Discipline, Crime and Violence (DCV) Offenses

The *Code of Virginia* (§ 22.1-279.3:1) requires school divisions to submit data to the VDOE on incidents of discipline, crime, and violence (DCV). The DCV data reporting process is a self-reporting system; division superintendents are required to verify the accuracy of the data submitted to the VDOE.

For the school safety survey, schools were asked to review their DCV data. DCV offense types were grouped into nine offense categories[2]. For each listed DCV offense category, schools were asked to indicate whether the number of occurrences increased, decreased, or stayed the same when compared with the 2014–2015 school year.

Figure 4: Change in DCV offenses
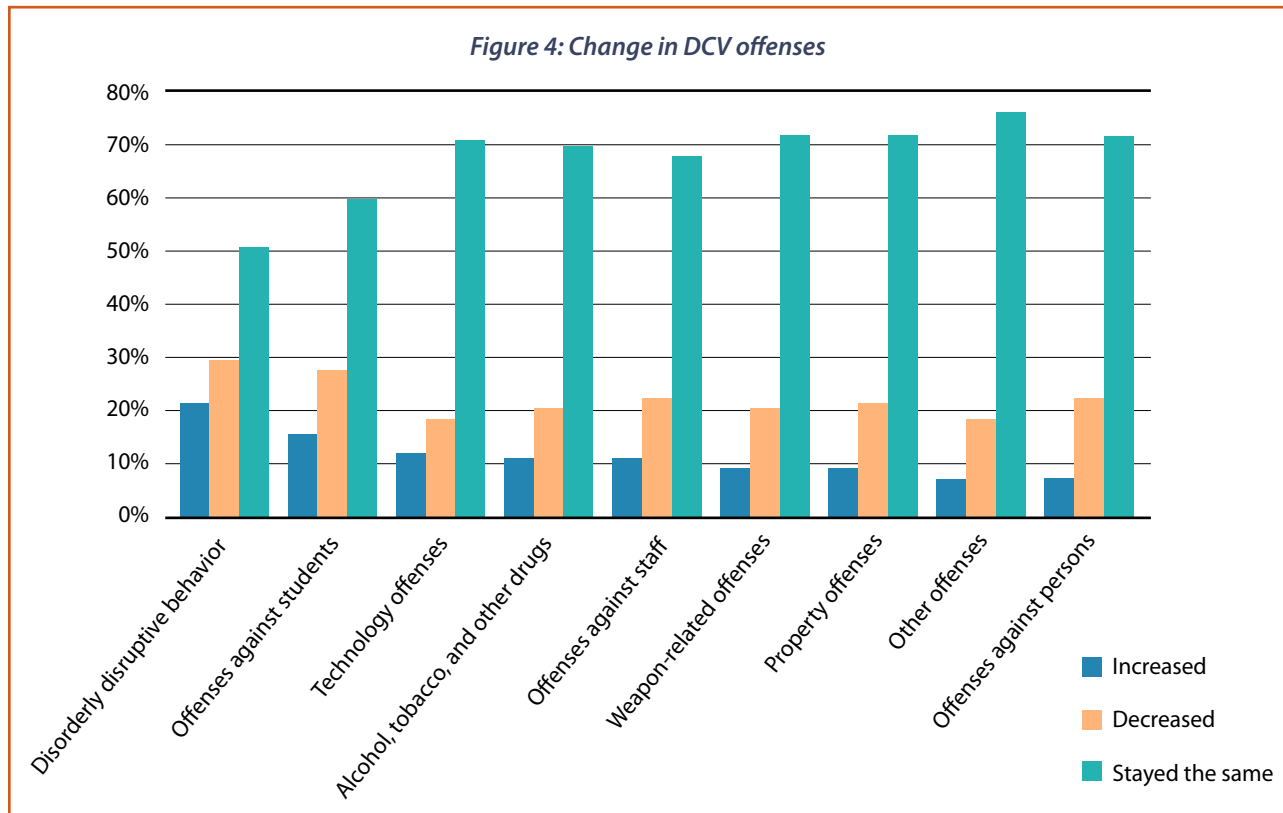
Overall, the majority of schools reported that the number of offenses in each category stayed the same when comparing the 2014–2015 school year to the 2015–2016 school year. Of the schools reporting a change, decreases in the number of offenses were reported more frequently than were increases in all offense categories.

When DCV offenses were examined by type of school, it was found that, proportionally, more middle and high schools reported decreases in occurrences across all nine categories. Other findings include:

- Middle schools reported the largest increase in "offenses against students"

- Twice as many middle schools as high schools reported increases in "offenses against persons"

- Among "disorderly/disruptive behavior," about the same number of middle schools experienced increases as did those that experienced decreases

- Among "technology offenses," twice the number of high schools and other schools reported decreases as those that reported increases

2   For more information on the offense types included in each category, go to the Safe Schools Information Resource (SSIR) https://p1pe.doe.virginia.gov/pti/. For more information about offense codes, review the Offense Codes Reference Tables in the linked DCV user guide. www.doe.virginia.gov/info_management/data_collection/support/school_safety/discipline_crime_violence/dcv_user_guide.pdf
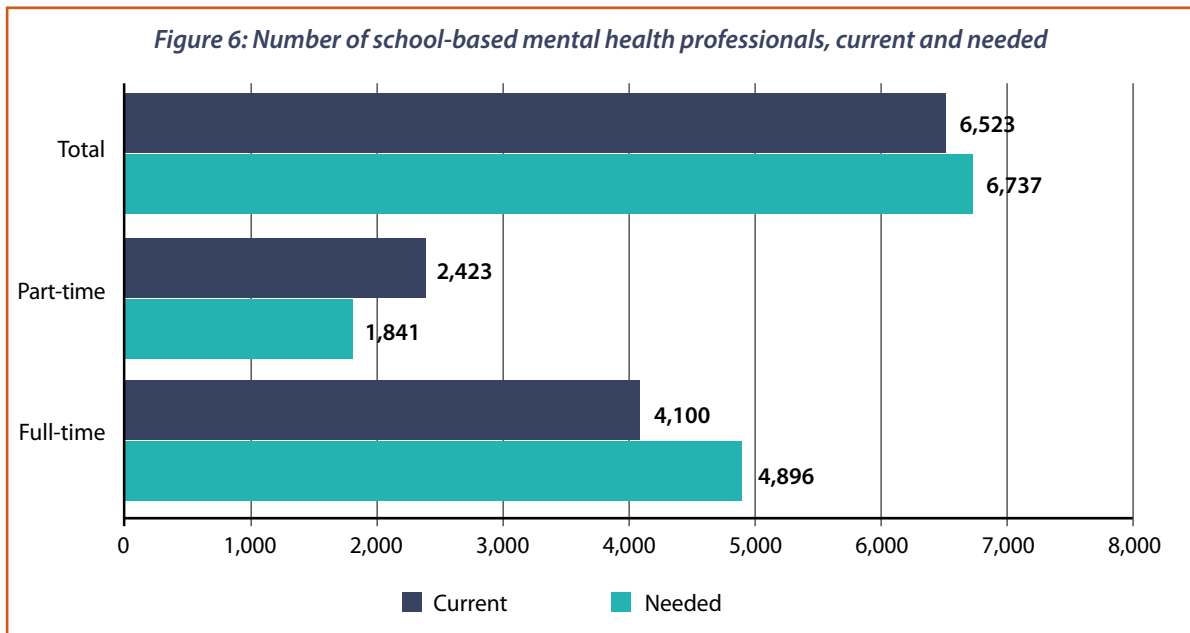
Mental Health Professionals

Schools were asked the number of full-time and part-time school-based mental health (MH) professionals/counselors (psychologist, social worker, substance abuse counselor) whose primary role was to provide counseling services to students in 2015–2016.

