| | |
|---|---|
| **To:** | ACPS School Board Members |
| **From:** | Rosalyn Schmitt, Chief Operating Officer |
| | Maya Kumazawa, Director of Budget and Planning |
| | Jackson Zimmermann, School Finance Officer |
| **Date:** | February 7, 2019 |
| **Subject:** | Responses to Questions for Budget Work Sessions |

The below questions were asked by School Board members before and during the Budget Work Sessions in January. Staff have provided responses to these questions in this memo.

<u>Revenues</u>

1.  What is included in "Local School Revenues"? Why is this projected to drop by 31% in FY 2019/20?

    *Local revenues include use of money, charges for services, miscellaneous revenues, and recovered costs local (pages B-5 to B-6). The primary reason for the reduction in local school revenues is due to dual enrollment. In the past, Piedmont Virginia Community College (PVCC) would bill each school for tuition and then repay the division for providing staffing. In this past year, PVCC did not bill schools and the division did not receive payment. There are a variety of reasons for this change. Currently this is a neutral revenue and expense item; should the situation change and PVCC begins billing, the Division would include an offsetting revenue for a net zero budget change. This change reflects the current situation.*

2.  What are the conditions for the increased state funding for teacher raises? What does ACPS need to do to receive these additional funds?

    *The funding for teacher raises is for all Standards of Quality (SOQ) covered positions, not just teachers, but also a number of classified positions. The requirements, as currently planned and understood, are that an overall increase of 5% in salary must be included across the FY 2018/19 and FY 2019/20 budgets. As long as the Division can demonstrate that an overall 5% increase over this time period is budgeted and the increases took place, we would meet the requirements as currently included in the Governor's proposal.*

    *These funds from the Commonwealth do not require that compensation must rise above the Superintendent's Request. These funds will partially reimburse the actual cost incurred to implement .planned raises. The Superintendent's Request as provided meets the requirements to receive these funds. State funding requirements for these funds may change during the legislative and budget process.*

<u>Expenditures</u>

3.  Was the $235,258 Superintendent's contingency a one-time reserve?

    *This contingency was utilized to fund the School Board Attorney position and associated support costs. The position is included as part of the FY 2019/20 Request and the contingency was removed.*

4. Why is there a $0 request for Dual Enrollment fees in 19/20, down from $854,536 in 2018/19?

   *In the past, Piedmont Virginia Community College (PVCC) would bill each school for tuition and then repay the division for providing staffing. In this past year, PVCC did not bill schools and the division did not receive payment. There are a variety of reasons for this change. Currently this is a neutral revenue and expense item; should the situation change and PVCC begins billing, the Division would include an offsetting revenue for a net zero budget change. This change reflects the current situation.*

5. How much does the Division spend on PREP (Piedmont Regional Education Program) and CSA (Children's Services Act)?

   *FY 2018/19 Adopted:*
   *PREP:        $3,548,562*
   *CSA:         $2,200,000*

   *FY 2019/20 Request:*
   *PREP:        $3,654,401*
   *CSA:         $2,350,000*

## Compensation & Benefits

6. Provide examples of staff compensation increases. What does it mean to receive a 2.3% salary increase when netted against the health care/dental rate increases? What kind of compensation increase will a teacher at the top of the scale see?

   *Below are two approximate examples. There are numerous factors that comprise total compensation, but these examples may demonstrate a typical situation.*

   *2018/19 Teacher (Step 6):*
   | | |
   |---|---|
   | *Salary* | *$52,289* |
   | *Medical - Family (High)* | *($3,960)* |
   | *Dental - Family (Low)* | *($468)* |
   | ***Total*** | ***$47,861*** |

   *2012/20 Teacher (Step 6):*
   | | |
   |---|---|
   | *Salary +2.3%* | *$53,492* |
   | *Medical - Family (High) +4.0%* | *($4,118)* |
   | *Dental - Family (Low) +4.0%* | *($487)* |
   | ***Total*** | ***$48,887*** |

