

PRINCIPAL PERCEPTIONS OF TRAINING NEEDS IN SCHOOL SAFETY IN VIRGINIA

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Dissertation submitted to the faculty of  
the Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of

Doctor of Education

In

Educational Leadership and Policy Studies

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March 31, 2010  
Richmond, Virginia

Key words: school safety, training, principals

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## Principal Training Needs in School Safety in Virginia

Stacey L. Timmons

(ABSTRACT)

This study examined the types of training that school principals currently have and perceive they need in order to effectively address school safety and respond to crisis events. Elementary, middle, and high school principals across the Commonwealth of Virginia were surveyed utilizing an adjusted version of the School Safety Needs Training Survey constructed by the Virginia Department of Criminal Justice Services Virginia Center for School Safety. Out of the total 1,791 surveys sent out, 648 surveys were returned, resulting in a 36 percent response rate. Analyses of Variances (ANOVA) and descriptive statistics were run on the data, and Bonferroni post hoc tests for significance were conducted in order to examine differences in the perceived training needs of principals based on level of administration. Findings indicated that principals had the most training on the school safety topics of medical emergencies, managing bomb threats, and responding to crisis incidents. Principals at the elementary, middle, and high school levels all reported that they needed more training in the area of dealing with disruptive and assaultive students and intervening with angry and abusive parents and family members. Significant differences were found between elementary and middle school principals and elementary and high school principals. Findings indicate that middle and high school principals were more concerned with receiving training on topics that dealt with violent and criminal activity than elementary school principals.

## DEDICATION

Thanks to everyone that supported me and assisted me through this program and dissertation. There are several special people that I must thank for their support and assistance.

To my wife Cathy and our girls Sarah and Mary, thank you for your support and understanding as I navigated my way through this endeavor.

To Donna Bowman-Michaelis from the Office of Planning, Training, and Research of the Virginia Department of Criminal Justice Services, thank you for securing permission to use the survey, e-mailing surveys, and the countless hours you spent assisting me with the survey.

To my mom, dad, and brother thank you for the encouraging words and faith you had in me since I began this journey.

To my Chair, Dr. Travis Twiford, and the members of my committee, Dr. Carol Cash, Dr. David Cox, and Dr. Ted Creighton, thank you for your confidence, guidance, and support.

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## CHAPTER 1

### INTRODUCTION

Jason, a ninth grader, had liked guns since he was a child. Through years of hunting with his father, Jason learned a great deal about them and developed a love for shooting. His father had always taught him about gun safety, and Jason knew how to safely handle guns. One thing Jason knew, in particular, was that he was never to handle a gun unless he was with his father.

When his parents were running errands in the nearby town one Monday afternoon, however, Jason decided to get his father's handgun for target practice. Jason loaded the .38 caliber handgun and began to practice shooting at targets. As Jason loaded the gun for the second time, he heard a car come up the driveway and realized that it was his parents returning home early.

Jason knew he would be in trouble if he was caught with the gun, so he quickly put the .38 in his school book bag that was lying nearby. The next day at school, during first block, Jason felt something heavy in his book bag and realized that he had accidentally brought the handgun to school. To avoid being caught with the gun in school, Jason went outside and placed the gun in some grass outside of the school where he planned to return that afternoon to retrieve the gun.

Two older students, however, found the gun and turned it into the school principal. The principal immediately put the school into lockdown, unleashing panic in students, staff, and parents. The principal had training in school crisis but was not well-trained in dealing with school crisis incidents that required an adjustment in thinking based on the details of the particular incident.

Incidents such as this are the catalyst for the development of this study. This study investigated the types of training principals have and the types of training that principals need in order to effectively lead and manage school safety and crisis incidents.

#### Statement of the Problem

School safety is one factor that influences the academic achievement of students. If students and teachers do not feel safe in school, the quality of instruction and student learning decreases. In order to maintain a safe environment, school principals must be trained in how to effectively deal with school safety and crisis incidents. The types of training that principals have



and the types of training that principals need to effectively manage school safety and respond to crisis incidents must be examined in order to increase the effectiveness of the principal at leading school safety efforts.

### Background of the Problem

Data from a study conducted by Sprague, Smith, and Stieber (2002) on principal perceptions of school violence indicate that schools are overall safe places in regards to the risk of serious school violence. Recent violent acts by students in public schools and institutions of higher learning, however, have placed the safety of students in the spotlight as one of the most important parts of a principal's responsibility in leading and managing schools (ABC News, 2007).

Feeling safe and secure in school is a need that must be met in order for students to reach their full potential (Institute of Education Sciences: National Center for Education Statistics, 2007). Whether a school is truly safe or not, the mere perception of being in an unsafe environment can have a negative impact on student achievement (Henry, 2000). Cornell and Sheras (1998) cite five case studies in which errors in crisis management exacerbated the incidents and resulted in dire consequences for those involved.

A study by Chen (2007) indicates that school disorder affects student academic achievement and that "better learning takes place in a safe, especially perceived safe, environment" (p. 40). In order to effectively manage school safety and respond to crisis events, school principals must be trained to respond adequately to immediate dangers and prepare for a return to normalcy (Cornell & Sheras, 1998).

According to the Virginia Department of Criminal Justice Services, the school crisis, emergency management, and medical response plan is defined as: the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life-threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school

activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities.

### Rationale for the Study

The purpose of this study was to examine the current training principals have and perceive they need in order to manage school safety and to respond to crisis incidents. Upon reviewing school safety topics, a gap in practice in school safety was found that could lay the framework for the types of training principals perceive they need in order to manage school safety efforts and respond to crisis incidents.

Increased accountability for student achievement brought about by state and federal governments has prompted researchers to examine the relationships among school climate and safety and student success (Jaworowski, 2003). Lisle (2002) contends that in order to solve problems of school violence, leaders must address school safety with a multifaceted approach. This approach calls for the involvement of not only school personnel but outside agencies as well.

One issue that has to be addressed is the training of principals in leading school safety efforts. Principals must be trained in order to competently manage school safety. Dwyer (1998) suggests that staff development may aid in school safety and violence prevention. This study examines the types of training that school principals have experienced and the types of training they feel they need in order to be effective at school safety and crisis management.

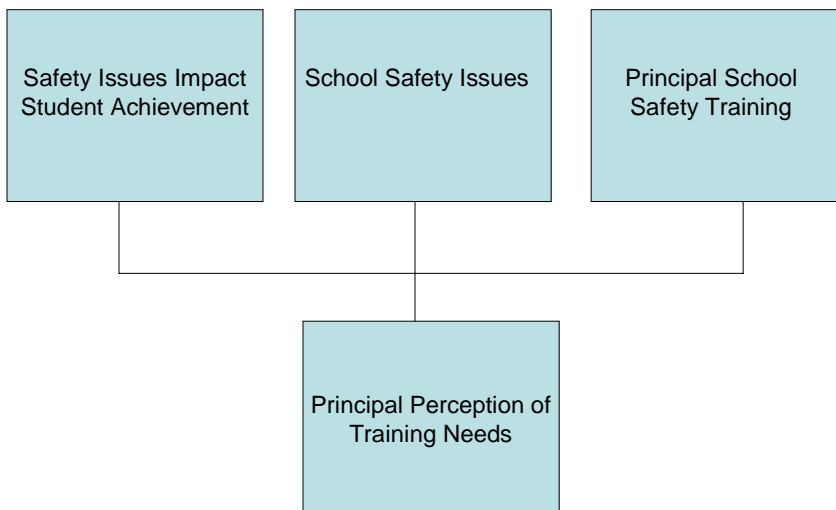
### Research Questions

Research questions include:

1. What training do principals report having on the topic of school safety at the elementary, middle, and high school levels?
2. What types of training do principals perceive they need in order to be effective at school safety at the elementary, middle, and high schools levels?
3. What do principals at the elementary, middle, and high school levels perceive as the top five school safety training priorities?

## Theoretical Framework

The theoretical framework for this study was developed from a review of the literature on school safety and school crisis management. The research is organized into three sections: (1) the impact of school safety on student achievement, (2) the issues or types of incidents that affect the safety of schools, and (3) the training of principals in school safety.



*Figure 1.* Summary of principal training needs.

## Overview of Methodology

This study focused on the training that principals need in order to be effective at managing school safety and responding to crisis events. Principal perceptions of training in school safety and crisis response were examined in order to give insight into trainings that may assist in increasing the safety of schools. The data were systematically gathered and analyzed through a survey first used by the Virginia Center for School Safety. The survey was adjusted to meet the needs of this study.

Information gathered from survey data includes demographic information included in the original study and the types of training principals have and perceive they need in school safety. An additional question was added to determine the current level of administration. This version

of the survey maintains the questions on school safety training topics and omits the questions on school safety policy. One final addition is that of a question to determine the top five training topics of respondents.

### Assumptions, Limitations, and Delimitations

Assumptions are any facts that are taken to be true but ones that are not actually verified (Gay & Airasian, 2000). Assumptions made in this study include the following:

1. Survey responses were completed promptly and honestly.
2. There were differences in the school safety training needs of principals based on school level.
3. Principal responses were biased due to the fact that they may feel competent in school safety and crisis management.

Limitations are components of a study that may negatively impact the results of a study and that may limit the generalizability of the study (Gay & Airasian, 2000). Limitations of this study include the following:

1. Response rates by school level may vary thus giving an inaccurate representation of training needs by level.
2. The study was completed in Virginia which may limit the generalizability of the results in other states.
3. The data may be limited by any bias that principals may have in their responses due to demographic factors and school level.

Delimitations are limitations of a study that the researcher purposely puts into place in order to limit the scope of the study (Gay & Airasian, 2000). The study included the following delimitations:

1. The study was conducted only in the Commonwealth of Virginia.
2. The study surveyed only school principals.

### Definitions

Definitions were used in the study to formalize meanings and ideas of words and concepts in order to provide the reader with an understanding of the framework for the study.

1. *School violence* – any behavior that violates a school’s educational mission or climate of respect or jeopardizes the intent of that school to be free of aggression

against persons or property, drugs, weapons, disruptions, and disorder (Henry, 2000).

2. *Crisis* – an important and seemingly unsolvable problem with which those involved feel unable to cope (Pitcher and Poland, 1992).
3. *School safety*- incorporates personal safety, physical safety, social, cultural and political safety as well as the “community will,” or the overarching safety of the community (National School Safety Center, 2009).

### Significance of the Study

Since the 1990s, schools have focused their attention on policies designed to improve school safety (Ricketts, 2007). The main factors that are essential for successful crisis management are the qualities of leadership, teamwork, and responsibility (Cornell & Sheras, 1998). In the 21<sup>st</sup> century, educators have a greater need to address school safety issues (Augustyniak, 2005).

Studies have found greater aggression in schools today. Findings from a study conducted by McAdams in 2002 on youth aggression indicated that respondents (which included school administrators and other youth services workers) were almost twice as likely to report 10 or more acts of aggression by youth in 2000 than they were in 1983. On top of this, less than one quarter of the 700 respondents to the survey reported receiving any training in dealing with either proactive or reactive aggression, leaving them to acquire that knowledge on their own (McAdams, 2002). Because of the research, the intent of this study is to provide insight into the types of training that principals need in order to effectively lead safe schools and respond to crisis incidents.

Along with increased aggression in schools, state and federal government mandates have increased the level of accountability for principals and other school personnel in the area of student achievement. This increased accountability demands that researchers examine the relationships between school climate and safety and student achievement (Fisher & Kettl, 2000). This study further examines the types of training that principals at the elementary, middle, and high school levels perceive they need in order to manage school safety and crisis incidents.

## Overview

Chapter 1 of this study addresses the background of the importance of school safety. Nickerson and Spears (2007) indicated that school violence is one of the most pressing issues facing schools and society as a whole. MacDonald (1999) indicated that although there are many views on the nature and extent of school violence, there is a consensus that students have to be provided with a learning environment free of violence. Wood and Huffman (1999) further suggested that school administrators need to be provided with adequate training opportunities in how to work together to develop safety policies and then to implement those policies as a team.

The literature review in Chapter 2 provides an in-depth description of current research around the issues of how school safety impacts student achievement, current issues in school safety, and the training that principals receive in school safety and crisis management. Chapter 3 discusses the methodology utilized in this study. Chapter 4 contains a summary of the findings from this study. Chapter 5 contains the conclusions from this study as well as implications for practice and recommendations for future research.

## CHAPTER 2

### LITERATURE REVIEW

#### Literature Search Process

The search of literature for this study was limited to the timeframe of 1995-2009. While there was a large amount of literature related to school safety, the literature was not directly related to the topic of this study. Much of the literature found was centered on the topic of gangs in schools, bullying, and effectiveness of school safety programs. The literature that was directly related to the topic of this study was recent, suggesting that the body of research in the area of school safety training is beginning to develop. The literature reviewed for this study included primary and secondary sources of various types of literature and documents. The sources of the literature reviewed were from, but not limited to, research studies, government reports, books, and articles.

#### Key Search Terms

Searches for literature were conducted using phrases and words that were relevant to the study. The terms used included: school principal and violence training, school principals and security training, school principal and safety training, school principal and crisis training, school administrator and crisis training, school and crisis training, school and safety training, school administrator and safety training, school crisis, school crisis and student learning, school safety and student learning, school crisis and student achievement, school crisis and effects on learning, school safety factors, school safety achievement, school safety and academic achievement, school safety and learning, and school safety and violence. These search terms are not all inclusive of the terms utilized for the literature search but do accurately represent the major search terms.