Most schools (84%) reported one or more full-time (FT) counselors and nearly two-thirds (64%) reported one or more part-time (PT) counselors.

Figure 5: Schools with full-time and part-time mental health professionals/counselors
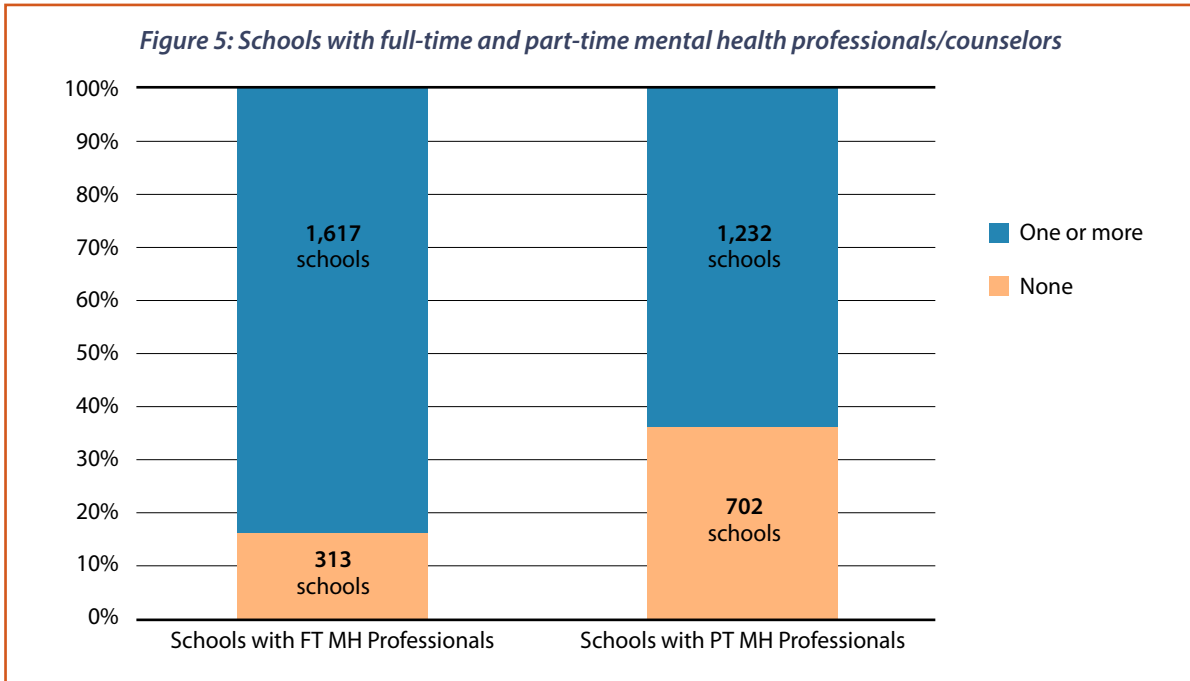
Full-time N = 1930, part-time N = 1934: The N does not equal 1,961 due to reporting errors.

Schools were asked to report the current number of full-time and part-time school-based mental health professionals in their school, and to report the overall number needed to provide adequate counseling services to students in the school setting.

Figure 6: Number of school-based mental health professionals, current and needed

Schools report having about 97% of the mental health professionals needed to provide adequate counseling services to students. However, when looking at full-time status, schools reported having only 84% of what is needed. Overall, schools report that they need 796 more full-time counselors than what they currently have.

The schools that reported having one or more school-based mental health counselors (either FT or PT) were asked how many were trained in counseling pertaining to trauma.

- 1,463 schools (75%) reported that one or more of their counselors were trained in trauma counseling

- 339 schools (17%) said none of their school counselors had trauma counseling training

Statewide, a total of 3,982 school-based mental health counselors were trained in trauma counseling; this represents 61% of the 6,523 reported as currently working in the schools full or part-time.

Safety-Related Personnel

Two-thirds of all Virginia public schools (1,275, 65%) had safety/security personnel (such as School Resource Officers, School Security Officers, or other types of security personnel) working at their school during the 2015–2016 school year. (This includes both full-time and part-time personnel.)