   ***Step 6 Teacher Change in Salary & Health Care: +$1,026 (+2.14%)***

   *2018/19 Teacher (Step 31):*
   | | |
   |---|---|
   | *Salary* | *$71,211* |
   | *Medical - Employee Only (High)* | *($1,032)* |
   | *Dental - Employee Only (Low)* | *($36)* |
   | ***Total*** | ***$70,143*** |

*2012/20 Teacher (Step 31):*

| | |
|---|---|
| *Salary   +1.04%* | *$71,950* |
| *Teacher Longevity Payment* | *$200* |
| *Medical - Employee Only (High) +4.0%* | *($1,073)* |
| *Dental - Employee Only (Low) +4.0%* | *(<u>$38</u>)* |
| ***Total*** | ***$71,039*** |

***Step 31 Teacher Change in Salary & Health Care: +$896 (+1.28%)***

<u>*Teacher Longevity Recognition Payments*</u>
*The School Board approved Longevity Recognition Payments for teachers who have reached the top of the salary scale and do not receive a step increase. The Longevity Payment provides $200 per year for full-time teachers who have 32 or more years of experience, up to a maximum of $1,000. Longevity payments for part-time teachers who meet these criteria are pro-rated based on their part-time percentages. The longevity payment is a one-time lump sum and cannot be considered Virginia Retirement System (VRS) reportable salary.*

7.  Please explain the health care rate increase.

    *The estimate for health insurance is based upon a 5.4% overall increase effective January 1, 2020.  The actual increase for health insurance is just over 4% due to the timing of the increase. Since the majority of the Division's staff are hired on a 10-month year, payments on the old rate are for 3 months and payments on the new rate are for 9 months on the new rate, yielding in an approximately 4% overall increase.  This is an update from the preliminary estimates that were based upon a 6-month new rate and 6-month old rate estimate.*

8.  ALCP Stipends for Diversity Resource Teachers: What is the plan for addressing other groups? How many groups are there and what is the estimated time for the remaining groups to be considered for increases in stipends?

    *Staff are currently working on developing a comprehensive plan for systematically evaluating teacher stipends. This plan will take market factors into account, align with School Board policies, and include a cyclical timeline, so that each group's stipend rates will be evaluated regularly.*

9.  Please provide a breakdown of the $1,315,373 of salary and operational savings.

    *This is a combination of many different things.  The largest portion of this is $854,536 in savings due to dual enrollment as discussed above. The other main portion is due to savings in staffing costs due to turnover and health insurance enrollment changes.*

10. Does the Voluntary Early Retirement Incentive Program (VERIP) have a work requirement? How is it enforced or utilized?

    *There is no work requirement; it is a benefit earned upon retirement from either local government or the school division.*

<u>Growth</u>

10.  Please explain how 33 additional students requires an increase of 16.19 FTEs.

*Staffing is assigned to schools based on two primary factors - general enrollment and economically disadvantaged students.*

*For some positions, staffing is allocated based upon crossing certain enrollment thresholds. For example, at the elementary level - Cale Elementary crossed the threshold for an additional 0.5 FTE in Counseling staff. Although overall numbers at the elementary level declined slightly, this increase in Counseling staff offset other slight reductions.*

*At the middle school level, enrollment is projected to grow by 93 students, but effectively, this growth is 128 students (primarily due to Walton Middle School being held harmless at staffing for 425 students). At the high school level, Monticello High and Western Albemarle High are projected to increase enrollment by 62 students next year.*

*While certain schools may have declining enrollment next year, it doesn't necessarily reduce the number of FTEs because there is a minimum level of staffing required at each school in order to implement a certain level of programming and to maintain equity across the division.*

*In addition, over the past 3 years the numbers of economically disadvantaged students, particularly at the middle and high school levels have increased. The staffing formula for economically disadvantaged students is based upon a weighted 3 year average. With the introduction of the FY 2018/19 data, the lowest percentages dropped from the formula, while the highest numbers are the most recent for our secondary schools.*

<u>New Proposals</u>

11.  **Contemporary High School Programming: High School Centers Expansion**, Inputs - Re-establishing the transportation plan for students attending the Center by 8/1/19. When are students for Center 1 required to commit to attend the center? What are the assumptions for transportation expenses?