#### Domains of Interest

##### *The Impact of School Safety on Student Achievement*

In order for children to learn in school, children need to have feelings of safety and well being (Twemlow, Fongay, & Sacco, 2002). School safety often has an impact on student achievement. Fisher & Kettl (2000) conducted a study in order to examine this complex relationship, utilizing the Organizational Health Inventory developed by Hoy in 1998. The study

was carried out in 24 elementary schools in urban Virginia. Although the total number of participants was not reported, a strong correlation was found between organizational health and student achievement. On the fifth grade Virginia English Standards of Learning,  $r = .55$  and  $p < .01$  and on the Virginia Math SOL  $r = .45$  and  $p < .05$  (Fisher & Kettl, 2000) illustrates this correlation between organizational health and achievement. From this study, a link was found between the safety of schools and student achievement.

A study conducted by Chen in 2007 in 613 New York City elementary schools found that student achievement is impacted by school disorder. According to Chen (2007), disorder in schools has a negative impact on student attention, depriving students of the opportunity to learn. While schools have many responsibilities when it comes to serving the needs of children, Chen (2007) found that there are two main outcomes that schools should be trusted with improving: academic achievement and student behavior. Chen (2007) also contends that school climate plays a pivotal role in achieving the goals of improving achievement and behavior.

Research suggests that academic success can be hindered by the disruptions and distractions caused by safety concerns (Hanson et al., 2003; Casella & Burstyn, 2002; Bowen & Bowen, 1999; Grogger, 1997; Gronna & Chin-Chance, 1999). In addition to disruptions and student distraction, the fear of violence within schools may cause truancy issues, depriving students of the opportunity to learn (Sorenson & Hallinan, 1977). These lowered attendance rates further the chances that student academic success will be hindered (Chen, 2007). Violence that occurs in schools is not the only violence that may affect student achievement. Ratner, Chiodo, Covington, Sokol, Ager, and Delaney (2006) indicate that their studies have found that there is also a negative association between exposure to violence committed in the community and academic performance.

Fear of violence among students is not the only barrier to the academic success of students. Teacher perception of school safety can have a negative impact on student learning as well. Quality of teaching, teacher absentee rate, and teacher-student relationships can suffer based on how safe teachers feel at school (DeVoe, Peter, Noonan, Snyder & Baum, 2005; Finley, 2004; Payne, Gottfredson, & Gottfredson, 2003). According to Elliott, Hamburg, and Williams (1998), violence in schools can lead to less orderly learning environments, injury to personnel and students, and lower student achievement. If disruptive and sometimes criminal behavior takes place in the school setting, learning is negatively affected and the environment is no longer



conducive to learning (Bennett-Johnson, 1997). All of these factors can lead to a decline in student achievement.

### *Issues and Incidents that Affect the Safety of Schools*

According to Bennett-Johnson (2004) there are three categories of risk factors that influence violence among youth and school violence. The three categories are family risk factors, community risk factors, and school risk factors. Family risk factors include violence within the family, lack of adult supervision, child abuse, and illegal substances. Community risk factors include access to weapons, illegal substances, and economic conditions of the community. School risk factors include lack of academic success, lack of school participation, and gang involvement (Bennett-Johnson, 2004).

In 2008, all 2,002 public schools in Virginia were surveyed on various topics of school safety in the Virginia School Safety Survey conducted by the Department of Criminal Justice Services by the Virginia Center for School Safety. There was a 100 percent response rate.

Results from this study indicated:

1. Activation of some portion of a crisis plan increased from 2005-2006 by 116 schools.
2. Reported incidents increased from 2005-2006 by 81,312.
3. Disorderly conduct incidents declined from 2005-2006 by 1,096.
4. Tobacco use and possession declined from 2005-2006 by 593.
5. Fighting without injury declined from 2005-2006 by 537.
6. Bullying increased from 2005-2006 by 2,072.
7. Theft increased from 2005-2006 by 361.
8. Threat increased from 2005-2006 by 1,099.
9. Minor offenses increased from 2005-2006 by 79, 580.
10. The total number of incidents against students increased from 2005-2006 by 2,772.
11. The total number of incidents against staff declined from 2005-2006 by 427.
12. The total number of weapons incidents reported increased from 2005-2006 by 36.

In The Institute of Educational Sciences' National Center for Education Statistics report from the School Survey on Crime and Safety (2007), it was found that:

1. In 2007-2008, there were 41 violent incidents per 1,000 students in middle schools, 26 in primary schools, and 22 in high schools.

2. 48 percent of schools reported one student threat of physical attack without a weapon and 9 percent reported threat with a weapon
3. There were five incidents of distribution, possession, or use of illegal drugs in schools of 1,000 or more students and two incidents in schools of lower enrollments.
4. 13 percent of schools reported at least one gang crime.
5. 18 percent of city schools, 9 percent of suburban schools, 11 percent of town schools, and 5 percent of rural schools reported acts of disrespect.

Judging by the results of these two surveys, it is clear that violence in schools is an increasingly troubling issue.

A study conducted by Jeffrey Sprague, Stephen Smith, and Steven Stieber (2002) assessed principals' perceptions of risk and protective factors affecting school safety. The findings of the study indicated that risk factors for school violence increase as students move through the normal school continuum from grade to grade, and that school size has a positive correlation with violence risk factors. This does not mean, however, that violent incidents increase proportionally with risk factors. The top five risk factors identified in the study were bullying, deteriorating facilities, poverty, transiency, and child abuse in the home, while the top five protective factors identified were suicide prevention, staff training, academic expectations, and parent involvement. While researchers in 1995 found that risk factors focused on issues outside of the school, such as poverty and transience, the results from the 2000 study indicated that risk factors are now mainly associated with issues inside the school, such as bullying and deteriorating school facilities (Sprague, Smith, & Stieber, 2002). This shows a greater need for principal training now than in the past.

Data gathered from the 2005-2006 School Survey on Crime and Safety paint a broader picture about school-related crime, violent incidents, disciplinary actions, and the internal school programs that are needed to prevent and reduce violence in schools. A survey was developed by the National Center for Education Statistics and supported by the Office of Safe and Drug-Free Schools in the U.S. Department of Education in 2007 in order to measure principals' feelings across the United States on issues of school violence. The findings of this survey indicated that a large percentage of schools across the United States have some form of the following types of

programs in place to mitigate the possibility of school violence (U.S. Department of Education: National Center for Education Statistics, 2007):

- Prevention curriculum (86.7 percent)
- Behavioral Intervention (89.8 percent)
- Counseling (91.6 percent)
- Individual attention (90.8 percent)
- Recreational activities (83.4 percent)
- Peer mediation (55.6 percent)
- Community programs (78.7 percent)

Despite a large percentage of schools having these programs in place, Cornell and Sheras (1998) noted that crisis plans and programs are not enough on their own. Crisis plans and programs must be guided by responsible leadership in order to effectively manage unpredictable crisis events (Cornell & Sheras, 1998). Therefore, principal training in crisis response must accompany these types of programs.

#### *Principal Training on School Safety*

According to the U.S. Department of Education (2006) regular, repeated school safety training is needed for all teachers and administrators. As violence from outside the school filters into of the school, the responsibility of the principal in leading school safety efforts and managing crisis events becomes even more critical. Principals must work to keep current in school safety training, establish safety policy, formulate emergency procedures, and coordinate other faculty and staff during crisis events (Bennett-Johnson, 2004).

The primary mission of schools is not to deal with the impact of a crisis, so it is no surprise that most school staff, including principals, are ill-prepared to handle a school crisis. At the time of a school crisis, most school staff members are in a crisis themselves from underestimating or overestimating the magnitude of the crisis event (Schonfeld & Newgass, 2000). In 2009, Clendenin conducted a study to determine principal perception on the types of training needed to be an effective instructional leader. According to Clendenin (2009), principals identified five areas where they felt professional development was needed, one of which was school safety.

In 2002, the Virginia Department of Criminal Justice Services Virginia Center for School Safety conducted a study of middle and secondary school administrators, teachers, and counselors. Part of this survey asked questions about the school safety training needs of the respondents. The results are as follow

1. Respondents indicated the following topics in school safety as most helpful:
  - Identifying students in need of special services or assistance (40 percent)
  - Finding methods for diffusing disruptive and violent students (41 percent)
  - Identifying students at risk for violent behavior (38 percent)
  - Identifying and avoiding at-risk situations (35 percent)
  - Intervening with angry and abusive families(37 percent)
2. Respondents indicated that learning about the following general safety-related topics would be most helpful:
  - Personal safety of staff (75 percent)
  - Student-focused topics (70 percent)
  - Legal and constitutional issues (65 percent)

Judging by these results, it can be seen that administrators, teachers, and counselors feel that they need better training in school safety.

In a research study conducted by Lisle (2002) of 85 administrators, 72 teachers, and 99 other school staff members, it was found that 50 percent of administrators saw a need for more school safety interventions in order to curb school violence. Furthermore, 73 percent of administrators felt that it would be beneficial to have more staff development on school safety topics. Approximately two thirds of administrators felt that staff should be better trained in order to create a safer school environment and prevent violence. This study also illustrated the lack of training that school administrators have in school safety. Of the administrators surveyed, 62.4 percent reported having 0-8 hours of training, 31.8 percent reported having 9-16 hours, and only 4.7 percent reported having more than 17 hours of training (Lisle, 2002).

In a study by MacDonald (1999), principals reported finding it difficult to define school violence. They indicated that this difficulty came from believing that violence was a symptom of other problems and that a range of tolerance for violence skewed the definition. A leader must first determine if a crisis is present or imminent in order to deal with school safety. Therefore, training principals to better define school violence can improve school safety.

Armstrong and Webb (2006) found that although there are empirically valid school safety programs, wide implementation of such programs has not occurred due to a lack of knowledge about these programs by school personnel. According to Cornell and Sheras (1998), mistakes in response to crisis events also have a tendency to be distressing to personnel. In an effort to combat future mistakes and increase knowledge about school safety programs, crisis teams must carry out crisis plans guided by competent leadership.

A study conducted in 1993 after a series of gun and knife incidents in schools in the Virginia Beach area found a lack of proper training and education in school violence prevention (Sheras, Cornell, & Bostain, 1996). Through a series of meetings with parents, youth agency representatives, law enforcement personnel, school system leadership, citizens, and community members, it was also discovered that administrator training in school safety was too narrow, focused only on specific programs. The training did not transfer into a broad knowledge of school safety or violence prevention (Sheras, Cornell, & Bostain, 1996).

Over the past several years, researchers and practitioners across many disciplines have found a wealth of information and statistics on methods to respond to youth violence. Despite this, there continues to be a variety of responses to school violence (Augustyniak, 2005). Because violent acts committed by youth are complex, they require thought across many disciplines and perspectives (Augustyniak, 2005). Unfortunately, much of the training that is provided to school personnel is centered on the individual level. Considering more violent acts have been committed by youth offenders, it is apparent that personnel must focus on the larger picture of school violence in order to effectively deal with the violence (Reese, Vera, Simon, & Ikeda, 2000).

Educational programs that focus only on individuals and the variables that surround them, such as communication, conflict-resolution, and mediation are necessary in the youth violence prevention efforts. Focusing on these variables alone, however, is not enough in order to fully address youth violence issues (Augustyniak, 2005). School leaders must be able to make critical decisions without hesitation in order to effectively manage crisis events and lead school safety.

According to Simon (1993), decision-making is a three step process that consists of (1) identifying the problems, (2) conceptualizing possible solutions to problems that have been prioritized, and (3) evaluating and choosing from a variety of problem solution strategies. School

leaders must be able to make critical decisions without hesitation in order to effectively manage crisis events and lead school safety.

### Summary

In conclusion, there is a lack of existing literature on the types of training that principals need in school safety and crisis management. Only one study conducted by the Virginia Department of Criminal Justice Services Virginia Center for School Safety in 2002 comes close to addressing the issue of the training needs of principals in school safety. That study investigated school safety policy issues and utilized principals, teachers, and counselors from regions across Virginia, but it did not include principals from the elementary level or sample all principals in the Commonwealth of Virginia.

Other research found a link between school safety and academic achievement. Chen (2007) indicated that the safety of schools does impact student achievement, and a research study conducted by Fisher & Kettl (2000) showed that there are strong correlations between organizational health and student achievement. The literature further indicated that teacher perceptions of school safety impacts student learning, as teacher absentee rates increase in a perceived unsafe environment (DeVoe, Peter, Noonan, Snyder & Baum, 2005; Finley, 2004; Payne, Gottfredson & Gottfredson, 2003).

Research in the area of school safety incidents also indicated that many schools do experience crisis incidents or have issues that affect school safety. In a 2008 Virginia School Safety Survey of all 2,002 public schools by the Department of Criminal Justice Services by the Virginia Center for School Safety, increases were found in offenses of threats, minor offenses, and theft and bullying (while disorderly conduct, tobacco use, and fighting declined). Despite a decline in some areas of school offenses, there is still one crime committed in a school every six seconds (Fisher & Kettl, 2000). While many schools have programs in place to address school safety and crisis incidents, they are not sufficient to fully address the problem (Cornell & Sheras, 1998).