- 705 schools (36%) had full-time personnel

- 501 schools (26%) had part-time personnel

- 69 schools (4%) had both full-time and part-time personnel

Figure 7: Percent of schools with safety/security personnel					
	Elementary	Middle	High	Other	Total
Number of schools	1,111	337	315	198	1,961
Schools with safety/security personnel (FT and/or PT)	510 (46%)	319 (95%)	303 (96%)	143 (72%)	1,275 (65%)
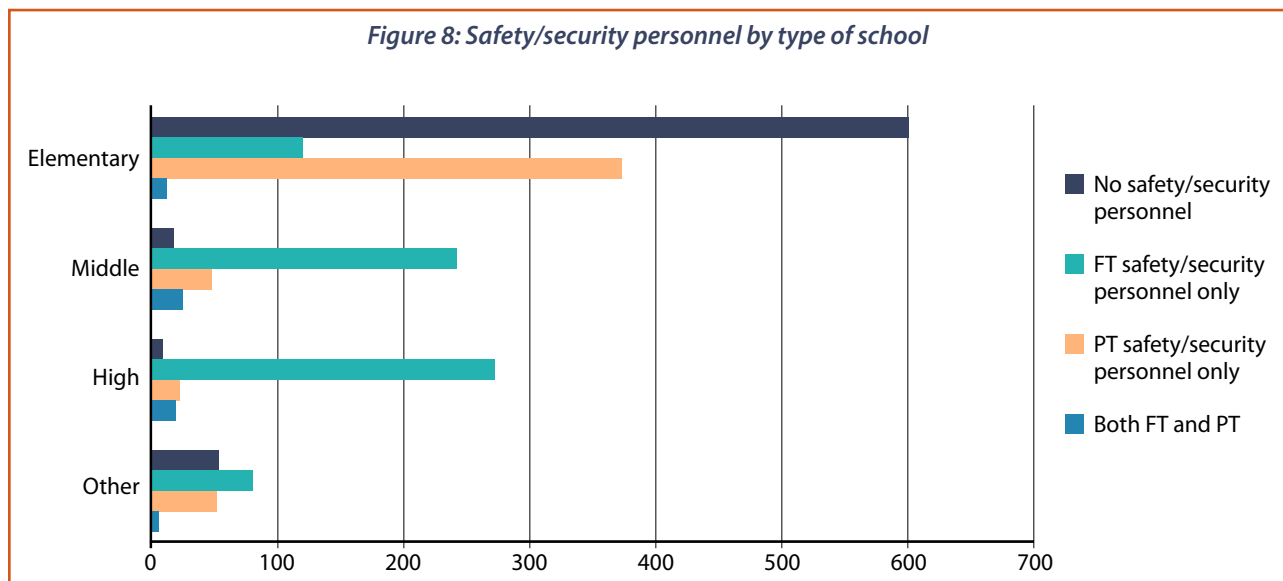
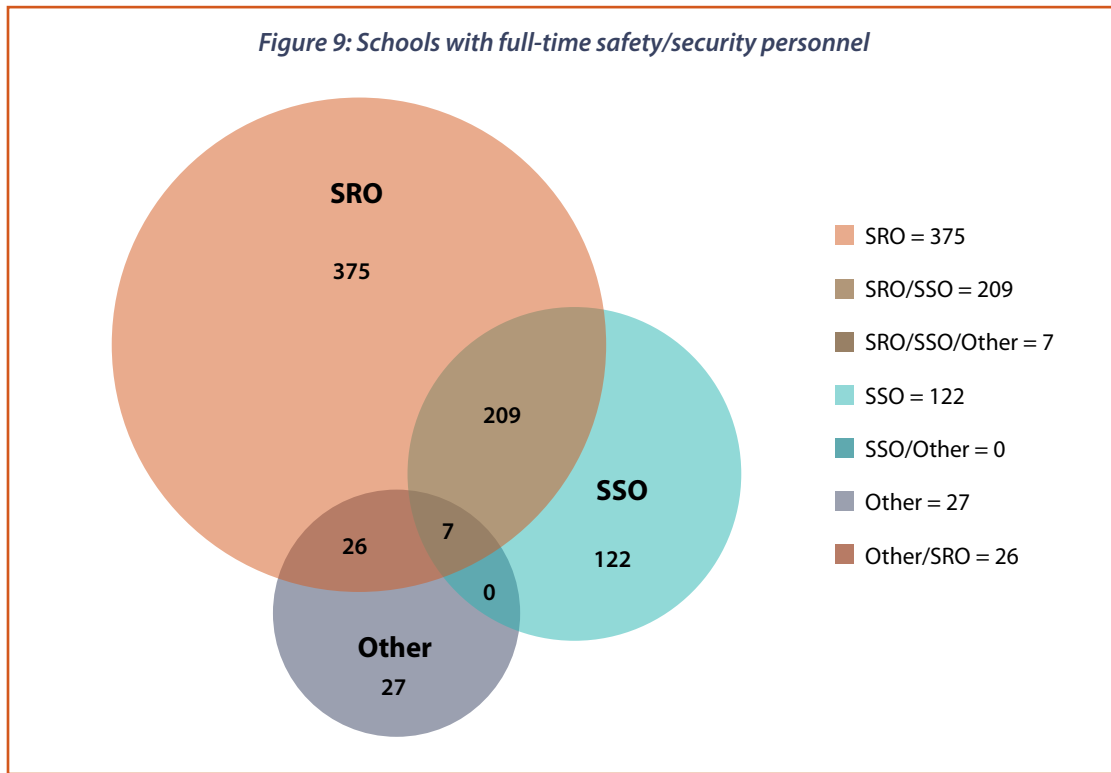Figure 8: Safety/security personnel by type of school

When examined by school types, nearly all middle and high schools had safety/security personnel (95% and 96%, respectively), almost three-quarters of other schools (72%), and just under half of elementary schools (46%). Of the 510 elementary schools with safety/security personnel, three-quarters had only part-time.

Full-time

There were 766 schools with full-time safety/security personnel.

- 617 schools had full-time School Resource Officers (SROs)

- 338 schools had full-time School Security Officers (SSOs)

- 60 schools had other types of full-time personnel[3]

Figure 9: Schools with full-time safety/security personnel

SRO = 375
SRO/SSO = 209
SRO/SSO/Other = 7
SSO = 122
SSO/Other = 0
Other = 27
Other/SRO = 26

Some schools used only one type of security personnel; others used more than one type. The above diagram shows the number of schools using each type of security personnel and the number of schools using various combinations. For instance, 209 schools used both SROs and SSOs for security; seven schools made use of SROs, SSOs and other types of security personnel.

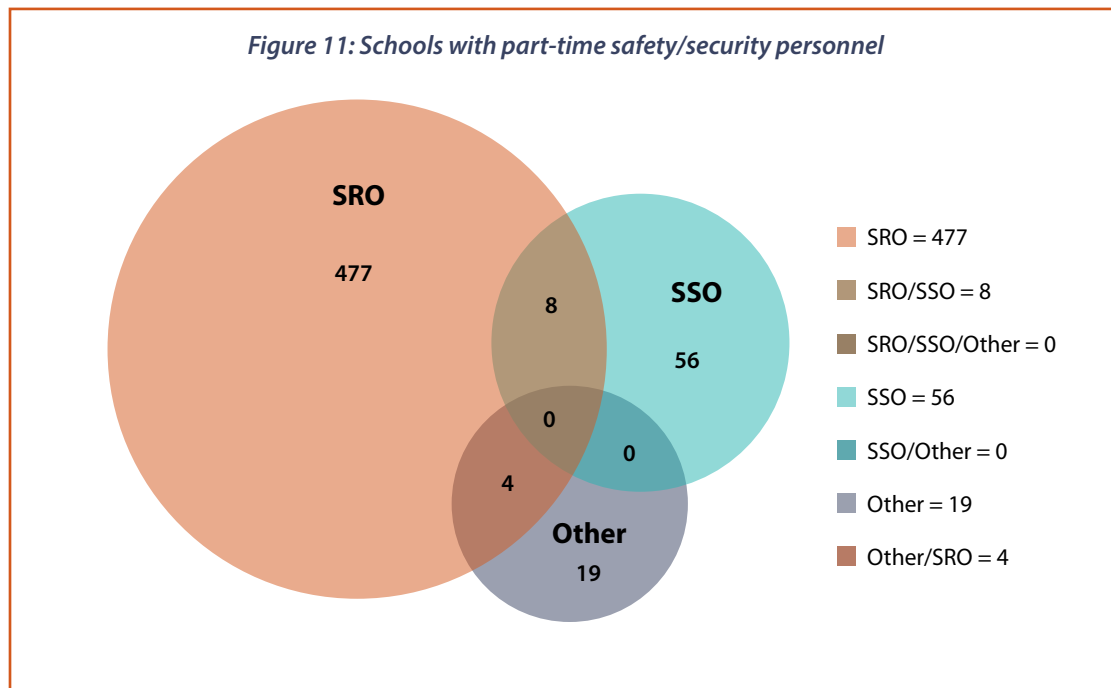| Figure 10: Percent of schools with full-time safety/security personnel					
	Elementary	Middle	High	Other	All Schools
SRO	4%	73%	84%	31%	32%
SSO	6%	26%	43%	22%	17%

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[3] The 60 schools that reported having full-time safety/security personnel that were not SROs or SSOs, described these personnel as: Security Specialist and/or Security Assistants (27 schools), Security Front Desk/Camera Monitor (6), School Safety/Security Monitor (5), Local LE officer (3), School Security Clerk (2), Probation Officer (2), Community Service Officer (2), Security Guard hired from outside agency (2), University police and security staff, SESS Social Worker, Security Resident, School-Based Security Personnel, School Security and Truancy Officer, Safety and Security staff, Resource Assistants assigned to Safety and Supervision, Resource Aides, Campus Safety Assistants, Attendance/Security Clerk, Assistant, and 2nd SSO for approximately 2/3 of the school year.

Part-time

There were 564 schools with part-time safety/security personnel.