*As with any class, Students may commit up to the start of the school year, although we hope to have commitments by mid-March. Commitments are needed to help calculate "true" staffing.*

*Transportation from a student's base school would happen within the confines of the school day (just as with CATEC and Murray High School) thus minimizing costs. Transportation cost are approximately $40/day/route x 3 routes x 180 days = $21,600*

12.  **CRT Professional Development: Equity Specialist Expansion**. Provide specific evidence of student growth by teachers completing certification.

*The CRT certification program is now in its third year. In order to earn micro-credentials, which is now in its second year or to be certified as a culturally responsive teacher, an educator must document how their classroom strategies and techniques are improving student performance. Typical of the results now being achieved are those from one elementary school that compared pass rates for Virginia's Standards of Learning (SOL) reading assessment tests between students*

*being taught by a certified culturally responsive teacher (CRT) with students in a classroom where such strategies were not used.*

*Overall, the pass rates for students in all demographic groups were 67 percent in the CRT classroom from 62 in the non-CRT classroom. Similarly, growth in student academic achievement on the SOL reading test were 79 percent in the CRT classroom compared to 68 percent in the other.*

*__Appendix I__ shows a detailed breakdown of these results in Slide 1. Slide 2 is an example of an individual certified teacher's documentation of student growth. Students achieved higher results in writing, classwork, reported a better learning environment, and achieved a 98.9% pass rate (with a 40.4% advanced pass rate) on the Virginia End-of-Course Writing SOL. The chart shows growth from their previous SOL writing assessment.*

13. **Elementary World Language Program: FLES Staffing**. Is there data from Cale about the impact on student outcomes of the FLES program?

    *Principal DeeDee Jones is the best person to discuss impact on student outcomes. The anecdotal and classroom data showed that students had a more native-language grasp of the language and achieved proficiency at higher levels than students who started a language in middle or high school. Since the first FLES and immersion classes completed 5th grade in June 2018, we wanted to gather some baseline data and compare our students to national averages. We administered the STAMP 4SE to FLES and immersion students in February 2018.*
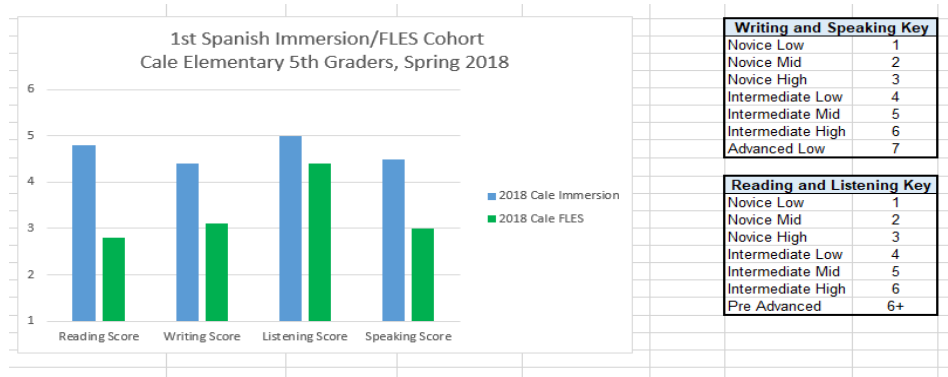


    *As you can see, we tested all four domains of reading, writing, speaking, and listening, and these results are what we expected for our first year. While immersion students scored higher than FLES students, it was determined that, based on testing results and student interest, 30% of the FLES students could join the immersion program in middle school. We anticipate scores will improve over the next three years.*

    What percentage of our elementary staff are bilingual? Should that be a major goal of our recruiting strategy, to enable us to provide immersion to more schools and students?