Cornell and Sheras (1998) indicated that school safety programs must be guided by strong leadership in order to manage school safety and crisis incidents (1998). Reese, Vera, Simon, and Ikeda (2000) found that most school safety training is centered on the individual level but needs to focus on the larger picture of school violence. Sheras, Cornell, and Bostain (1996) indicated that school administrators receive narrowly-focused training on specific school

safety programs when, in fact, training needs to be focused on the broader picture (School Safety Needs Training Assessment, 2002).

Because research in the area of school safety training needs of principals is limited, this study will examine the training that principals have and perceived need in school safety training. The findings will expand on the research completed by the Department of Criminal Justice Services by the Virginia Center for School Safety and will examine principals at the elementary, middle, and high school levels.

## CHAPTER 3 METHODOLOGY

### Introduction

The goal of this study was to examine the training that Virginia principals have in and perceive they need in school safety and crisis events. The literature review set a context of how academic achievement is affected by the safety of schools and also identified the current issues of school safety and training that principals receive in the area of school violence prevention and response. This study addressed the following research questions:

1. What training do principals report having on the topic of school safety at the elementary, middle, and high school levels?
2. What types of training do principals perceive they need in order to be effective at school safety at the elementary, middle, and high schools levels?
3. What do principals at the elementary, middle, and high school level perceive as the top five school safety training priorities?

Based on these questions, this study gathered data on the types of training that principals' perceive they need in order to lead school safety efforts and crisis response. Data were also collected to determine the top five topics of school safety training from the topics listed on the survey. Because many school systems are now utilizing some form of site-based management, principals are required to take a more direct role in providing a safe learning environment for students (MacDonald, 1999).

### Research Method

This study is quasi-experimental and utilized a descriptive design. Subjects could not be assigned to random groups and no separate treatments were administered based on school level. The independent variable in this study is the current school level of the administrator. The dependent variable is the type of training principals receive or need to receive in school violence prevention and response.

The variables were chosen in order to provide an accurate picture of the training needs of principals in the area of school violence in elementary, middle, and high schools. Permission to revise and use (see Appendix A) a survey from the Department of Criminal Justice Services Office on School Safety titled *School Safety Needs Training Assessment* (2002) (see Appendix



B) was obtained from Ms. Donna Bowman-Michaelis, Program Consultant from the Virginia Center for School Safety. (The revised version of the survey (see Appendix C) addressed only those items that provide data about the perceived training needs of principals in school safety.

### Population

The population that was utilized for this study was elementary, middle, and high school principals from across the Commonwealth of Virginia. This population was selected due to their responsibility to supervise the day-to-day operation of the school, including school safety measures and response. Virginia consists of 1,176 elementary schools, 313 middle schools, and 302 high schools. By surveying principals at the elementary, middle, and high school levels across the Commonwealth of Virginia, the responses received are representative of the demographics statewide.

One thousand seven hundred ninety one principals from across the state were sampled in order to ensure responses from elementary, middle, and high school principals. Superintendents were e-mailed (see Appendix D) requesting they encourage principals to complete the forthcoming survey. Surveys (see Appendix E) were e-mailed to 1,176 elementary school principals, 313 middle school principals, and 302 high school principals across the Commonwealth of Virginia. The researcher hoped to receive a minimum of 322 responses in order to create a 95 percent confidence level (Research Advisors, 2006). A follow-up e-mail (see Appendix F) was sent after two weeks as a reminder of the requested study participation. Upon receiving an adequate number of responses, the data were organized and analyzed for findings. A total of 363 elementary principals, 117 middle school principals, and 168 high school principals responded to the survey.

### Instrumentation

The original School Safety Training Needs Assessment Survey (2002) was utilized in a study of 1,992 respondents from the middle and high school levels in the Commonwealth of Virginia. For the purpose of this study, the survey was revised to only assess training needs of the principals. Ms. Donna Bowman-Michaelis from the Virginia Center for School Safety agreed that data from elementary, middle, and high school principals would be needed in order to assess the training needs of school principals.

The original survey was piloted in middle and high schools to ensure reliability and validity. It is important to note that, according to personnel from the Virginia Center for School Safety, the specific methodology information for the original survey is not available due to file purging that occurs every three to five years. In the original research, administrators, teachers, and guidance counselors at the middle and high school levels were surveyed. Out of 3,539 surveys that were sent out, 1,992 were returned for a response rate of 56.3 percent. Responses indicated that survey questions were clear and precise and understood by the respondents. The original survey consisted of demographic information, school safety policy information, school safety training topics, questions about school resource officers or school security officers, and two open-ended questions.

The revised version of the survey utilized for this study contained demographic information included in the original study and an added question to determine the current level of administration. This version of the survey maintained the questions on school safety training topics and omitted the questions on school safety policy. One final addition was that of a question to determine the top five training topics of respondents.

#### Data Collection

Prior to conducting the study, the Institutional Review Board (IRB) forms were completed per Virginia Polytechnic Institute and State University procedures. Once IRB approval was received and filed as required (see Appendix G), documents were made available to all school district human subjects review boards and participants in the study. Each participant in the study was provided background of the study and made aware that their responses would be utilized to gain data for the results of the study. Participants were also informed of the complete anonymous nature of their responses.

Principals received a letter or e-mail (see Appendix E) inviting them to complete the survey. Surveys were e-mailed to participants, and participants were asked to submit their responses electronically through the Virginia Tech electronic survey tool, [www.surveylvt.edu](http://www.surveylvt.edu). A follow-up reminder (see Appendix F) and a thank you note were sent to all school districts.

Upon completion of the study and successful defense of the study, all individual responses will be destroyed in order to maintain confidentiality of participants. Survey participants were not required to provide any information that could be utilized to identify them

personally. Participants were required to give their level of administration, number of years as principal, gender, and location of their school (rural, urban, or suburban) for statistical purposes.

The survey consisted of three parts. The first part of the survey examined demographic information. The second part of the survey asked about specific areas of training that principals have received or perceive they need in school safety and violence. The third part asked principals to order their top five training topics from the survey that they perceive they need in order to be more effective at leading school safety efforts and responding to crisis incidents.

### Methods of Analysis

Data collected from the survey were analyzed utilizing SPSS 16.0 statistical software package. Analyses of Variances (ANOVA) and descriptive statistics were run on the data, and frequency tables were created to display the results. In addition, Bonferroni post hoc tests for significance were conducted to examine differences in the training needs of principals based on level of administration.

A significance level of less than 0.05 was considered acceptable. These analyses allowed the researcher to examine relationships between elementary, middle, and high school principals and school violence training. It also allowed the researcher to determine the training needs of principals.

After collecting and analyzing the data, the researcher reported the types of training in school violence those principals in elementary, middle, and high schools perceive they need in order to be effective in dealing with school safety and crisis incidents.

### Assumptions, Limitations and Delimitations

Assumptions are any facts that are taken to be true but ones that are not actually verified (Gay & Airasian, 2000). Assumptions that were made in this study include the following:

1. Survey responses will be completed promptly and honestly.
2. There will be differences in the school safety training needs of principals based on school level.
3. Principal responses may be biased due to the fact they may feel competent in school safety and crisis management.

Limitations are the components of a study that may negatively impact the results of a study and that may limit the generalizability of the study (Gay & Airasian, 2000). Limitations of this study may include the following:

1. Response rates by school level may vary thus not giving an accurate representation of training needs by level.
2. The study will be limited to Virginia which may limit the generalizability of the results to other states.
3. The data may be limited by any bias that principals may have in their responses due to region of Virginia and school level.

Delimitations are limitations of a study that the researcher purposely puts into place in order to limit the scope of the study (Gay & Airasian, 2000).

1. The study will be conducted only in the Commonwealth of Virginia.
2. The study will only survey school principals.

### Summary

Chapter 3 of this study reports the methodology utilized in this study. The areas that are covered include: research methods, sample, instrumentation, data collection, method for analysis, and the assumptions and limitations of the study. Chapter 4 summarizes the findings of the study. Chapter 5 presents conclusions, implications for practice, recommendations for school safety training and crisis response, and future studies on the training needs of school principals in school safety and crisis management.

## CHAPTER 4

### RESULTS

The purpose of this study was to examine training that principals have and perceive they need in order to help them manage school safety and to respond to crisis incidents. The study investigated the types of training that principals at the elementary, middle, and high school levels have received on the topic of school safety. The study also examined the types of training that principals perceive they need in order to more effectively lead school safety efforts and manage crisis incidents. Principals surveyed were asked to rank their top five choices of school safety training topics.

The study addressed the following research questions:

1. What training do principals report having on the topic of school safety at the elementary, middle, and high school levels?
2. What types of training do principals perceive they need in order to be effective at school safety at the elementary, middle, and high schools levels?
3. What do principals at the elementary, middle, and high school level perceive as the top five school safety training priorities?

In order to address the three research questions, a survey from the Department of Criminal Justice Services Office on School Safety titled *School Safety Needs Training Assessment* (2002) was revised with permission from Ms. Donna Bowman-Michaelis, Program Consultant from the Virginia Center for School Safety (see Appendix A). The revised version of the survey (see Appendix C) addressed only those items that provided data about the perceived training needs of principals in the area of school safety. The survey was sent to all 1,791 principals across the Commonwealth of Virginia.

#### Research Methods

The population utilized for this study was elementary, middle, and high school principals across the Commonwealth of Virginia. The population was selected based on their responsibility to supervise the day-to-day operations of the schools, including school safety and crisis response. IRB approval (see Appendix G) from Virginia Polytechnic Institute and State University was secured. An e-mail from the Department of Criminal Justice Services Virginia Center for School Safety (see Appendix D) was sent out to all Virginia public school superintendents advising them

of the upcoming survey that would be sent to all principals in their respective school districts. Within four days, an e-mail containing a link to the online survey completed through the Virginia Tech electronic survey tool was sent to all principals from the Department of Criminal Justice Services Virginia Center for School Safety (see Appendix E). A reminder notice (see Appendix F) and thank you e-mail was sent by the same office within two weeks of the initial e-mail.

A minimum of 322 responses was needed in order to achieve a 95 percent confidence level (Research Advisors, 2006). A total of 648 responses were received, exceeding the minimum number required and resulting in a 36 percent total response rate for the survey. A total of 363 elementary principals, 117 middle school principals and 168 high school principals responded to the survey. Data from the survey were imported into SPSS for statistical analyses. Descriptive statistics, a 1x3 ANOVA statistical analysis, and Bonferroni comparisons were conducted in order to compare differences in responses among the three levels of school administrators.

### Results of Survey

There were 648 responses to the survey. Of the total responses, 363 or 56 percent were from elementary school principals, 117 or 18.1 percent were from middle school principals, and 168 or 25.9 percent were from high school principals. The data information contained in Table 1 below represents the total number of principals by level that responded to the survey. Percentages reflect the percentage of respondents by level of the overall number of principals responding to the survey.

Table 1  
*Respondents as Percentage of Entire Sample (n =648)*

Characteristic	<i>n</i>	%
Level of Administration		
Elementary School	363/1176	56.0
Middle School	117/313	18.1
High School	168/302	25.9

Elementary principals had a 30.8 percent response rate, with middle school principals having a 37.3 percent response rate, and high school principals had a 55.6 percent response rate. The largest portion of principals (40.9 percent) reported being employed in Virginia as principal for more than 10 years, while the smallest portion (6.6 percent) reported being employed for just up to two years. Of those responding to the survey, males represented 45.2 percent, and females 54 percent, and 0.8 percent did not identify gender. The largest percentage of responses came from rural principals (45.5 percent), while 17.7 percent came from urban principals, and 36.7 percent came from suburban principals. See Table 2 below.

Table 2

*Overall Sample: Demographic Characteristics of Participants (n =648)*

Characteristic	<i>n</i>	%
<b>Level of Administration</b>		
Elementary School	363	30.8
Middle School	117	37.0
High School	168	55.6
<b>Length of Employment as a Principal of Respondents</b>		
Up to 2 years of employment	43	6.6
More than 2 years up to 5 years of employment	134	20.7
More than 5 years up to 10 years of employment	206	31.8
More than 10 years of employment	265	40.9
<b>Gender of Respondents</b>		
Male	293	45.2
Female	350	54.0
No response	5	0.8
<b>Area where school is located</b>		
Rural	295	45.5
Urban	115	17.7
Suburban	238	36.7

## Results of Survey

*Research Question 1: What training do principals report having on the topic of school safety at the elementary, middle, and high school levels?*

Principals were surveyed using a revised version of a survey administered by the Department of Criminal Justice Services Office on School Safety titled *School Safety Needs Training Assessment* (2002). Surveys were sent electronically to all elementary, middle, and high school principals in the Commonwealth of Virginia. Principals at the elementary, middle, and high school levels were asked four demographic questions in order to provide a context for study responses.

The survey questions were categorized under five domains that included crime prevention (nine questions), reporting crime (two questions), legal and constitutional issues (five questions), personal safety training for staff (three questions), and critical response issues (five questions). Table 3 below contains specific data with discussion following below the table.