- 489 schools had part-time School Resource Officers (SROs)

- 64 schools had part-time School Security Officers (SSOs)

- 23 schools had other types of part-time personnel[4]

Figure 11: Schools with part-time safety/security personnel

SRO
477
8
SSO
56
0
0
4
Other
19

SRO = 477
SRO/SSO = 8
SRO/SSO/Other = 0
SSO = 56
SSO/Other = 0
Other = 19
Other/SRO = 4

Among schools with part-time safety/security personnel, there was less use of multiple types of security than among schools with full-time security personnel. As shown in the above diagram, while 477 schools had part-time SROs and 56 schools had part-time SSOs, only eight schools used both types of security personnel part-time.

Figure 12: Percent of schools with part-time safety/security personnel					
	Elementary	Middle	High	Other	All Schools
SRO	31%	20%	9%	26%	25%
SSO	3%	3%	4%	5%	3%

Security Strategies

Schools were asked to review a list of security strategies and select those that were in place during the 2015–2016 school year. Figure 13 shows the range in the percent of schools that reported having each of the listed security strategies.

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[4] The 23 schools that reported having part-time safety/security personnel that were not SROs or SSOs, described these personnel as: Local law enforcement officer (5 schools), DARE Officer (4), Child Safety Officer (3), SRO (2), School Security Assistant (2), Security, Campus Safety Assistants, Dean of Students, Safety and security staff, Security Front Desk/Camera Monitor, Security resident, and Security/truancy clerk.

Figure 13: Percent of schools with security strategies
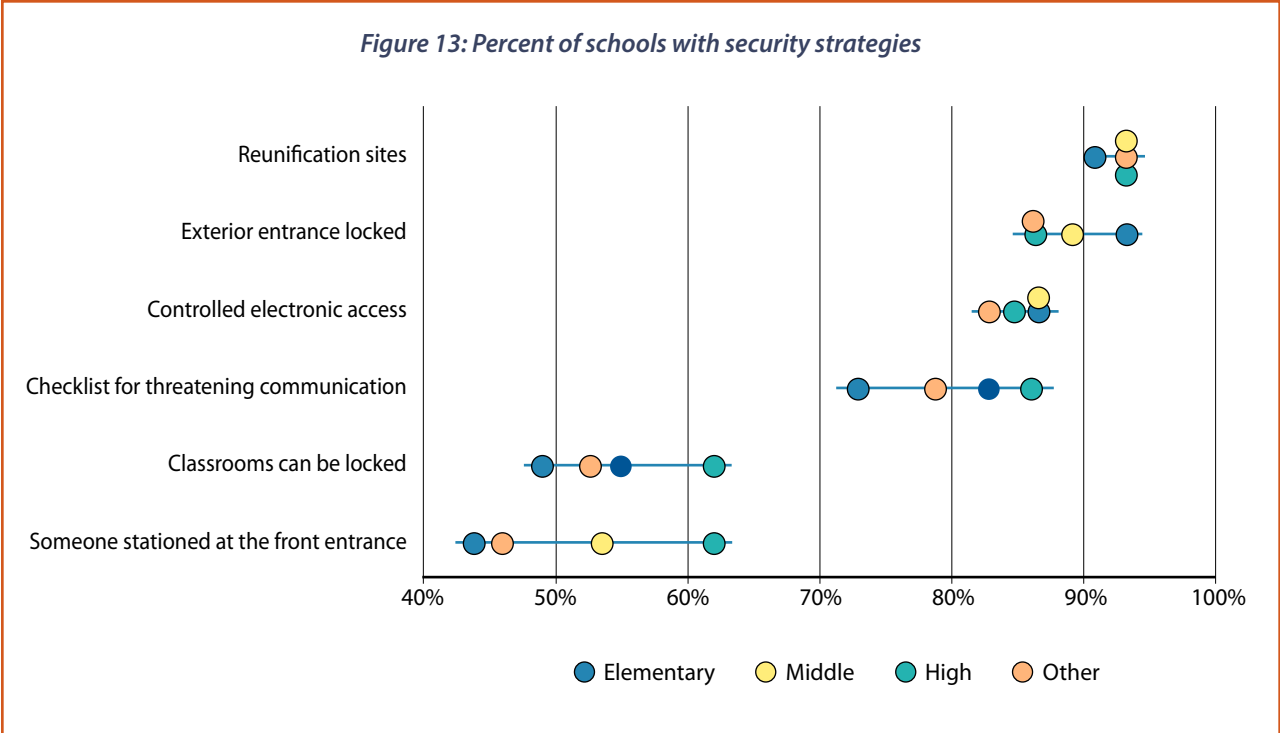
When examined by school type, it was found that all types of schools were consistent in the percentages that employ the three most frequently used strategies:

- The school had a designated reunification site in case of evacuation (elementary 91%; middle, high, and other 92%)

- All exterior entrances to the school building or campus were locked during school hours (high and other 86%; middle 89%; elementary 93%)

- Main entrance of the school building or campus was secured by a controlled electronic access system during school hours (other 83%; high 84%; elementary and middle 86%)

However, the percentages diverge among the last three shown in Figure 13:

- The school used a checklist to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat) (elementary 73%; other 79%; middle 83%; high 86%)

- All classrooms in the school can be locked from both the inside and the outside of the classroom (elementary 49%; middle 53%; other 55%; high 62%)

- Someone was stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check in (elementary 44%; other 45%; middle 54%; high 62%)

Radio communication with law enforcement/first responders

Schools were asked if school administrators can communicate with law enforcement/first responders via radio when they are inside the school building.

- 1,287 schools reported yes, they can (66%)

- 572 cannot (29%)

- 102 don't know (5%)

When examined by type of school, it was found that most middle and high schools and about half of elementary schools are able to communicate with law enforcement/first responders via radio when they are inside the school building.

- Elementary—55%   • Middle—82%   • High—85%   • Other—66%

Electronic/internet-based access to current floor plans

Schools were asked if first responders have electronic/internet-based access to current floor plans for the school in case they need to respond to a large-scale security incident.

- 1,399 schools reported that they do (71%)
- 200 schools reported they do not (10%)
- 362 don't know (18%)

First responder access to floor plans was found to be fairly consistent among school types and across divisions.

- Elementary—70%   • Middle—73%   • High—78%   • Other—66%

Division superintendents were also asked whether first responders have this sort of access to current floor plans for their division's schools. About three-quarters of the divisions (73%) said they do.

First responder access during lockdown

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

- 1,564 schools reported that they do (80%)
- 205 reported they do not (10%)
- 192 don't know (10%)

When examined by type of school, it was found that most middle and high schools reported that first responders have access to the school during a lockdown.

- Elementary—77%   • Middle—86%   • High—88%   • Other—74%

Volunteer background checks

Schools were asked if they conduct background checks on volunteers who work with students (not including parents/guardians).

- 1,743 schools reported that they do (89%)
- 218 schools do not (11%)

While it was found that, overall, most schools conduct background checks on volunteers, nearly all high schools perform this check.

- Elementary—86%   • Middle—91%   • High—97%   • Other—91%

Safety-Related Training

Schools were asked to review a list of school safety training and select the type(s) most needed by their school's administration/faculty/staff.

Figure 14: Types of safety-related training needed by schools		
Type of Training	Number of Schools	Percent of Schools
Mental health problem awareness and recognition	1,014	52%
Positive Behavioral Interventions and Support (PBIS)	789	40%
Social media	750	38%
Alternatives to suspension and expulsion	693	35%
Crisis planning, prevention and response	596	30%
Peer relations	409	21%
Trauma-informed care	361	18%
Violence prevention training	358	18%
Threat assessment team training	287	15%
Other	30	2%

Training in mental health problem awareness and recognition was cited as needed by more than half of all schools.