    *Bilingual staff proficiency isn't formally tracked at the division-level so we figure this out anecdotally. Principals, especially those who are currently or interested in implementing immersion or FLES or high numbers of English Learners, have this information at their school sites.*

14. **Safety and Well-being: Elementary School Counselors Part-Time to Full-Time (Phase 1)**. This was the #1 personnel request from elementary school principals during my school visits in the first semester. I see that Broadus Wood (.5 FTE for counselor), Murray (.5), Red Hill (.5), Scottsville (0), and Stony Point (.56). It will take 2.94 FTEs to get all of these schools to 1.0 counselors. The 1.0 FTE this year and 1.5 next year still comes up short. I recognize that these are smaller schools, but what is the strategy for getting them all to 1.0? All means all.

    *Current staffing allocations for elementary school counselors is 0.5 FTE for Broadus Wood, Murray, Red Hill, Scottsville, and Stony Point. Stony Point chooses to supplement the allocated staffing for school counselors from its regular instructional staffing. If this proposal were to be implemented, then it is anticipated that this would return to regular classroom instruction. Scottsville's allocation for FY 2019/20 is 0.5 FTE with 0.5 FTE in emergency staffing allocated to assist in the continuing transition for prior Yancey students. The FY 2018/19 staffing is shown on page E-31 as 0 FTE; this is incorrect. The current 1.0 FTE counselor is incorrectly coded to regular teaching.*

    *Implementing this proposal to increase the system allocation to a minimum of 1.0 FTE for each school and would require 2.5 FTE overall. Current plans are to phase this in over a 2 year time period. The timing of the phasing will be discussed with the School Board.*

15. **Safety and Well-being: Middle School Student Support Counselor**. Where will the new FTE be added?

    *This has yet to be determined. Staff will comprehensively review the needs of the schools and the Division and determine where to assign the FTE.*

16. **Safety and Well-being: School Safety Coordinator**. Provide a link to the JLARC study.

    *This report is included at the end of this document as **Appendix II**.*

17. **Employee Well-being and Job Satisfaction: Reduced Tuition for Children of Employees**. Where is the $61,059 of lower revenues captured?

    *This is shown as a reduction in miscellaneous revenues on page B-5.*

18. **Research-Based Best Practices: Education Advisory Board (EAB) Membership**. Please provide access to School Board members to access the library of research.

    *We are in the process of creating accounts for School Board members, and they will be contacted directly when they are available.*

19. **Transportation Services: Bus Driver Compensation**. Please provide data about the participation rates of the current reward programs.

*During the 2017-18 school year, 40 drivers received skills proficiency awards. 13 were 1-4 year staff and received $500, 16 were 5-9 year staff and received $1,000, and 11 were 10+ year staff and received $1,500.*

*Below is a table summarizing historical attendance rewards and absence rates.*

| School year | Perfect Attendance Rewards | | | | | Leave Rates | |
|---|---|---|---|---|---|---|---|
| | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter | ALL YEAR | Unplanned | Overall |
| 2017-18 | **108** | **102** | **78** | **91** | **40** | **4.46%** | **5.17%** |
| 2016-17 | 89 | 80 | 91 | 86 | 29 | 4.38% | 5.07% |
| 2015-16 | 94 | 99 | 84 | 65 | 26 | 3.87% | 4.59% |
| 2014-15 | 97 | 70 | 79 | 72 | 30 | 6.91% | 8.06% |
| 2013-14 | 102 | 87 | 88 | 72 | 38 | 5.45% | 6.71% |
| 2012-13 | 104 | 93 | 97 | 76 | 38 | 4.51% | 5.64% |
| | | | | | | | |
| AVERAGES | 99 | 89 | 86 | 77 | 34 | 4.93% | 5.87% |