Table 3

*Frequency of Trainings that Principals Report having on Topics of School Safety*

	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	(n=648)		(n=363)		(n=117)		(n=168)	
	Yes	No	Yes	No	Yes	No	Yes	No
<u>Domain: Crime Prevention</u>								
training on law related education	136	512	71	292	29	88	36	132
training on identifying students who are at risk for violent behaviors	96	552	48	315	21	96	27	141
training on methods for diffusing disruptive and assaultive students	121	527	64	299	27	90	30	138
training on identifying weapons vs. look-alikes and non-weapons	60	588	28	335	17	100	15	153

(Table continued)



Table 3 (continued)

	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	(n=648)		(n=363)		(n=117)		(n=168)	
	Yes	No	Yes	No	Yes	No	Yes	No
training on identifying drugs	77	571	32	331	25	92	20	148
training on recognizing signs and symptoms of drug use	100	548	44	319	30	87	26	142
training on identifying gang characteristics and activities	142	506	72	291	39	78	31	137
training on improving safety by modifying school facility design	51	597	31	332	9	108	11	157
training on using technology to improve school safety and security	59	589	33	330	11	106	15	153
<u>Domain: Reporting Crime</u>								
training on criteria and procedures for identifying and reporting criminal behavior	103	545	43	320	31	86	29	139
training on technology to improve school crime and violence data collection	76	572	37	326	22	95	17	151
<u>Domain: Legal &amp; Constitutional Issues</u>								
training on use of force	78	570	42	321	20	97	16	152
training on current state and federal statutes	57	591	29	334	16	101	12	156
training on search and seizure law and procedures	156	492	65	298	38	79	53	115

(Table continued)

Table 3 (continued)

	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	(n=648)		(n=363)		(n=117)		(n=168)	
	Yes	No	Yes	No	Yes	No	Yes	No
training on legal rights of juveniles	81	567	34	329	20	97	27	141
training on juvenile court processes and procedures	40	608	12	351	16	101	12	156
<u>Domain: Personal Safety Training for Staff</u>								
training on intervening with angry/abusive parents/family members	64	584	26	337	17	100	21	147
training on reducing staff victimization	29	619	18	345	5	112	6	162
training on identifying and avoiding at-risk situations	58	590	31	332	13	104	14	154
<u>Domain: Critical Response Issues</u>								
training on responding to critical incidents	155	493	85	278	32	85	38	130
training on managing bomb threats	177	471	94	269	38	79	45	123
training on responding to medical emergencies/first aid/CPR	198	450	114	249	38	79	46	122
training on rolls of community response teams	151	497	86	277	28	89	37	131
training on follow-up after critical incidents	122	526	69	294	22	95	31	137

\*Overall n=648, elementary=363, middle=117, and high=168

Under the crime prevention domain, the highest number of principals (142) reported having training on identifying gang characteristics and activities. The second highest number (136) reported having training on law-related education. The lowest number of principals (51) reported having training on improving safety by modifying school facility, while only 59

principals reported having training on using technology to improve school safety and security, and 60 reported having training on identifying weapons vs. look-alikes and non-weapons.

Elementary and middle school principals both reported having the most training on identifying gang characteristics at 72 and 78, respectively, while 36 high school principals reporting having the most training on law-related education. Elementary school principals reported having the least amount of training on identifying weapons vs. look-alikes and non-weapons at 28, while middle and high school principals reported having the least amount of training on improving safety by modifying school facility design at 9 and 11, respectively.

In the reporting crime domain, which contained only two questions, the largest number of principals (103) reported having training on criteria and procedures for identifying and reporting criminal behavior, while the smallest number of principals (76) reported having training on technology to improve school crime and violence data collection. Responses from all levels of principals followed the overall responses with the largest and smallest numbers on the same questions.

The third domain, legal and constitutional issues, had the highest overall response rate (156) in the training area of search and seizure procedures and the lowest overall response rate (40) in the training area of juvenile court processes and procedures. The same pattern followed in all levels of administrators. Middle and high school principals both had an additional response that tied for the lowest number: training on current state and federal statutes which came in at 16 responses and 12 responses, respectively.

In the personal safety and training for staff domain, which contained three questions, the highest number of principals (64) reported having training on intervening with angry/abusive parents/family members, while the second highest number of principals (58) reported having training on identifying and avoiding at-risk situations. The lowest number of principals (29) reported having training on reducing staff victimization. Elementary school principals reported having the most training in the area of identifying and avoiding at-risk situations at 31 responses, while middle and high school principals reported having the most training in the area of intervening with angry/abusive parents/family members at 17 responses and 21 responses, respectively. All three levels reported having the least amount of training in the same area as the overall response.

Under the fifth domain on critical responses issues, the highest overall number of responses (198) was in the area of training on responding to medical emergencies/first aid/CPR. The lowest number of responses (122) was in the area of training on follow-up after critical incidents. All three levels reported the highest and lowest number of responses in the same areas as the overall responses. Middle school principals also reported having training on managing bomb threats, a response that tied for the highest number of responses. Specific percentages for each administrative level can be found in Table 3 above.

*Research Question 2: What types of training do principals perceive they need in order to be effective at school safety at the elementary, middle, and high school levels?*

The data contained in Tables 4 through 18 provide information that answers research question two of this study. Tables are arranged by domain of school safety training. The survey contained five domains of school safety training with more specific safety topics under each domain. For each domain a table presenting frequency and percent of responses to each safety topic is presented followed by an ANOVA statistical analysis and Bonferroni post-hoc analysis for significance. Specific data and percentages for overall responses and responses by level of administration are contained within the tables. An alpha level of  $p < .05$  was used for all of the following statistical tests.

Table 4 below provides data on frequency and percent of responses to the safety topics contained under the crime prevention domain by overall totals and by level of administration. Specific results are discussed below the table.

The training topic of identifying students who are at risk for violent behaviors had the overall highest percentage of principals (38.5 percent) rating the topic as extremely helpful. The training topic of improving safety by modifying school facility design had the highest overall percentage of principals (5.9 percent) rating the topic as not at all helpful indicating that principals felt that the topic would be the least useful training topic. Approximately 77 percent of all principals rated the training topic of identifying students at risk for violent behaviors as extremely or very helpful. Middle school and high school principals had the highest percentage of responses on the training topic.

Table 4

*Frequency and Percent of Responses to Domain: Crime Prevention Questions*

<b>How helpful would it be to receive -</b>	<b>Overall</b>		<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<b>N</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<u>Training on law related education</u>								
Extremely helpful	142	27.9	76	26.2	31	35.2	35	26.7
Very helpful	206	40.5	111	38.3	38	43.2	57	43.5
Somewhat helpful	146	28.7	95	32.8	16	18.2	35	26.7
Not very helpful	14	2.8	7	2.4	3	3.4	4	3.1
Not at all helpful	1	0.2	1	0.3	0	0.0	0	0.0
<u>Training on identifying students who are at risk for violent behaviors</u>								
Extremely helpful	199	36.2	103	32.9	42	43.8	54	38.6
Very helpful	226	41.2	129	41.2	32	33.3	65	46.4
Somewhat helpful	116	21.1	77	24.6	21	21.9	18	12.9
Not very helpful	6	1.1	3	1.0	1	1.0	2	1.4
Not at all helpful	2	0.4	1	0.3	0	0.0	1	0.7
<u>Training on methods for diffusing disruptive and assaultive students</u>								
Extremely helpful	202	38.5	111	37.4	35	38.9	56	40.9
Very helpful	182	34.7	100	33.7	35	38.9	47	34.3
Somewhat helpful	125	23.9	76	25.6	20	22.2	29	21.2
Not very helpful	15	2.9	10	3.4	0	0.0	5	3.6
Not at all helpful	0	0.0	0	0.0	0	0.0	0	0.0
<u>Training on identifying weapons vs. look-alikes and non-weapons</u>								
Extremely helpful	121	20.7	49	14.8	30	30.0	42	27.6
Very helpful	149	25.5	86	25.9	22	22.0	41	27.0
Somewhat helpful	225	38.5	133	40.1	35	35.0	57	37.5
Not very helpful	73	12.5	53	16.0	10	10.0	10	6.6
Not at all helpful	16	2.7	11	3.3	3	3.0	2	1.3
<u>Training on identifying drugs</u>								
Extremely helpful	155	27.3	64	19.5	34	37.0	57	38.8
Very helpful	158	27.9	80	24.4	25	27.2	53	36.1
Somewhat helpful	188	33.2	128	39.0	27	29.3	33	22.4
Not very helpful	54	9.5	46	14.0	4	4.3	4	2.7
Not at all helpful	12	2.1	10	3.0	2	2.2	0	0.0

(table continued)

Table 4 (continued)

<b>How helpful would it be to receive -</b>	<b>Overall</b>		<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<b>N</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<u>Training on recognizing signs and symptoms of drug use</u>								
Extremely helpful	154	28.4	65	20.5	37	42.5	52	37.7
Very helpful	177	32.7	88	27.8	34	39.1	55	39.9
Somewhat helpful	163	30.1	123	38.8	15	17.2	25	18.1
Not very helpful	42	7.7	35	11.0	1	1.1	6	4.3
Not at all helpful	6	1.1	6	1.9	0	0.0	0	0.0
<u>Training on identifying gang characteristics and activities</u>								
Extremely helpful	148	29.7	71	24.8	28	35.9	49	36.6
Very helpful	155	31.1	80	28.0	28	35.9	47	35.1
Somewhat helpful	144	28.9	95	33.2	17	21.8	32	23.9
Not very helpful	42	8.4	32	11.2	4	5.1	6	4.5
Not at all helpful	9	1.8	8	2.8	1	1.3	0	0.0
<u>Training on improving safety by modifying school facility design</u>								
Extremely helpful	148	25.0	70	21.4	33	30.6	45	28.8
Very helpful	158	26.7	99	30.3	26	24.1	33	21.2
Somewhat helpful	180	30.5	92	28.1	37	34.3	51	32.7
Not very helpful	70	11.8	46	14.1	10	9.3	14	9.0
Not at all helpful	35	5.9	20	6.1	2	1.9	13	8.3
<u>Training on using technology to improve school safety and security</u>								
Extremely helpful	164	28.1	75	22.9	34	32.4	55	36.4
Very helpful	233	40.0	140	42.8	41	39.0	52	34.4
Somewhat helpful	138	23.7	74	22.6	28	26.7	36	23.8
Not very helpful	40	6.9	34	10.4	2	1.9	4	2.6
Not at all helpful	8	1.4	4	1.2	0	0.0	4	2.6

An Analysis of Variance (ANOVA) was conducted on how helpful it would be to receive training school safety topics under the crime prevention training domain against level of administration. Table 5 below contains the summary of the ANOVA analysis. Significant between group differences were found under the crime prevention training domain for the training topics of: A. identifying students at-risk for violent behaviors  $F(2, 642)= 3.057, p<.05$  ( $P=.048$ ) B. identifying weapons vs. look-alikes and non-weapons  $F(2, 641)= 9.846, p<.05$  ( $P=.000$ ) C. identifying drugs  $F(2, 641)= 26.773, p<.05$  ( $P=.000$ ) D. recognizing signs and symptoms of drug use  $F(2, 639)= 29.799, p<.05$  ( $P=.000$ ) E. identifying gang characteristics and

activities  $F(2, 637) = 10.27, p < .05 (P = .000)$  F. using technology to improve safety and security  $F(2, 639) = 3.369, p < .05 (P = .035)$ . A  $p < .05$  was considered significant.

Table 5

*Summary of 1 x 3 ANOVA for Level of Administration vs. Crime Prevention Domain*

Source		Sum of Squares	Df	Mean Square	F
How helpful would it be to receive training on law related education	Between Groups	6.935	2	3.468	2.772
	Within Groups	802.981	642	1.251	
	Total	809.916	644		
How helpful would it be to receive training on identifying students who are at risk for violent behaviors	Between Groups	6.025	2	3.012	3.057*
	Within Groups	632.574	642	0.985	
	Total	638.598	644		
How helpful would it be to receive training on methods for diffusing disruptive and assaultive students	Between Groups	3.351	2	1.675	1.457
	Within Groups	738.159	642	1.15	
	Total	741.51	644		
How helpful would it be to receive training on identifying weapons vs. look-alikes and non-weapons	Between Groups	28.995	2	14.498	9.846*
	Within Groups	943.806	641	1.472	
	Total	972.801	643		
How helpful would it be to receive training on identifying drugs	Between Groups	75.105	2	37.552	26.773*
	Within Groups	899.074	641	1.403	
	Total	974.179	643		

(table continued)

Table 5 (continued)

Source		Sum of Squares	Df	Mean Square	F
How helpful would it be to receive training on recognizing signs and symptoms of drug use	Between Groups	79.053	2	39.527	29.799*
	Within Groups	847.609	639	1.326	
	Total	926.662	641		
How helpful would it be to receive training on identifying gang characteristics and activities	Between Groups	33.115	2	16.557	10.27*
	Within Groups	1026.93	637	1.612	
	Total	1060.05	639		
How helpful would it be to receive training on improving safety by modifying school facility design	Between Groups	4.142	2	2.071	1.231
	Within Groups	1075.16	639	1.683	
	Total	1079.3	641		
How helpful would it be to receive training on using technology to improve school safety and security	Between Groups	8.009	2	4.005	3.369*
	Within Groups	759.499	639	1.189	
	Total	767.508	641		

A Bonferroni post hoc analysis was conducted to examine pair-wise comparisons of each level of administration. Table 6 displays the results of these comparisons under the crime prevention training domain. Post hoc analyses (see Table 6) indicated statistically significant differences in the means of the following training topics: A. identifying weapons vs. look-alikes and non-weapons B. identifying drugs C. recognizing signs and symptoms of drug use D. identifying gang characteristics and activities. All statistically significant differences were between elementary and middle school principals and elementary and high school principals. In all cases, middle and high school principals indicated the training topics to be more of a need.