There were 287 schools that said threat assessment team training was among their school's most needed training. These schools were asked to describe the specific threat assessment training needed.

- Nearly a quarter of the schools (23%) identified specialized training for a specific situation involving threats or threat assessments

- One-fifth (20%) cited a need for updated, practical, common-sense training for team members/all school personnel to prompt cognitive, less emotional responses

Other less frequently cited threat assessment training included training on threat assessment protocols, team training, categorizing threats, practice drills, threat identification, mental health-related issues, assessment process, violence prevention, parents, and process-specific training.

Threat Assessment

In addition to requiring the establishment of threat assessment teams, *Virginia Code* § 22.1-79.4 also instructs that *"Each threat assessment team established pursuant to this section shall report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services."*

Schools were asked to provide the number of threat assessment cases conducted at their school in 2015–2016.

- Nearly two-thirds of schools reported conducting one or more threat assessments: 1,233 schools (63%)

- Just over one-third of schools reported that no threat assessments were conducted: 728 schools (37%)

- By school type: 43% of elementary schools, 23% of middle schools, 20% of high schools, and 55% of other schools reported conducting no threat assessments

The 1,233 schools conducted a total of 7,298 threat assessment cases. Nearly all cases (7,130 / 98%) involved students currently enrolled in the schools, while all other group categories made up 168 (2%) of the cases assessed.

	Figure 15: Number of threat assessment cases by subject of assessment	
Type of Group	Number of Threat Assessment Cases Conducted	Percent of Cases
Student from your school	7,130	98%
Student not from your school	29	<1%
Student formerly from your school	26	<1%
Faculty/staff currently employed by your school	14	<1%
Faculty/staff formerly employed by your school	7	<1%
Parent/guardian of a student	68	1%
Someone else[5]	24	<1%
Total	7,298	100%

Threats involving current students

Schools were asked to identify the type of threat made in threat assessment cases involving a student from their school. (N = 5,886[6])

Threatened other(s) only	3,001 cases (51%)
Threatened self only	2,541 cases (43%)
Threatened other(s) and self	344 cases (6%)

Half of all threats (51%) made by current students were threats against others; while just under half (43%) were threats against self.

Threats involving others (not current students)

Schools were also asked to identify the type of threat made in threat assessment cases involving others (not current students). (N = 143[7])

Threatened other(s) only	122 cases (85%)
Threatened self only	15 cases (10%)
Threatened other(s) and self	6 cases (4%)

High threat level cases

Schools that conducted threat assessments in 2015–2016 were asked how many of the threat assessment cases were classified at the highest threat level (imminent/high risk, very serious substantive) at any point in the threat assessment process, and how many of those cases were ultimately averted (did not occur).
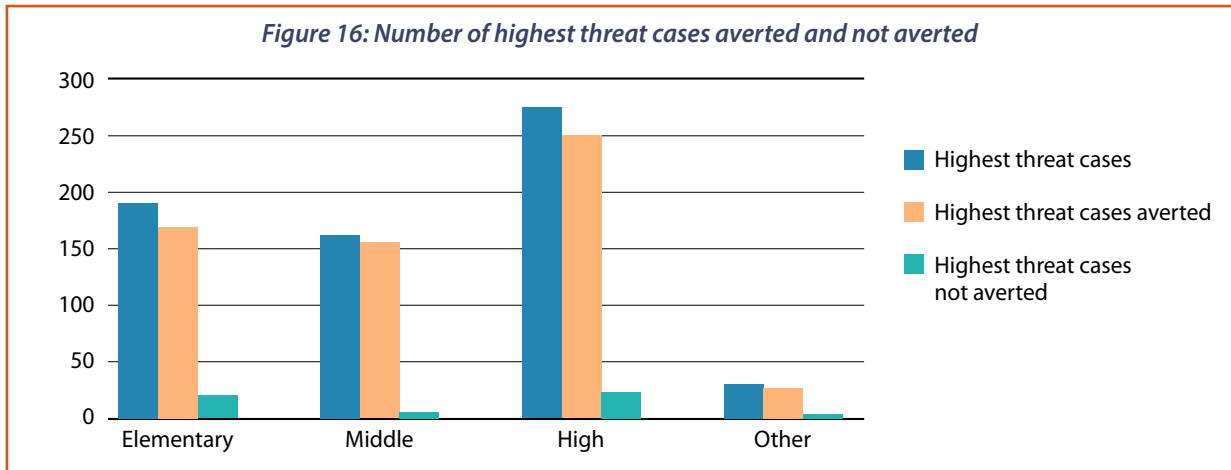
Overall, schools reported 657 threats classified at the highest threat level and, of these, 601 were ultimately averted.

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[5] Of the 24 threats involving "someone else," the person(s)'s relationship(s) to the school was described as: unknown person due to anonymous bomb threat (7), threat occurred in the community unrelated to the school (4), parent of a non-student (3), unknown person due to phone/internet threat (3), person from the community (2), acquaintance of a faculty member, and substitute teacher (report of threat was found to be untrue).

[6] There are 1,244 cases that were included in the "student from your school" count that are not counted here due to data errors.

[7] There are 15 cases that were included in the "not current student" count that are not counted here due to data errors.

Of the reported 7,130 threat assessment cases conducted in 2015–2016, 657 (9%) were classified at the highest threat level and 56 (just under 1%) resulted in the threatened act being carried out.

Figure 16: Number of highest threat cases averted and not averted

There were 19 schools (1% of all schools) that reported 6 or more cases classified at the highest threat level; these 181 cases represented 28% of all highest threat level cases.

Figure 17: Number and type of schools with highest threat cases						
Cases Classified at Highest Threat	Elementary	Middle	High	Other	Total Number of Schools	Total Number of Cases
1	77	51	42	10	180	180
2	35	7	20	4	66	132
3	10	10	14	0	34	102
4	3	2	3	0	8	32
5	0	2	3	1	6	30
6–10	0	7	6	1	14	106
11–15	0	0	3	0	3	35
16–20	0	0	2	0	2	40
Total	125	79	93	16	313	657

V: FINDINGS FROM THE 2015–2016 VIRGINIA SCHOOL DIVISION SURVEY

Virginia's 132 school divisions were also surveyed. Each school division superintendent was asked to respond to a few school safety-related questions about policies and conditions in their division during the 2015–2016 school year. Responses were received from all 132 divisions.

Policy-Related

Zero-tolerance

Divisions were asked if they currently use a zero-tolerance policy.

- 41 divisions reported that they do (31%)

Bomb threats

Divisions were asked if they have a division-wide policy on bomb threats.

- 125 divisions reported that they do (94%)

School resource officers

Divisions were asked if they have a current memorandum of understanding (MOU) with local law enforcement for the placement of SROs in the school division.

- 119 divisions reported that they do (90%)

Threat Assessment

Training and technical assistance

Divisions were asked what types of training or technical assistance would help improve the threat assessment process at their division's schools.

Figure 18: Types of training/technical assistance	
	Percent of school divisions
Updates on the threat assessment process	12%
Specialized training[2]	8%
Provision of webinars/online/distance learning	7%
Threat assessment best practices	5%
Use of scenarios and examples in training[8]	5%

The top two types of training/technical assistance cited by the division superintendents were also the top two threat assessment training types reported as most needed by the schools.