*Appendix I*

# Results from Whole School Embedded PD

*Student growth is determined by comparing the student's test score in the current year to his/her prior test score. This method of determining student progress is used by the VDOE in determining school accreditation starting in the 2018-19 school year. For more information see this presentation on using Progress Tables to Measure Student Growth, VDOE.*

| READING DATA 2017-18 Upper Elementary | CRT-Engaged Team (Both teachers are CRT Certified) | Mixed Team (One teacher CRT Micro-Credentialed, One unengaged) | Unengaged Team |
|---|---|---|---|
| SOL PASS- White | 86% | 68% | 76% |
| SOL PASS- Hispanic | 42% | 13% | 14% |
| SOL PASS- Black | 100% | 50% | 50% |
| SOL PASS- Multi | 100% | 100% | 100% |
| SOL PASS-SPED | 50% | 50% | 0 |
| TOTAL PASS RATE | 67% | 60% | 62% |
| SOL GROWTH- White | 93% | 74% | 82% |
| SOL GROWTH- Hispanic | 63% | 38% | 29% |
| SOL GROWTH- Black | 100% | 50% | 50% |
| SOL GROWTH- Multi | 100% | 100% | 100% |
| SOL GROWTH- SPED | 75% | 63% | 75% |
| TOTAL GROWTH RATE* | 79% | 69% | 68% |

# Results from Certification in Culturally Responsive Teaching



"High Risk" Students-- 8th Grade SOL Scores to 11th Grade

This CRT Certified Teacher:

- Addressed Implicit Bias in Instructional Practices and built strong culture-informed learning partnerships with individual students
- Shifted personal mindset to expect different outcomes for students labeled "high risk."

10

*Appendix II*

# 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<br>• Threat assessment<br>• Tip lines / smartphone apps |
| Planning & personnel | • School safety plans<br>• School safety coordinators<br>• School resource officers |
| Facilities & testing | • Physical security measures<br>• Safety audits<br>• 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.

# 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<br>• Threat assessment<br>• Tip lines / smartphone apps |
| Planning & personnel | • School safety plans<br>• School safety coordinators<br>• School resource officers |
| Facilities & testing | • Physical security measures<br>• Safety audits<br>• 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<br>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<br>IN, OH, MD |
| Make plans available online to first responders and school officials | 6 states<br>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<br>• Threat assessment<br>• Tip lines / smartphone apps |
| Planning & personnel | • School safety plans<br>• School safety coordinators<br>• School resource officers |
| Facilities & testing | • Physical security measures<br>• Safety audits<br>• 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** <br>(1% to 4% interest over 10 years) | $35 million |
| Ohio | **Authorized districts to assign levies for purpose of improving school safety** <br>(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
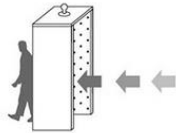
| Security measure | Strengths & weaknesses |
|---|---|
| Access controls (locked doors, ID cards) | • Strongly recommended to prevent unauthorized access<br>• Not completely effective because shooter often is a student who has access to building |
| Surveillance cameras | • Shown to deter property crimes, theft, and violence<br>• May be helpful during response<br>• No evidence that deters school shooters |
| Emergency alerts | • Effective method of simultaneously alerting all students<br>• Can be ignored if overused |
| Two-way communication | • Helps school staff communicate during incident<br>• 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<br>• Can be harmful to school climate and can create logistical challenges and delays<br>• Not always effective<br>(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<br>• May be less harmful to school climate and less logistically challenging than fixed metal detectors<br>• 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<br><br>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<br><br>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<br>(lockdown, shelter in place, evacuation, fire) |
| New Jersey | 2 active shooter drills<br>(in addition to monthly lockdown and regular fire drills) |
| New York | 4 lockdown drills |
| North Carolina | 1 lockdown |
| Pennsylvania | Various<br>(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<br><br>• 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<br><br>• Random drills, observed by school safety center staff; local law enforcement can be present<br><br>• Compare response during drill to what is called for in school security plan<br><br>• 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 | <ul><li>Risk</li><li>Key takeaways</li></ul> |

# 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

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

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

  - Smartphone app – 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