Table 6

*Bonferroni Comparison for Levels of Administration on the Crime and Prevention Domain*

Comparisons		Mean		95% Confidence Interval	
		Difference	Std. Error	Lower Bound	Upper Bound
<u>How helpful would it be to receive training on law related education</u>					
Elementary vs.	Middle	0.279	0.119	0	0.56
Elementary vs.	High	0.09	0.105	-0.16	0.34
Middle vs.	High	-0.189	0.135	-0.51	0.13
<u>How helpful would it be to receive training on identifying students who are at risk for violent behaviors</u>					
Elementary vs.	Middle	0.208	0.106	-0.05	0.46
Elementary vs.	High	0.184	0.093	-0.04	0.41
Middle vs.	High	-0.024	0.12	-0.31	0.26
<u>How helpful would it be to receive training on methods for diffusing disruptive and assaultive students</u>					
Elementary vs.	Middle	0.194	0.114	-0.08	0.47
Elementary vs.	High	0.065	0.1	-0.18	0.31
Middle vs.	High	-0.129	0.129	-0.44	0.18
<u>How helpful would it be to receive training on identifying weapons vs. look-alikes and non-weapons</u>					
Elementary vs.	Middle	.464*	0.129	0.15	0.77
Elementary vs.	High	.398*	0.114	0.13	0.67
Middle vs.	High	-0.066	0.146	-0.42	0.29
<u>How helpful would it be to receive training on identifying drugs</u>					
Elementary vs.	Middle	.706*	0.126	0.4	1.01
Elementary vs.	High	.674*	0.111	0.41	0.94
Middle vs.	High	-0.032	0.143	-0.37	0.31

(table continued)

Table 6 (continued)

Comparisons		Mean Difference	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
<u>How helpful would it be to receive training on recognizing signs and symptoms of drug use</u>					
Elementary vs.	Middle	.844*	0.123	0.55	1.14
Elementary vs.	High	.569*	0.108	0.31	0.83
Middle vs.	High	-0.275	0.139	-0.61	0.06
<u>How helpful would it be to receive training on identifying gang characteristics and activities</u>					
Elementary vs.	Middle	.577*	0.135	0.25	0.9
Elementary vs.	High	.317*	0.119	0.03	0.6
Middle vs.	High	-0.261	0.153	-0.63	0.11
<u>How helpful would it be to receive training on improving safety by modifying school facility design</u>					
Elementary vs.	Middle	0.21	0.138	-0.12	0.54
Elementary vs.	High	0.007	0.122	-0.28	0.3
Middle vs.	High	-0.203	0.156	-0.58	0.17
<u>How helpful would it be to receive training on using technology to improve school safety and security</u>					
Elementary vs.	Middle	0.243	0.116	-0.04	0.52
Elementary vs.	High	0.211	0.102	-0.03	0.46
Middle vs.	High	-0.032	0.132	-0.35	0.28

\*The mean difference is significant at the 0.05 level.

Table 7 below provides data on frequency and percent of responses to the safety topics contained under the reporting crime domain by overall totals and by level of administration. Specific results are discussed below the table.

Table 7

*Frequency and Percent of Responses to Domain: Reporting Crime Questions*

How helpful would it be to receive	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	N	%	n	%	n	%	n	%
<u>training on criteria and procedures for identifying and reporting criminal behavior</u>								
Extremely helpful	89	16.6	40	12.7	20	23.5	29	21.0
Very helpful	140	26.1	74	23.6	28	32.9	38	27.5
Somewhat helpful	216	40.3	136	43.4	27	31.7	53	38.4
Not very helpful	73	13.6	52	16.6	8	9.4	13	9.4
Not at all helpful	18	3.3	11	3.5	2	2.3	5	3.6
<u>training on technology to improve school crime and violence data collection</u>								
Extremely helpful	106	18.7	39	12.0	27	29.0	40	26.6
Very helpful	146	25.8	85	26.3	27	29.0	34	22.67
Somewhat helpful	197	34.	115	35.6	29	31.1	53	35.3
Not very helpful	100	17.6	72	22.2	9	9.6	19	12.6
Not at all helpful	17	3.0	12	3.7	1	1.0	4	2.6

This particular domain contained only two topics. The training topic of using technology to improve school crime and violence data collection had the overall highest percentage of principals (18.7 percent) rating the topic as extremely helpful. The training topic of criteria and procedures for identifying and reporting criminal behavior had the highest overall percentage of principals (3.3 percent) rating the topic as not at all helpful indicating that principals felt that the topic would be the least useful training topic.

Approximately 42 percent of all principals rated the training topic of criteria and procedures for identifying and reporting criminal behavior as extremely or very helpful. Middle school and high school principals had the highest percentage of responses on the training topic.

An Analysis of Variance (ANOVA) was conducted on how helpful it would be to receive training school safety topics under the reporting crimes domain against level of administration.

Table 8 below contains the summary of the ANOVA analysis with results discussed below the table. Significant between group differences were found under the reporting crime training domain for the training topics of: A. criteria and procedures for identifying and reporting criminal behavior  $F(2, 636) = 13.715, p < .05 (P = .000)$  B. using technology to improve school crime and violence data collection  $F(2, 639) = 13.47, p < .05 (P = .000)$ . A  $p < .05$  was considered significant.

Table 8

*Summary of 1 x 3 ANOVA for Level of Administration vs. Reporting Crimes Domain*

Source		Sum of Squares	Df	Mean Square	F
How helpful would it be to receive training on criteria and procedures for identifying and reporting criminal behavior	Between Groups	47.468	2	23.734	13.715*
	Within Groups	1100.62	636	1.731	
	Total	1148.09	638		
How helpful would it be to receive training on technology to improve school crime and violence data collection	Between Groups	44.651	2	22.326	13.47*
	Within Groups	1059.12	639	1.657	
	Total	1103.77	641		

A Bonferroni post hoc analysis was conducted to examine pair-wise comparisons of each level of administration. Table 9 displays the results of these comparisons under the reporting crimes training domain with results discussed below the table.

Table 9

*Bonferroni Comparison for Level of Administration vs. Reporting Crimes Domain*

Comparisons		95% Confidence Interval			
		Mean Difference	Std. Error	Lower Bound	Upper Bound
<u>How helpful would it be to receive training on criteria and procedures for identifying and reporting criminal behavior</u>					
Elementary vs.	Middle	.697*	0.141	0.36	1.03
Elementary vs.	High	.371*	0.123	0.07	0.67
Middle vs.	High	-0.326	0.159	-0.71	0.06
<u>How helpful would it be to receive training on technology to improve school crime and violence data collection</u>					
Elementary vs.	Middle	.688*	0.138	0.36	1.02
Elementary vs.	High	.332*	0.121	0.04	0.62
Middle vs.	High	-0.356	0.156	-0.73	0.02

\*The mean difference is significant at the 0.05 level.

Post hoc analyses (Table 9) using the Bonferroni post hoc criterion for significance indicated statistically significant differences in the means of the following training topics: A. criteria and procedures for identifying and reporting criminal behavior B. using technology to improve school crime and violence data collection. All statistically significant differences were between elementary and middle school principals and elementary and high school principals. In both cases, middle and high school principals indicated the training topics to be more of a need.

Table 10 below provides data on frequency and percent of responses to the safety topics contained under the legal and constitutional issues domain by overall totals and by level of administration. The training topic of current state and federal statutes had the overall highest percentage of principals (26.7 percent) rating the topic as extremely helpful. The training topic of use of force had the highest overall percentage of principals (5.3 percent) rating the topic as not at all helpful indicating that principals felt that the topic would be the least useful training topic.

Approximately 56 percent of all principals rated the training topic of current state and federal statutes as extremely or very helpful. Middle school and high school principals had the highest percentage of responses on the training topic.

Table 10

*Frequency and Percent of Responses to Domain: Legal and Constitutional Issue Questions*

	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	n	%	n	%	n	%	n	%
<b><u>How helpful would it be to receive training on use of force</u></b>								
Extremely helpful	114	17.7	53	14.7	20	17.2	41	24.6
Very helpful	118	18.4	53	14.7	25	21.6	40	24.0
Somewhat helpful	201	31.3	118	32.8	38	32.8	45	26.9
Not very helpful	98	15.2	72	20.0	7	6.0	19	11.4
Not at all helpful	34	5.3	22	6.1	6	5.2	6	3.6
 <b><u>training on current state and federal statutes</u></b>								
Extremely helpful	171	26.7	79	22.1	37	31.9	55	32.9
Very helpful	196	30.6	115	32.1	31	26.7	50	29.9
Somewhat helpful	183	28.5	113	31.6	27	23.3	43	25.7
Not very helpful	29	4.5	19	5.3	4	3.4	6	3.6
Not at all helpful	5	0.8	3	0.8	1	0.9	1	0.6
 <b><u>training on search and seizure law and procedures</u></b>								
Extremely helpful	132	20.7	64	18.0	29	25.0	39	23.5
Very helpful	160	25.1	102	28.7	26	22.4	32	19.3
Somewhat helpful	157	24.6	99	27.8	21	18.1	37	22.3
Not very helpful	30	4.7	24	6.7	2	1.7	4	2.4
Not at all helpful	3	0.5	2	0.6	0	0.0	1	0.6

(table continued)

Table 10 (continued)

	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	n	%	n	%	n	%	n	%
<b>How helpful would it be to receive</b>								
<u>Training on legal rights of juveniles</u>								
Extremely helpful	158	24.6	78	21.7	30	25.9	50	29.9
Very helpful	201	31.3	117	32.6	41	35.3	43	25.7
Somewhat helpful	171	26.6	107	29.8	23	19.8	41	24.6
Not very helpful	26	4.0	20	5.6	2	1.7	4	2.4
Not at all helpful	5	0.8	3	0.8	0	0.0	2	1.2
<u>training on juvenile court processes and procedures</u>								
Extremely helpful	124	19.3	58	16.2	26	22.2	40	24.1
Very helpful	161	25.1	83	23.1	29	24.8	49	29.5
Somewhat helpful	210	32.7	132	36.8	33	28.2	45	27.1
Not very helpful	91	14.2	65	18.1	10	8.5	16	9.6
Not at all helpful	16	2.5	9	2.5	3	2.6	4	2.4

An Analysis of Variance (ANOVA) was conducted on how helpful it would be to receive training school safety topics under the legal and constitutional issues training domain against level of administration. Table 11 below contains the summary of the ANOVA analysis with results discussed below the table.

Significant between group differences were found under the legal and constitutional issues training domain for the training topics of: A. use of force  $F(2, 640) = 6.656, p < .05$  ( $P = .001$ ) B. current state and federal statutes  $F(2, 638) = 4.843, p < .05$  ( $P = .008$ ) C. search and seizure law and procedures  $F(2, 635) = 14.164, p < .05$  ( $P = .000$ ) D. legal rights of juveniles  $F(2, 639) = 8.334, p < .05$  ( $P = .000$ ) E. juvenile court processes and procedures  $F(2, 639) = 13.273, p < .05$  ( $P = .000$ ). A  $p < .05$  was considered significant.

Table 11

*Summary of 1 x 3 ANOVA for Level of Administration vs. Legal & Constitutional Issues Domain*

Source		Sum of Squares	Df	Mean Square	F
How helpful would it be to receive training on use of force	Between Groups	25.336	2	12.668	6.656*
	Within Groups	1218.11	640	1.903	
	Total	1243.44	642		
How helpful would it be to receive training on current state and federal statutes	Between Groups	11.091	2	5.545	4.843*
	Within Groups	730.597	638	1.145	
	Total	741.688	640		
How helpful would it be to receive training on search and seizure law and procedures	Between Groups	42.086	2	21.043	14.164*
	Within Groups	943.425	635	1.486	
	Total	985.511	637		
How helpful would it be to receive training on legal rights of juveniles	Between Groups	20.122	2	10.061	8.334*
	Within Groups	771.405	639	1.207	
	Total	791.526	641		
How helpful would it be to receive training on juvenile court processes and procedures	Between Groups	36.504	2	18.252	13.273*
	Within Groups	878.742	639	1.375	
	Total	915.246	641		

A Bonferroni post hoc analysis was conducted to examine pair-wise comparisons of each level of administration. Table 12 displays the results of these comparisons under the legal and constitutional issues training domain.

Post hoc analyses (see Table 12) indicated statistically significant differences in the means of the following training topics: A. use of force B. current state and federal statutes C. Search and seizure law and procedures D. legal rights of juveniles E. juvenile court processes



and procedures. All statistically significant differences were between elementary and middle school principals and elementary and high school principals. In all cases, middle and high school principals indicated the training topics to be more of a need.

Table 12

*Bonferroni Comparison for Level of Administration vs. Legal & Constitutional Issues Domain*

Comparisons		Mean Difference	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
<u>How helpful would it be to receive training on use of force</u>					
Elementary vs.	Middle	.444*	0.147	0.09	0.8
Elementary vs.	High	.363*	0.129	0.05	0.67
Middle vs.	High	-0.081	0.167	-0.48	0.32
<u>How helpful would it be to receive training on current state and federal statutes</u>					
Elementary vs.	Middle	.331*	0.114	0.06	0.61
Elementary vs.	High	0.19	0.1	-0.05	0.43
Middle vs.	High	-0.141	0.129	-0.45	0.17
<u>How helpful would it be to receive training on search and seizure law and procedures</u>					
Elementary vs.	Middle	.574*	0.13	0.26	0.89
Elementary vs.	High	.469*	0.115	0.19	0.74
Middle vs.	High	-0.105	0.148	-0.46	0.25
<u>How helpful would it be to receive training on legal rights of juveniles</u>					
Elementary vs.	Middle	.399*	0.117	0.12	0.68
Elementary vs.	High	.321*	0.103	0.07	0.57
Middle vs.	High	-0.077	0.133	-0.4	0.24
<u>How helpful would it be to receive training on juvenile court processes and procedures</u>					
Elementary vs.	Middle	.542*	0.125	0.24	0.84
Elementary vs.	High	.426*	0.11	0.16	0.69
Middle vs.	High	-0.116	0.142	-0.46	0.22

\*The mean difference is significant at the 0.05 level.