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[8] Specialized types of training discussed include: working with elementary aged students, data collection tips, active shooter technical assistance, National Incident Management System (NIMS) training, trauma, behavioral challenges, how to handle threatening calls to obtain information, and training for building administrators.

Other types of training/technical assistance needed include: provide threat assessment training locally and offer on-site technical assistance, tips on record keeping, model-specific training, training for new staff, professional development, team-related and process-specific training, threat identification, student-specific topics, classification of threat levels, legal issues, reporting threats and response to threats, table top exercises, and train-the-trainer opportunities.

Biggest challenges

Divisions were asked to list the biggest challenges to setting up teams or conducting threat assessments.

Figure 19: Biggest challenges — Threat assessment	
	Percent of school divisions
General time constraints	18%
Difficulty scheduling all threat assessment team members for meetings	15%
Limitations of staff/personnel availability	14%
Timeliness of process *(receiving report of threat, meeting to discuss, completion of assessment)*	10%

Challenges cited by 8% or fewer divisions include: team members that are not on campus/in school every day; time for training, keeping current, and resources; maintaining consistency in the threat assessment process; staff turnover; staff having multiple assignments/responsibilities; training new staff/team members; need for experienced team members; resources and funding generally; communication across departments within the schools; record storage and maintenance; training-related issues; assessing need for a threat assessment and when a threat is credible; and collaboration/coordination of threat assessment teams.

School Bus Safety

Methods used by school divisions to monitor safety on and/or maintain communication with school buses when in use:

Figure 20: School bus safety methods used by school divisions			
Methods	Used on all buses	Used on some buses	Not used
Communication with division transportation department	96%	0%	5%
Two-way radio	89%	2%	9%
Security cameras	79%	18%	3%
GPS Tracking System	42%	11%	47%
Cell phone	35%	25%	41%
Randomly patrolled by school faculty/staff	31%	37%	32%
Randomly patrolled by security personnel	17%	31%	52%
Bus aide/monitor	1%	89%	11%

2016 Virginia School Safety Survey

I. SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

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

2. What is the *full* name of your school?
   IMPORTANT: *School name must match our database for you to receive credit for the survey. Please use this link to find the formal school name, then copy and paste into this box.*

3. What is your school's ID number?
   IMPORTANT: *ID number must match your school name for you to receive credit for the survey. Please use this link to find the 4-digit ID number, then copy and paste into this box.*

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

4. What is your name?

5. What is your title?

6. What is your phone number?

7. What is your email address?

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

   ☐ Elementary   ☐ Primary   ☐ Charter   ☐ Correctional Education
   ☐ Middle   ☐ Pre-Kindergarten   ☐ Magnet   ☐ Adult Education
   ☐ High   ☐ Alternative   ☐ Governor's   ☐ School for the Deaf and Blind
   ☐ Combined Grades   ☐ Career/Technical/Vocational   ☐ Special Education   ☐ Other *(describe)*:

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

   ☐ Pre-Kindergarten   ☐ 3rd grade   ☐ 7th grade   ☐ 11th grade
   ☐ Kindergarten   ☐ 4th grade   ☐ 8th grade   ☐ 12th grade
   ☐ 1st grade   ☐ 5th grade   ☐ 9th grade   ☐ Not applicable
   ☐ 2nd grade   ☐ 6th grade   ☐ 10th grade

10. What was your fall membership enrollment number on September 30, 2015? *(enter numeric response)*

II. ASSESSMENT, PLANNING, AND COMMUNICATION

School Crisis/Emergency Management/Medical Response Plan

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

Practice

11. Did your school practice its Crisis Management Plan/Emergency Management Plan (CMP/EMP) during the 2015–2016 school year? *(Practice does not include an actual emergency. You will be asked about those events in an upcoming question.)*
    ☐ Yes   ☐ No
    (If 11 = yes)
    11a. How was your school's CMP/EMP *practiced* during the school year and with what frequency? *(if a method was not practiced, enter 0)*

Method of Practice	Number of times this method was practiced in 2015–2016
Administration/faculty/staff training	
Student training/awareness sessions	
Parent training/awareness sessions	
First responder coordination (EMS, fire, police, hazmat, etc.)	
Table top exercises with crisis team members	
Full scale drill with or without crisis team and public safety partners	
Other *(describe)*:	

12. Were the following professionals included in any practice exercise of your crisis management plan?

Type of Professional	(select one for each type of professional)		
Bomb technicians	Yes ☐	No ☐	Don't know ☐
EMS (emergency medical services)	Yes ☐	No ☐	Don't know ☐
EOD (explosive ordinance disposal) personnel	Yes ☐	No ☐	Don't know ☐

Fire department personnel	Yes ❑	No ❑	Don't know ❑
Law enforcement (not including SRO)	Yes ❑	No ❑	Don't know ❑
Local emergency manager	Yes ❑	No ❑	Don't know ❑
School division emergency manager	Yes ❑	No ❑	Don't know ❑

Activation

13. Did you have to *activate* any portion of your school's crisis management plan during the 2015–2016 school year due to an *actual* critical event or emergency?
   ❑ Yes ❑ No
   (If 13 = yes)
   13a. Under what emergency circumstances did you activate your school's crisis management plan (CMP)? *(select each circumstance for which you activated your CMP/EMP)*

Type of Emergency Circumstance(s)	Activated CMP
Health related incidents and emergency(ies):	
allergic reaction ON school property	❑
exposure to hazardous substances ON school property	❑
food poisoning ON school property	❑
influenza, pandemic, MRSA ON school property	❑
other health related incident ON school property	❑
other health related incident OFF school property	❑
Man-Made incidents and emergency(ies):	
bomb threat	❑
gun, knife, or other weapon, ON school property	❑
loss, disappearance, or kidnapping of a student ON school property	❑
presence of or threat of unauthorized persons or trespassers ON school property	❑
other man made incident ON school property	❑
other man made incident OFF school property	❑
Building damage or power outage related incident(s) or emergency(ies)	
earthquake	❑
flood	❑
tornado/hurricane	❑
other natural disaster or severe weather	❑
smoke or fire	❑
roof or building collapse	❑
other building related damage or power outage related emergency(ies)	❑
Other	
incident at another school that affected your school	❑
unfounded incident/faulty or false alarm	❑
other safety-related incident that affected school and is not listed above	❑

   (if 13a = Other/third item)
   13a-1. You indicated that your school had a safety-related incident for which you activated your CMP that was not on the list. Please briefly explain the nature of the incident.
   (if 13 = yes)
   13b. Did any local first responders come to the school for any of the events for which your CMP was activated?
   ❑ Yes ❑ No
   (if 13b = yes)
   13b-1. Which types of local first responders responded to events at your school in 2015–2016 and how many times did they respond during the school year? *(If none, enter 0)*

Types of local first responders	Number of times responded in 2015–2016
EMS (emergency medical services)	
Fire department	
Local law enforcement	
Other *(describe)*:	

Communication with Law Enforcement

Questions 14 and 15 refer to Virginia Code §22.1-279.3:1 (Paragraphs B and D). Paragraph B requires local law enforcement to notify schools of certain offenses committed by students under certain circumstances. Paragraph D requires principals to notify local law enforcement of certain offenses committed by students under certain circumstances. Please click on the Code cite link and review the Code section before answering these questions.

14. Were there formal written processes or protocols in place for *your school to receive* notification on the Code listed offenses from local law enforcement?
   ❑ Yes ❑ No

15. Were there formal written processes or protocols in place for *your school to notify* local law enforcement of the offenses listed in the Code?
    ❑ Yes   ❑ No

III. STUDENT SAFETY CONCERNS

Discipline, Crime and Violence (DCV) offense and incident types reported in Safe Schools Information Resource (SSIR) (https://p1pe.doe.virginia.gov/pti/) are coded and grouped into nine offense categories that are aligned according to severity of offense.

16. For each Discipline, Crime and Violence (DCV) offense category listed, indicate whether the number of occurrences at your school increased, decreased, or stayed the same when compared with the previous (2014–2015) school year.

DCV Offense Category	Increased	Decreased	Stayed the Same
Weapons-Related Offenses	❑	❑	❑
Offenses Against Students	❑	❑	❑
Offenses Against Staff	❑	❑	❑
Offenses Against Persons	❑	❑	❑
Alcohol, Tobacco, and Other Drugs	❑	❑	❑
Property Offenses	❑	❑	❑
Disorderly Disruptive Behavior	❑	❑	❑
Technology Offenses	❑	❑	❑
Other Offenses	❑	❑	❑

Mental Health

17. What was the number of full time and part time school-based mental health professionals (counselor, psychologist, social worker, substance abuse counselor) whose primary role was to provide counseling services to students in your school in 2015–2016?

	Number in 2015–2016
Full time	
Part time	

What is the total number of school-based mental health professionals that your school needs to provide adequate counseling services to students in the school setting?

	Number in 2015–2016
Full time	
Part time	

(if Q17 part 1 = or > 1)
17a. Of the total number of school-based mental health counselors who provide services in your school, how many have training in counseling pertaining to trauma? *(if none, enter 0)*   ___

18. Is your school a Virginia Tiered Systems of Support (VTSS) Cohort implementing Positive Behavioral Interventions and Support (PBIS) as identified by the Virginia Department of Education?
    ❑ Yes   ❑ No   ❑ Don't know
    (if 18 = no),
    18a. Are you implementing another multi-tiered system of support like Response to Intervention (RTI), PBIS, Student Assistance Programming (SAP)?
    ❑ Yes   ❑ No   ❑ Don't know

IV. SCHOOL SECURITY/SURVEILLANCE

The following questions and responses are exempt from disclosure under the Freedom of Information Act pursuant to Virginia Code Sections 2.2-3705.2 and 22.1-279.8. DCJS will not share responses unless otherwise required by law.

19. Review the following list of security strategies and select those that were in place at your school during the 2015–2016 school year. *(select all that apply)*
    ❑ Someone was stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check in
    ❑ Main entrance of the school building or campus was secured by a controlled electronic access system during school hours
    ❑ All exterior entrances to the school building or campus were locked during school hours
    ❑ All classrooms in the school can be locked from both the inside and the outside of the classroom
    ❑ The school had a designated reunification site in case of evacuation
    ❑ The school utilized a checklist to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat)
    ❑ Other *(describe)*: _____
    ❑ None of the above

Safety-Related Personnel

20. Did you have safety/security personnel such as School Resource Officers (SROs), School Security Officers (SSOs), or other types of security personnel working at your school during the 2015–2016 school year *(include both full-time and part-time personnel)*?
    ❑ Yes   ❑ No

(if 20 = yes)

20a. Was/were the safety/security personnel working at your school full-time, part-time or did your school employ both full-time and part-time? *(Full-time = at your school at all times during each school day; Part-time = at your school only part of the school day or some days)*

❑ Full-time   ❑ Part-time   ❑ Used both full-time and part-time

(If 20a = FT or both)

20a-1. What type(s) of safety/security personnel were working *full-time* at your school? *(select all that apply)*

❑ School Resource Officers (SROs)   ❑ School Security Officers (SSOs)   ❑ Other *(describe):* _____

(If 20a = PT or both)

20a-2. What type(s) of safety/security personnel were working *part-time* at your school? *(select all that apply)*

❑ School Resource Officers (SROs)   ❑ School Security Officers (SSOs)   ❑ Other *(describe):* _____

(if 20a-1 and/or 20a-2= SSO)

20a-3. Please provide the name and email address for each SSO currently working at your school. *(include both full-time and part-time)*

(if 20a-1 and/or 20a-2= SRO)

20a-4. Please provide the name and email address for each SRO currently working at your school. *(include both full-time and part-time)*

Safety-Related Conditions

Please answer the four safety-related conditions questions based on the conditions in your school during the 2015–2016 school year.

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

❑ Yes   ❑ No   ❑ Don't know

22. Do first responders (police/fire/EMS) have electronic/internet-based access to current floor plans for your school in case they need to respond to a large scale security incident at your facility?

❑ Yes   ❑ No   ❑ Don't know

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

❑ Yes   ❑ No   ❑ Don't know

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

❑ Yes   ❑ No

Safety-Related Training

25. What type of school safety training was *most needed* by your school's administration/faculty/staff? *(select all that apply)*

❑ Alternatives to suspension and expulsion

❑ Crisis planning, prevention and response *(to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery – all hazards)*

❑ Mental health problem awareness and recognition

❑ Positive Behavioral Interventions and Support (PBIS)

❑ Peer relations *(dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.)*

❑ Social media *(Facebook, Snapchat, Twitter, YouTube, etc.)*

❑ Threat assessment team training

❑ Trauma-informed care trauma

❑ Violence prevention training *(including fighting, armed intruder, active shooter, other school violence)*

❑ Other *(describe):* _____

❑ None of the above

(if 25 = TAT training)

25a. You indicated that threat assessment team training was among your school's most needed training. Briefly describe the specific type of threat assessment team training needed. _____

V. THREAT ASSESSMENT

In addition to requiring the establishment of threat assessment teams, Virginia Code § 22.1-79.4 also instructs that "Each threat assessment team established pursuant to this section shall report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services."

These questions should be answered in consultation with a knowledgeable member of your threat assessment team.

Threat Assessment Teams

26. Please provide the name and contact information for a knowledgeable member of your school's threat assessment team who can respond to any questions we might have about your survey responses.

Name _____   Title _____   Email address _____

Virginia Code § 22.1-79.4 (paragraph C) states that "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."