Table 13 below provides data on frequency and percent of responses to the safety topics contained under the personal safety domain by overall totals and by level of administration. The training topic of intervening with angry/abusive parents/family members had the overall highest percentage of principals (40.0 percent) rating the topic as extremely helpful. The training topic

of reducing staff victimization had the highest overall percentage of principals (4.2 percent) rating the topic as not at all helpful indicating that principals felt that the topic would be the least useful training topic.

Approximately 72 percent of all principals rated the training topic of intervening with angry/abusive parents/family members as extremely or very helpful. Elementary school and middle school principals had the highest percentage of responses on the training topic.

Table 13

*Frequency and Percent of Responses to Domain: Personal Safety Training for Staff Questions*

<b>How helpful would it be to receive</b>	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	n	%	n	%	n	%	n	%
<u>training on intervening with angry/abusive parents/family members</u>								
Extremely helpful	232	40.0	143	42.9	38	38.0	51	34.7
Very helpful	186	32.1	108	32.4	28	28.0	50	34.0
Somewhat helpful	145	25.0	75	22.5	31	31.0	39	26.5
Not very helpful	13	2.2	7	2.1	2	2.0	4	2.7
Not at all helpful	4	0.7	0	0.0	1	1.0	3	2.0
<u>training on training on reducing staff victimization</u>								
Extremely helpful	108	17.6	49	14.4	24	21.4	35	21.7
Very helpful	129	21.0	66	19.4	23	20.5	40	24.8
Somewhat helpful	236	38.4	139	40.8	43	38.4	54	33.5
Not very helpful	115	18.7	69	20.2	20	17.9	26	16.1
Not at all helpful	26	4.2	18	5.3	2	1.8	6	3.7
<u>training on identifying and avoiding at-risk situations</u>								
Extremely helpful	164	28.2	86	26.5	31	29.8	47	30.7
Very helpful	216	37.1	132	40.6	30	28.8	54	35.3
Somewhat helpful	176	30.2	93	28.6	38	36.5	45	29.4
Not very helpful	22	3.8	12	3.7	5	4.8	5	3.3
Not at all helpful	4	0.7	2	0.6	0	0.0	2	1.3

An Analysis of Variance (ANOVA) was conducted on how helpful it would be to receive training school safety topics under the personal safety training domain against level of administration. Table 14 below contains the summary of the ANOVA analysis. No significant

between group differences were found under the personal safety training domain level for any of the training topics under this domain. A  $p < .05$  was considered significant.

Table 14

*Summary of 1 x 3 ANOVA for Level of Administration vs. Personal Safety Training for Staff Domain*

Source		Sum of Squares	Df	Mean Square	F
How helpful would it be to receive training on intervening with angry/abusive parents/family members	Between Groups	0.68	2	0.34	0.324
	Within Groups	671.673	641	1.048	
	Total	672.352	643		
How helpful would it be to receive training on training on reducing staff victimization	Between Groups	7.711	2	3.856	2.67
	Within Groups	924.074	640	1.444	
	Total	931.785	642		
How helpful would it be to receive training on identifying and avoiding at-risk situations	Between Groups	0.022	2	0.011	0.01
	Within Groups	692.378	637	1.087	
	Total	692.4	639		

A Bonferroni post hoc analysis was conducted to examine pair-wise comparisons of each level of administration. Table 15 displays the results of these comparisons under the personal safety training domain. Post hoc analyses (Table 15) indicated no statistically significant differences in the means of the training topics under this domain.

Table 15

*Bonferroni Comparison for Level of Administration vs. Personal Safety Training for Staff Domain*

Comparisons		Mean		95% Confidence Interval	
		Difference	Std. Error	Lower Bound	Upper Bound
<u>How helpful would it be to receive training on intervening with angry/abusive parents/family members</u>					
Elementary vs.	Middle	-0.005	0.109	-0.27	0.26
Elementary vs.	High	-0.075	0.096	-0.3	0.15
Middle vs.	High	-0.07	0.123	-0.37	0.23
<u>How helpful would it be to receive training on training on reducing staff victimization</u>					
Elementary vs.	Middle	0.215	0.128	-0.09	0.52
Elementary vs.	High	0.224	0.113	-0.05	0.49
Middle vs.	High	0.009	0.145	-0.34	0.36
<u>How helpful would it be to receive training on identifying and avoiding at-risk situations</u>					
Elementary vs.	Middle	0.007	0.111	-0.26	0.27
Elementary vs.	High	0.014	0.098	-0.22	0.25
Middle vs.	High	0.007	0.126	-0.29	0.31

\*The mean difference is significant at the 0.05 level.

Table 16 below provides data on frequency and percent of responses to the safety topics contained under the critical response issues domain by overall totals and by level of administration. The training topic of responding to medical emergencies, first aid, and CPR had the overall highest percentage of principals (35.1 percent) rating the topic as extremely helpful. The training topic of managing bomb threats had the highest overall percentage of principals (1.1 percent) rating the topic as not at all helpful indicating that principals felt that the topic would be the least useful training topic.

Approximately 72 percent of all principals rated the training topic of intervening with angry/abusive parents/family members as extremely or very helpful. Elementary school and middle school principals had the highest percentage of responses on the training topic.

Table 16

*Frequency and Percent of Responses to Domain: Critical Response Issues*

	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	n	%	n	%	n	%	n	%
<u>How helpful would it be to receive training on responding to critical incidents</u>								
Extremely helpful	167	34.4	94	34.3	32	37.6	41	32.3%
Very helpful	201	41.4	113	41.2	31	36.5	57	44.9
Somewhat helpful	108	22.2	63	23.0	20	23.5	25	19.7
Not very helpful	8	1.6	4	1.5	2	2.4	2	1.6
Not at all helpful	2	0.4	0	0.0	0	0.0	2	1.6
<u>training on managing bomb threats</u>								
Extremely helpful	101	21.6	47	17.7	26	32.9	28	23.0
Very helpful	157	33.6	89	33.5	20	25.3	48	39.3
Somewhat helpful	166	35.5	101	38.0	29	36.7	36	29.5
Not very helpful	38	8.1	27	10.2	4	5.1	7	5.7
Not at all helpful	5	1.1	2	0.8	0	0.0	3	2.5
<u>training on responding to medical emergencies/first aid/CPR</u>								
Extremely helpful	156	35.1	86	35.0	29	37.2	41	33.9
Very helpful	173	38.9	103	41.9	25	32.1	45	37.2
Somewhat helpful	98	22.0	52	21.1	21	26.9	25	20.7
Not very helpful	15	3.4	5	2.0	2	2.6	8	6.6
Not at all helpful	3	0.7	0	0.0	1	1.3	2	1.7
<u>How helpful would it be to receive training on roles of community response teams</u>								
Extremely helpful	117	23.7	61	22.1	21	23.9	35	26.9
Very helpful	166	33.6	96	34.8	31	35.2	39	30.0
Somewhat helpful	173	35.0	98	35.5	30	34.1	45	34.6
Not very helpful	34	6.9	18	6.5	6	6.8	10	7.7
Not at all helpful	4	0.8	3	1.1	0	0.0	1	0.8

(table continued)

Table 16 (continued)

	<u>Overall</u>		<u>Elementary</u>		<u>Middle</u>		<u>High</u>	
	n	%	n	%	n	%	n	%
<u>training on follow-up after critical incidents</u>								
Extremely helpful	125	24.0	62	21.4	31	32.6	32	23.5
Very helpful	206	39.5	124	42.8	33	34.7	49	36.0
Somewhat helpful	155	29.8	85	29.3	25	26.3	45	33.1
Not very helpful	31	6.0	18	6.2	5	5.3	8	5.9
Not at all helpful	4	0.8	1	0.3	1	1.1	2	1.5

An Analysis of Variance (ANOVA) was conducted on how helpful it would be to receive training school safety topics under the critical response issues training domain against level of administration. Table 17 below contains the summary of the ANOVA analysis with results discussed below the table.

Table 17

*Summary of 1 x 3 ANOVA for Level of Administration vs. Critical Response Issues Domain*

Source		Sum of Squares	Df	Mean Square	F
How helpful would it be to receive training on responding to critical incidents	Between Groups	0.971	2	0.486	0.41
	Within Groups	756.183	638	1.185	
	Total	757.154	640		
How helpful would it be to receive training on managing bomb threats	Between Groups	11.291	2	5.645	3.29*
	Within Groups	1099.83	641	1.716	
	Total	1111.12	643		

(table continued)

Table 17 (continued)

Source		Sum of Squares	Df	Mean Square	F
How helpful would it be to receive training on responding to medical emergencies/first aid/CPR	Between Groups	3.953	2	1.977	1.469
	Within Groups	861.201	640	1.346	
	Total	865.154	642		
How helpful would it be to receive training on rolls of community response teams	Between Groups	0.279	2	0.14	0.088
	Within Groups	1023	642	1.593	
	Total	1023.28	644		
How helpful would it be to receive training on follow-up after critical incidents	Between Groups	1.673	2	0.837	0.598
	Within Groups	895.845	640	1.4	
	Total	897.518	642		

Significant between group differences were under the critical response issues training domain for the training topic of: A. managing bomb threats  $F(2, 641) = 3.29, p < .05$  ( $P = .038$ ). A  $p < .05$  was considered significant.

A Bonferroni post hoc analysis was conducted to examine pair-wise comparisons of each level of administration. Table 18 displays the results of these comparisons under the critical response issues training domain with results discussed below the table.

Post hoc analyses (see Table 18) using the Bonferroni post hoc criterion for significance indicated statistically significant differences in the means of the following training topics: A. managing bomb threats. The statistically significant difference was between elementary and middle school principals. Middle school principals indicated the training topic to be more of a need.

Table 18

*Bonferroni Comparison for Level of Administration vs. Critical Response Issues Domain*

Comparisons		Mean Difference	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
<u>How helpful would it be to receive training on intervening with angry/abusive parents/family members</u>					
Elementary vs.	Middle	-0.005	0.109	-0.27	0.26
Elementary vs.	High	-0.075	0.096	-0.3	0.15
Middle vs.	High	-0.07	0.123	-0.37	0.23
<u>How helpful would it be to receive training on training on reducing staff victimization</u>					
Elementary vs.	Middle	0.215	0.128	-0.09	0.52
Elementary vs.	High	0.224	0.113	-0.05	0.49
Middle vs.	High	0.009	0.145	-0.34	0.36
<u>How helpful would it be to receive training on identifying and avoiding at-risk situations</u>					
Elementary vs.	Middle	0.007	0.111	-0.26	0.27
Elementary vs.	High	0.014	0.098	-0.22	0.25
Middle vs.	High	0.007	0.126	-0.29	0.31
<u>How helpful would it be to receive training on responding to critical incidents</u>					
Elementary vs.	Middle	0.078	0.116	-0.2	0.36
Elementary vs.	High	-0.041	0.102	-0.29	0.21
Middle vs.	High	-0.118	0.132	-0.43	0.2
<u>How helpful would it be to receive training on managing bomb threats</u>					
Elementary vs.	Middle	.350*	0.139	0.02	0.68
Elementary vs.	High	0.148	0.123	-0.15	0.44
Middle vs.	High	-0.202	0.158	-0.58	0.18
<u>How helpful would it be to receive training on responding to medical emergencies/first aid/CPR</u>					
Elementary vs.	Middle	-0.036	0.124	-0.33	0.26
Elementary vs.	High	-0.185	0.109	-0.45	0.08
Middle vs.	High	-0.149	0.14	-0.49	0.19
<u>How helpful would it be to receive training on rolls of community response teams</u>					
Elementary vs.	Middle	0.053	0.135	-0.27	0.38
Elementary vs.	High	-0.003	0.118	-0.29	0.28
Middle vs.	High	-0.056	0.153	-0.42	0.31
<u>How helpful would it be to receive training on follow-up after critical incidents</u>					
Elementary vs.	Middle	0.105	0.126	-0.2	0.41
Elementary vs.	High	-0.05	0.111	-0.32	0.22
Middle vs.	High	-0.155	0.143	-0.5	0.19

\*The mean difference is significant at the 0.05 level.



*Research Question 3: What types of training do principals perceive they need in order to be effective at school safety at the elementary, middle, and high school levels?*

In an open-ended question, principals were asked to rate their top five choices for future safety trainings from the topics in the survey in priority order. Results were derived and reported by tallying responses from each level of administration in priority order and then a calculation was made to determine overall top training choices by number of total responses.

In an open-ended question, principals were asked to rate their top five choices for future safety trainings from the topics in the survey. Results (Table 19) were derived by tallying responses from each level of administration and calculating responses in priority order.

Table 19

*Top 5 safety training topics in priority order by level of administration*

Elementary	Priority		Middle	Priority		High	Priority	
Angry/abusive parents	1 <sup>st</sup>	28	Law related education	1 <sup>st</sup>	11	ID at risk kids	1 <sup>st</sup>	11
Angry/abusive parents	2 <sup>nd</sup>	26	Diffusing disruptive students related education	2 <sup>nd</sup>	11	ID gang characteristics and activities	2 <sup>nd</sup>	10
Angry/abusive parents	3 <sup>rd</sup>	20	Diffusing disruptive students	3 <sup>rd</sup>	9	Search and seizure	3 <sup>rd</sup>	10
Responding to critical incidents	4 <sup>th</sup>	16	Law related education	4 <sup>th</sup>	9	Bomb threats & ID gang characteristics and activities	4 <sup>th</sup>	6
Search and seizure, Reporting crime, and Angry/abusive parents	5 <sup>th</sup>	9	ID signs of drug use	5 <sup>th</sup>	4	Use of force, State and federal statutes	5 <sup>th</sup>	5

Table 20

*Top 5 safety training topics overall by level of administration*

Elementary	Total	Middle	Total	High	Total
Angry/abusive parents	1 <sup>st</sup> 95	Diffusing disruptive students	1 <sup>st</sup> 33	ID gang characteristics and activities	1 <sup>st</sup> 28
Responding to critical incidents	2 <sup>nd</sup> 67	Law related education	2 <sup>nd</sup> 29	ID at risk kids, Responding to critical incidents	2 <sup>nd</sup> 24
Diffusing disruptive students	3 <sup>rd</sup> 55	Responding to critical incidents	3 <sup>rd</sup> 20	ID signs of drug use, Search and seizure, and Angry/abusive parents	3 <sup>rd</sup> 20
Search and seizure, Reporting crime, and Angry/abusive parents	4 <sup>th</sup> 48	ID signs of drug use	4 <sup>th</sup> 15	Use of technology to improve safety	4 <sup>th</sup> 16
ID gang characteristics and activities	5 <sup>th</sup> 42	Angry/abusive parents, Legal rights of juveniles	5 <sup>th</sup> 14	Use of force, State and federal	5 <sup>th</sup> 15

In an open-ended question, principals were asked to rate their top five choices for future safety trainings from the topics in the survey. Results (Table 20) were derived by tallying responses from each level of administration and calculating overall total responses.

Summary of Survey Responses

Elementary, middle and high school principals were asked to respond to questions in five domains of school safety training. The number of questions varied depending upon the domain. Principals were also asked to respond to demographic information on level of administration, length of employment in the Virginia Public School System as an administrator, gender, and type of area where their school is located.

Analyses of variance (ANOVA) were calculated on the types of training that principals felt they needed in the areas of school safety, and a post hoc analysis was carried out to determine statistically significant differences between groups. All statistically significant

differences found occurred between the elementary school principals and the secondary principals.

Chapter 4 reported findings, data displayed in tables and overall results of survey data. Chapter 5 reports the summary of the data, findings, implications for practice, and recommendations for future studies.

## CHAPTER 5

### FINDINGS AND CONCLUSIONS

This chapter is divided into three distinct sections. The first section includes the summary of the purpose of the study and a summary of the methodology utilized to conduct the study. The second section includes findings and conclusions from the three research questions. The third and final section contains possible implications for practice based on the findings and recommendations for future research.

#### Summary of Purpose and Methodology

The purpose of this study was to examine the training needs of principals in order to aid them in managing school safety and crisis responses. After reviewing school safety topics, a gap in practice was discovered that could lay the framework for the types of training principals need in order to manage school safety efforts and respond to crisis incidents.

A survey from the Department of Criminal Justice Services Office on School Safety titled *School Safety Needs Training Assessment* (2002) was revised with permission from Ms. Donna Bowman- Michaelis, Program Consultant from the Virginia Center for School Safety (see Appendix A). The revised survey (see Appendix C) addressed the current training and perceived training needs of elementary, middle, and high school principals across the Commonwealth of Virginia.

The survey was conducted utilizing the web-based electronic survey tool [www.surveylvt.edu](http://www.surveylvt.edu) provided by Virginia Tech. All elementary, middle, and high school principals in the Commonwealth of Virginia (1,791 principals) were sent the survey link. Six hundred forty-eight principals responded to the survey, yielding a 36 percent return rate. Responses from elementary school principals totaled 363 (30 percent), responses from middle school principals totaled 117 (37 percent), and responses from high school principals totaled 168 (55 percent).

Statistical analyses were conducted using SPSS software. Analyses were run to determine descriptive statistics along with 1x3 analyses of variance (ANOVA) and post hoc significance tests using the Bonferroni post hoc criterion for significance. The ANOVA was chosen to determine if differences existed between the means of each level of principal (elementary,

middle, high school). Bonferroni post hoc criterion tests for significance were utilized to determine if significant differences existed in training needs between each level of principal.

### Findings and Conclusions

*Finding #1. Principals reported having the most training in the domain of critical response issues.*

In the critical response issues domain, the highest number of respondents (198 or 30.6 percent) reported having training on medical emergencies, first aid, and CPR. The second highest number of respondents (177 or 27.3 percent) reported having training on managing bomb threats. The third highest number of respondents (155 or 23.9 percent) reported having training on responding to critical incidents such as immediate violent acts. These results were consistent across administration level.

These findings are consistent with Schonfeld and Newgass (2008) who contend that at a time of crisis, most school personnel are in crisis as well. The realization of this dilemma may be why principals report having more training in critical response issues than in other areas.

*Finding # 2. Principals across the elementary, middle, and high school levels reported having the least amount of training in the domain of personal safety training.*

The training topic with the fewest responses under this domain was reducing staff victimization with 29 (4.5 percent) responses. The topics of intervening with angry/abusive parents/family members and identifying and avoiding at-risk situations also had very few responses, indicating that principals have very little training on these topics.

While respondents reported having the least amount of training on personal safety training for staff, it is an important area of training that should be considered. Elliott, Hamburg, and Williams (1998) contend that violence in schools often leads to injury to school personnel. Furthermore, the training topics under the personal safety domain are important for the organizational health and safety of the school. Without feeling safe, academic success can suffer because students and teachers are distracted from learning and teaching (DeVoe, Peter, Noonan, Snyder & Baum, 2005; Finley, 2004; Payne, Gottfredson & Gottfredson, 2003).

Other training areas with low numbers of responses include training on juvenile court processes and procedures (40 or 6.2 percent) under the legal and constitutional issues domain and training on improving safety by modifying school facility design (51 or 7.9 percent) under

the crime prevention domain. Results were proportionally split among all levels of administration, indicating that all respondents, regardless of administration level, have little training in the areas above.

*Finding # 3. Principals at all levels reported that they need training in the area of dealing with disruptive and assaultive students under the crime prevention domain.*

This topic received most of the responses (202 or 38.5 percent) in the extremely helpful range. Principals across levels rated this training topic as extremely helpful as well. Of the responses, 111 elementary school principals (37.4 percent) rated training on methods for diffusing disruptive and assaultive students as extremely helpful, while 35 middle school principals (38.9 percent) and 56 high school principals (40.9 percent) rated the training topic as extremely helpful. This finding is consistent with McAdams (2002), who found that less than one quarter of the 700 respondents to his research had any training on dealing with aggressive students.

*Finding # 4. Principals at all levels reported that they need training in the area of intervening with angry/abusive parents/family members under the personal safety domain.*

This topic received most of the responses (232 or 40 percent) in the extremely helpful range. Of the responses, 143 elementary school principals (42.9 percent) rated training on intervening with angry/abusive parents/family members as extremely helpful, while 38 middle school principals (38 percent) and 51 high school principals (34.7 percent) rated the topic as extremely helpful. Even though all principals reported that they needed training in the of intervening with angry/abusive parents/family members the issue was most critical with elementary principals. This topic was also rated as the top training choice when responses were calculated in priority order for elementary principals.

Findings #3 and #4 of this research are also consistent with the results from the results gathered by the original survey administered by the Department of Criminal Justice Services in 2002. In the original survey, 720 of the 1,758 respondents (41 percent) rated training on intervening with disruptive and assaultive students as one of the most helpful. Training on intervening with angry/abusive parents/family members was also ranked as one of the most helpful topics by 650 (37 percent) of the respondents.

*Finding # 5: Middle school principals ranked diffusing disruptive students under the crime prevention domain as their top overall training choice.*

Thirty-three middle school principals (28 percent) rated this topic as their top training choice. When ranked in priority order, however, middle school principals rated law-related education under the crime prevention domain as their top training choice.

*Finding # 6: High school principals ranked identifying gang characteristics under the crime prevention domain and activities as their top overall training choice.*

Twenty-eight high school principals (16 percent) rated identifying gang characteristics as the top overall training choice. When ranked in priority order, however, high school principals rated identifying students who are at risk for violent behaviors under the crime prevention domain as their top training choice.

*Finding # 7: Middle and high school principals were more concerned about violent and criminal-related activities than elementary school principals.*

As discussed in Finding #5, the top training choices for elementary school principals came from the personal safety domain, indicating that elementary school principals are more concerned with their personal safety. The top training choices for middle and high school principals came from the crime prevention domain, indicating that middle and high school principals are more concerned with crime and violence than their elementary school counterparts. These findings are supported by a study conducted by Sprague, Smith, and Stieber (2002), which found that risk factors for violence increase as students move through the normal continuum from elementary school to middle school to high school.

Data from the analyses of variance (ANOVA) and Bonferroni post hoc test for significance also supports this finding. Responses from the following training areas indicated a statistically significant difference between elementary and secondary leaders:

- identifying weapons versus look-alikes and non-weapons
- identifying drugs
- recognizing signs and symptoms of drug use
- identifying gang characteristics and activities
- criteria and procedures for identifying and reporting criminal behavior

- technology to improve school crime and violence data collection
- use of force
- current federal and state statutes
- search and seizure law and procedures
- legal rights of juveniles
- juvenile court processes and procedures
- managing bomb threats

In each of these areas, secondary leaders indicated a greater need for training than elementary school leaders. As students move through school, it is evident that principals become increasingly concerned about severe criminal and violent behavior.

#### Implications for Practice

The findings of this study suggest that principals need additional training in order to keep current in school safety practices by participating in safety training. School districts, the Department of Criminal Justice Services, and other public and private agencies that provide staff development in school safety should work with school personnel to plan both universal and specific training. Providers of staff development should work with school principals in order to refine training topics within the identified areas of need so that the training is most effective. Care should be taken to target training that meet the perceived needs of all principals, as well as to meet the specific training needs of elementary school principals and secondary school leaders.

It is clear that the domain of crisis response should play a key role in district-wide trainings. Findings suggest that due to publicized school violence (such as school shootings), principals are receiving more training in this area. While, a total of 530 of 648 principals reported having training in medical emergencies, CPR, first aid, managing bomb threats, and responding to critical incidents, future trainings should continue to focus on this domain. With such high response rates on these three training topics, it appears that principals feel that this is an area for continued training, and school districts and training agencies should continue to provide training opportunities in this area.

School principals and staff are often on the front line of school violence. Training in personal safety is imperative so that school principals can protect themselves and others in crisis situations. Findings suggest that either training in this area is not readily available or not seen as



a priority. Training in the personal safety domain, especially in the subtopics of dealing with and reducing staff victimization, identifying and avoiding at-risk situations, and dealing with angry/abusive parents/family members should be considered in order to enhance the ability of school principals to protect themselves and other staff members.

Principals at all levels have the responsibility of interacting with students on a personal and professional level. Findings indicated that principals, regardless of level of administration, perceive that they need training on the topic of dealing with disruptive and assaultive students. Future trainings should provide principals at all levels with training in this area so that principals feel adequately prepared to deal with students who are disruptive and/or angry.

It is evident from both this study and the 2002 study that training on dealing with angry/abusive parents/family members was seen as an area of need, regardless of the level of administration. With two supporting studies, extra attention to this training topic is warranted. Specific trainings for principals should be conducted to address this area of need. Trainings should be tailored to address middle and high school principals separately from elementary school principals in order to meet the specific needs of the administrators.

When principals were asked to rank their top five training choices in priority order, elementary school principals ranked dealing with angry/abusive parents/family members as their top choice. This also received the most responses from elementary school principals for research question three, illustrating a need for more training in this area. Training agencies may want to survey elementary school principals to determine why they see a great need for training in this area and to determine a specific focus for the training.

Middle school principals indicated a need for training in law-related education and diffusing disruptive students. Training should be developed by training agencies or school districts to address these specific needs. Consideration should be given to providing yearly professional development on school law by an attorney skilled in school law issues and current case law.

High school principals indicated a need for training in identifying students who are at risk for violent behavior and identifying gang characteristics. It is evident that future trainings for high school principals should address these two areas of perceived need. Thought should be given to involving law enforcement officers in training for high school principals. Law enforcement officers have the knowledge and training to address these two areas of need.

Principals may need to be trained in some form of self-defense in order to protect themselves against violent students and in tactics that police know are effective in gang identification.

All of the statistically significant differences in training needs were found to be between elementary and secondary school principals. Middle and high school principals indicated a need for training in areas that involved criminal and violent activity. Law enforcement agencies, along with local and state training agencies, should consider developing specific curriculum and training to address criminal and violent training topics for middle and high school principals. Thought should be given to adding this type of training in principal preparation programs.