27. Which of the following did your school's threat assessment team serve in 2015–2016? *(select one)*
    ❑ Your school only   ❑ Your school plus one more   ❑ Your school plus several others

28. Provide the number of team members who served on your school's threat assessment team during the 2015–2016 school year for each of the listed categories. *(There is no requirement that **all** positions are included on the team. If there are no team members of a specific category, enter 0.)*

Types of Team Members	Number of Team Members
Assistant principal	
Principal	
School counselor	
School psychologist	
School resource officer (SRO)	
School security officer (SSO)	
School social worker	
Teacher	
Other law enforcement officer (not SRO)	
Other administrator from school/division	
Other	

29. Which of the listed threat assessment training workshops have members of your school's threat assessment team attended? *(select all that apply)*
    ❑ DCJS Basic Threat Assessment Training
    ❑ UVA Basic Threat Assessment Training
    ❑ DCJS Train-the-Trainer – Threat Assessment *(advanced)*
    ❑ Internal division training on threat assessment
    ❑ DCJS Threat Assessment Legal Issues *(with John More)*
    ❑ Other *(describe):* _____
    ❑ Don't know

30. Does your school division have a policy or procedure for the maintenance of threat assessment case records?
    ❑ Yes   ❑ No   ❑ Don't know

31. Where was the Student Threat Assessment and Response Report stored during 2015–2016? *(select all that apply)*
    ❑ In the student's general education file
    ❑ In the student's discipline file
    ❑ In the student's special education file
    ❑ In the student's health file
    ❑ With the threat assessment team
    ❑ With the school administration
    ❑ With the school counselor
    ❑ With law enforcement records
    ❑ In the school division central office
    ❑ Other _____
    ❑ Not applicable (no cases in 2015–2016)

Awareness of Threat Assessment Processes and Policies

32. Did your school provide information about your school's threat assessment policies and processes to students, staff, or parents to make them aware of threat assessment policies and processes (and not just in response to a specific threat)?
    ❑ Yes   ❑ No   ❑ Don't know

(if 32 = yes)

32a. What type(s) of informational methods were used to provide these groups with awareness of your school's threat assessment policies/processes? *(Indicate the methods used to inform each of the listed groups. Select all that apply)*

	Brochure or other paper document	Website/email and/or social media	Verbal presentation (classroom, assembly or other group meeting)	Code of Conduct or school policy	Other
Students	❑	❑	❑	❑	❑
School staff	❑	❑	❑	❑	❑
Parents	❑	❑	❑	❑	❑

33. Does your school have a written process/policy for notifying local law enforcement or other institutions when a threat is made by non-students at your school?
    ❑ Yes   ❑ No

Threat Assessments Conducted in 2015–2016

For the next series of questions, we want to know about the threat assessments conducted by your school's threat assessment team. For each question, please report the number of cases regardless of their risk classification.

34. Based on the threat assessment cases conducted at your school in 2015–2016, how many cases involved threats made by persons from each of the following groups?
    (Enter the number of threat assessment cases that involved persons from each of the listed groups below. If no threat assessment cases involved persons from a listed group, enter 0 for number of cases.)

Type of Group	Number of Threat Assessment Cases Conducted
1. Student from your school	
2. Student not from your school	
3. Student formerly from your school	
4. Faculty/staff currently employed by your school	
5. Faculty/staff formerly employed by your school	
6. Parent/guardian of a student	
7. Someone else	
ENTER TOTAL (sum of items 1–7)	

(If 34 "someone else" > 0)

34a. You indicated that your school had a threat assessment case(s) that involved "someone else." Please describe this/these person(s)'s relationship(s) to the school. _____

Use the following definitions to answer Q35 and 36:
    Threatened others only: *threatened to harm someone other than self **but did not** threaten suicide or self-harm*
    Threatened other(s) and self: *threatened to harm someone other than self **and** threatened suicide or self-harm*
    Threatened self only: *threatened to commit suicide or self-harm*
        (if Q34 group 1 "student from your school" > 0)

35. For each type of threat listed below, indicate the number of threat assessment cases in which a *student from your school* threatened to act in the manner described.
    The sum of the number of cases reported in Q35 should equal your response to group 1 reported in Q34 (the number of threat assessment cases involving "students from your school").

Type of threat	Number of cases
Threatened other (s) only	
Threatened other(s) and self	
Threatened self only	

    (if sum of groups 2 – 7 in Q34 > 0)

36. For each type of threat listed below, indicate the number of threat assessment cases in which a *person who was NOT a student enrolled in your school in 2015–2016* threatened to act in the manner described.

    The sum of the number of cases reported in Q36 should equal the sum of groups 2–7 reported in Q34 (the sum of the threat assessment cases involving persons who were not students from your school).

Type of threat	Number of cases
Threatened other (s) only	
Threatened other(s) and self	
Threatened self only	

    (if 34 >0)

37. Of the (#) threat assessment cases you reported in question 34, how many were classified at the *highest* threat level *(imminent/high risk, very serious substantive)* at any point in the threat assessment process? _____ *(if none, enter 0)*
        (if 37>0)

37a. Of the (#) cases you reported at the highest threat level in question 37, in how many cases was the threat ultimately averted (did not occur)? _____ *(if none, enter 0)*

38. When a student who posed or made a threat is expelled or is no longer attending your school, does your school use any of the following procedures or community supports to continue to manage the student? *(select all that apply)*
    - ❑ Notify law enforcement to contain threat
    - ❑ Notify intended victim(s) and parents/guardians of victim(s)
    - ❑ Notify subject student's parents/guardians
    - ❑ Notify superintendent or designee, or division level safety/security office
    - ❑ Refer subject student for mental health assessment
    - ❑ Assign team member to monitor subject student
    - ❑ Develop/monitor safety plan
    - ❑ Other *(describe):* _____
    - ❑ None of the above

        Thank you for completing the 2016 Virginia School Safety Survey.

2016 Division-Level Survey

Questions contained in this survey may elicit responses that are exempt from public release pursuant to Virginia Code Sections 2.2-3705.2 and 22.1-279.8. Each public body is responsible for exercising its discretion in determining whether such exemptions will be invoked. The Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) will report aggregate survey data for all schools and will not share individual school responses unless otherwise required by state law.

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

CONTACT INFORMATION FOR DIVISION PERSONNEL

2. Please provide contact information for your school division's Title IX Coordinator.
   Name _____   Email _____   Phone number _____

3. Please provide contact information for your school division's Emergency Manager.
   Name _____   Email _____   Phone number _____

4. Which of the following best describes the person that manages security for your school division?
   Head of the security department
   Security Director
   Other *(describe):* _____
        (if 4 = Security Director)
   4a. Please provide contact information for your school division's Security Director.
   Name _____   Email _____   Phone number _____

POLICY-RELATED

5. Does your school division currently use a zero-tolerance policy?
   ❑ Yes   ❑ No

6. Does your school division have a current memorandum of understanding (MOU) with local law enforcement for the placement of school resource officers (SROs) in your school division?
   ❑ Yes   ❑ No

7. Does your school division have a division-wide policy on bomb threats?
   ❑ Yes   ❑ No

The following questions and responses are exempt from disclosure under the Freedom of Information Act pursuant to Virginia Code Sections 2.2-3705.2 and 22.1-279.8. DCJS will not share responses unless otherwise required by law.

THREAT ASSESSMENT

8. For the 2015–2016 school year, was there a single threat assessment team for each school in your division or did a single team cover more than one school?
   ❑ There was a single team for each school in the division
   ❑ One team covered all schools in the division
   ❑ Some teams covered more than one school

   (if 8 = some teams covered more than one school)
   8a. In your school division, how many threat assessment teams cover multiple schools and how many teams cover only one school?

	Number of Threat Assessment Teams
Cover multiple schools (2 or more)	
Cover only one school	

9. Does your school division have a policy or procedure for the maintenance of threat assessment case records?
   ❑ Yes   ❑ No

10. What kind of training or technical assistance would help improve your threat assessment process?

11. What are the biggest challenges to setting up teams or conducting threat assessments?

SAFETY-RELATED

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

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

13. Do first responders (including police, fire and EMS) have electronic/internet-based access to current floor plans for your division's schools in case they need to respond to a large scale security incident at a division facility?
   ❑   Yes   ❑   No