In conclusion, differentiated training takes time and effort. Organizations should carefully plan to train staff on universal topics as well as specific topics to meet the needs of primary and secondary school staff. Agencies and school districts should consider providing training based on priority ranking of training as well as by overall data that illustrates top training choices by level of administration. By concentrating training in these areas, principals will receive training that they feel will better prepare them to lead school safety efforts.

#### Recommendations for Future Research

From the findings of this study, recommendations for future research include the following:

- 1) This study could be replicated by surveying school resource officers or other law enforcement officials to determine their perception of the school safety training needs of school principals. The data from school resource responses could then be compared with the results of this study to determine if there is consistency in the perceived needs of the types of training principals need to manage school safety and crisis incidents.
- 2) This study could be replicated with classroom teachers, assistant principals, guidance counselors, and other school personnel. The data from teachers and other school personnel responses could then be compared with the results of this study to determine if there is consistency in the perceived needs of the types of training principals need to manage school safety and crisis incidents.
- 3) Replication of this study could be conducted in another state to determine if their perception of training needs is consistent with those identified in Virginia.

- 4) A study could be conducted utilizing data from this study to discern how safety training could be incorporated into administrative licensure programs.
- 5) Further inquiry could be conducted to determine whether training is readily available in the areas with the lowest number of responses. If so, then further research could be conducted to determine why those areas had the lowest number of responses and whether the perception that they are not viewed as a priority played a role.

### Reflections

I am forever thankful to Donna Bowman-Michaelis from the Virginia Department of Criminal Justice Services and all of the principals across Virginia that took the time to assist me with this important research. I was impressed by the high number of responses to the survey. Certainly the large number of responses lends credibility to the research and results.

I am honored to know that DCJS personnel plan to use information and data from this research to assist in planning future school safety trainings. I am thankful that in some small way my research will play a part in making our children and our schools safer places to learn. We must protect our most vital asset, our children, because they are our future.

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APPENDIX A  
PERMISSION TO USE SURVEY

From: "Bowman, Donna" <Donna.Bowman@dcjs.virginia.gov> Tuesday - June 23, 2009 10:07 AM  
To: "Stacey Timmons" <stimmons@culpeperschools.org>  
CC: "Terrell, Amber R." <Amber.Terrell@dcjs.virginia.gov>, "Johnson, Sherri" <Sherri.Johnson@dcjs.virginia.gov>  
Subject: RE: Permission  
Attachments: Mime.822 (3055 bytes) [\[View\]](#) [\[Save As\]](#)

Hi Stacey,

You are welcome to use the School Safety Training Needs Assessment Survey questionnaire and the data that was collected in order to aid you in your research. I am providing you with the contact information of Amber Terrell and Sherri Johnson who are the researchers who actually write the surveys and conduct the analysis. If you need any more information or assistance, please feel free to call or email me.

Thank you, Donna Bowman

Donna Bowman  
Program Consultant  
Office of Strategic Development and Research  
Virginia Department of Criminal Justice Services  
1100 Bank Street  
Richmond, VA 23219  
(804) 371-6506

-----Original Message-----

From: Stacey Timmons [mailto:stimmons@culpeperschools.org]  
Sent: Tuesday, June 23, 2009 9:27 AM  
To: Bowman, Donna  
Subject: Permission

Ms. Bowman-You and I talked by phone about two weeks ago. You gave me verbal permission to use the School Safety Training Needs Assessment in my dissertation on the training needs of school administrators. As we discussed I am required to have your permission in writing. I am respectfully requesting written permission to use this survey and to adjust the survey as needed to answer my research questions. Per our conversation I will provide you a copy of my work and research upon completion. In addition, if you have any specific information on what data analysis and how the data analysis was performed on the data from the original survey responses I would appreciate that as well. I appreciate all of your help and time in this matter.

Thank You

Stacey Timmons, Virginia Tech Doctoral Candidate



APPENDIX B

ORIGINAL DCJS SURVEY

VIRGINIA CENTER FOR SCHOOL SAFETY TRAINING NEEDS SURVEY

VIRGINIA CENTER FOR SCHOOL SAFETY TRAINING NEEDS SURVEY

The Research Center at the Department of Criminal Justice Services is surveying teachers and school administrators to help the newly created Virginia Center for School Safety identify training needs that could further improve school safety. Your responses to this survey will provide guidance to the Center. Please seal your completed survey in a "DCJS" envelope and return the envelope to your principal, who will forward all sealed envelopes directly to the Research Center. **THANK YOU!**

- A. What is your current position?  
 \_\_\_ Administrator  
 \_\_\_ Teacher – Regular Education  
 \_\_\_ Teacher – Special Education  
 \_\_\_ Other: specify \_\_\_\_\_
- B. How long have you been employed in Virginia’s public school system?  
 \_\_\_ Up to 2 years  
 \_\_\_ More than 2 years up to 5 years  
 \_\_\_ More than 5 years up to 10 years  
 \_\_\_ More than 10 years

C. What is your gender? \_\_\_ Female \_\_\_ Male

D. Many school policies and procedures impact school safety (e.g., a Crisis Management Plan, visitor control, etc.). First, please indicate if your school has a policy to address the topic listed, and if yes, rate how comprehensive the policy is.

Safety Policy Topic	Does your school have a policy on this topic?		If yes, how comprehensive is this policy? (i.e., how thoroughly does the policy address this safety topic)			
	Yes	No (skip to next topic)	(Check one response)			
			Completely	Somewhat	Not at all	
					Don't Know	
1. Crisis Management Plan						
2. School Safety Audit						
3. Access control (e.g., visitor control, closed campus, key control, etc.)						
4. Search and Seizure procedures						
5. Lockdown/evacuation policy						
6. Diffusing disruptive and assaultive students						
7. Vandalism/graffiti control						
8. Security equipment (surveillance cameras, metal detectors, etc.)						
9. Loss prevention/inventory control						
10. Teachers removing disruptive students from classes						
11. Re-integrating students back to class after removal for disruptive behavior						
12. Drug testing of students (legality, procedure, teacher's role, etc.)						
13. Computer/database security						

14. If there are any school safety issues not covered by existing policies/procedures, please describe the issues.

BI F A S T T U D N B A C E O U T E D

VIRGINIA CENTER FOR SCHOOL SAFETY TRAINING NEEDS SURVEY (Cont.)

E. One of the functions of the Center for School Safety is to offer training. Please rate how helpful it would be for you to receive training on the following topics.

Training Topic	How helpful would it be to receive training on this topic? (Check one response)			
	Extremely helpful	Very helpful	Somewhat helpful	Not at all helpful
<b>CRIME PREVENTION</b>				
1. Law Related Education				
2. Identifying students who are at risk for violent behavior (incl. assessment of student-initiated threats)				
3. Methods for diffusing disruptive and assaultive students (incl. conflict management, anger control, stress management)				
4. Identifying weapons vs. weapon look-alikes and non-weapons				
5. Identifying drugs				
6. Recognizing the signs and symptoms of drug use				
7. Identifying gang characteristics and gang activities				
8. Improving safety by modifying school facility design (lighting, visibility, landscaping, etc.)				
9. Using technology to improve school safety and security (surveillance cameras, metal detectors, etc.)				
Specify any other crime prevention topic:				
<b>STUDENT-FOCUSED TRAINING</b>				
10. Recognizing and dealing with bullying				
11. Recognizing and dealing with sexual harassment				
12. Reducing truancy and student dropout rates				
13. Mentoring				
14. Identifying students who are in need of special services or assistance (students who may be victims of neglect/abuse, domestic violence, runaways, homeless, suicidal, etc.)				
15. Methods of peer mediation/conflict mediation				
Specify any other student-focused topic:				

<p><b>F. The Virginia Code authorizes the Center for School Safety to offer training on topics related to school safety. There are different ways that the Center might provide training. In the column to the right, please mark an "X" next to the three methods of training that you would be most likely to attend or access.</b></p>	<p>1. Full or half-day trainings at in-school meetings</p>
	<p>2. Full or half-day trainings at locations away from your school</p>
	<p>3. Short presentations at staff meetings</p>
	<p>4. Multi-day/multi-topic training</p>
	<p>5. Videos</p>
	<p>6. Printed materials/manuals provided to your school</p>
	<p>7. Website</p>
	<p>Specify any other type of training method:</p>

	If yes, rate the impact that this officer has had on safety at your school. (Check one response)				
	Very positive	Fairly positive	Neither positive nor negative/no impact	Fairly negative	Very negative
<p><b>G: Does your school have a full-time:</b></p>					
<p>1. School Resource Officer (SRO law enforcement officer)</p>					
<p>2. School Security Officer</p>					

<p><b>H. Please describe any specific printed resources that you would like to receive or see developed.</b></p> <p>a. _____</p> <p>b. _____</p>	<p><b>Overall, what other issues would you like to see the Center for School Safety address?</b></p>
--	--

Please seal your completed survey in a DCJS envelope and return the sealed envelope to your principal. Your principal will forward all completed surveys to the Research Center. Thanks!

Call the Research Center at (804) 786-8449 with any questions or comments regarding this survey.  
 Call Donna Bowman at (804) 371-6506 with questions or comments regarding the VA Center for School Safety.

VIRGINIA CENTER FOR SCHOOL SAFETY TRAINING NEEDS SURVEY (Cont.)

Training Topic	How helpful would it be to receive training on this topic?			
	Extremely helpful	Very helpful	Somewhat helpful	Not at all helpful
<b>REPORTING CRIME</b>				
16. Criteria and procedures for identifying and reporting criminal behavior				
17. Using technology to improve school crime and violence data collection				
Specify any other crime reporting topic:				
<b>LEGAL AND CONSTITUTIONAL ISSUES</b>				
18. Use of force				
19. Current state and federal statutes (e.g., school safety regulations)				
20. Search & seizure law & procedures (arrest, interviewing, searches, liability issues, etc.)				
21. Legal rights of juveniles				
22. Juvenile court processes and procedures				
Specify any other legal and constitutional topic:				
<b>PERSONAL SAFETY TRAINING FOR STAFF</b>				
23. Intervening with angry/abusive parents/family members				
24. Reducing staff victimization (appropriate physical restraint techniques, classroom management to avoid volatile situations, etc.)				
25. Identifying and avoiding at-risk situations				
Specify any other personal safety topic:				
<b>CRITICAL INCIDENT RESPONSE ISSUES</b>				
26. Responding to critical incidents (natural disasters, hazardous conditions, criminal incidents)				
27. Managing bomb threats				
28. Responding to medical emergencies/first aid/CPR				
29. Roles of community response team (EMT, fire department, law enforcement)				
30. Follow-up after critical incidents (e.g., de-briefing, counseling, etc.)				
Specify any other critical incident response topic:				

APPENDIX C  
REVISED SURVEY

**What is your level of administration?**

- Elementary
- Middle
- High School

**How long have you been employed in Virginia's Public School System as an administrator?**

- Up to 2 years
- More than 2 years up to 5 years
- More than 5 years up to 10 years
- More than 10 years

**What is your gender?**

- Male
- Female

**Is your school in a rural, urban, or suburban area?**

- Rural
- Urban
- Suburban

Domain-CRIME PREVENTION

**Please rate how helpful it would be for you to receive training on law related education.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on identifying students who are at risk for violent behaviors.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on methods for diffusing disruptive and assaultive students.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on identifying weapons vs. look-alikes and non-weapons.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on identifying drugs.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on recognizing signs and symptoms of drug use.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on identifying gang characteristics and activities.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on improving safety by modifying school facility design.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on using technology to improve school safety and security.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

Domain-REPORTING CRIME

**Please rate how helpful it would be for you to receive training on criteria and procedures for identifying and reporting criminal behavior.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful



**Please rate how helpful it would be for you to receive training on using technology to improve school crime and violence data collection.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

Domain-LEGAL AND CONSTITUTIONAL ISSUES

**Please rate how helpful it would be for you to receive training on use of force.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on current state and federal statutes.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on search and seizure law and procedures.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on legal rights of juveniles.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on juvenile court processes and procedures.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

Domain-PERSONAL SAFETY TRAINING FOR STAFF

**Please rate how helpful it would be for you to receive training on intervening with angry/abusive parents/family members.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on reducing staff victimization.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on identifying and avoiding at-risk situations.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

Domain-CRITICAL RESPONSE ISSUES

**Please rate how helpful it would be for you to receive training on responding to critical incidents.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on managing bomb threats.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on responding to medical emergencies/first aid/CPR.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on rolls of community response teams.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please rate how helpful it would be for you to receive training on follow-up after critical incidents.**

- Already trained in this area
- Extremely helpful
- Very helpful
- Somewhat helpful
- Not very helpful
- Not at all helpful

**Please list your top five training topics from the survey in priority order.**

APPENDIX D  
E-MAIL TO SUPERINTENDENTS

10/26/2009 2:14:24 PM

**From:** "Michaelis, Donna" <Donna.Michaelis@dcjs.virginia.gov>  
**To:** "Michaelis, Donna" <Donna.Michaelis@dcjs.virginia.gov>  
**Date:** 10/26/2009 2:14 PM  
**Subject:** Training Needs Assessment Survey

Dear Superintendent,

The Department of Criminal Justice Services is asking for your support and assistance with a survey designed to assess training needs of school principals within the Commonwealth. Mr. Stacey Timmons, a principal and doctoral candidate at Virginia Polytechnic Institute and State University, will be conducting this anonymous and voluntary survey on behalf of the Virginia Center for School Safety of the Department of Criminal Justice Services (DCJS). The survey will seek to determine principals' perceptions of their training needs to effectively manage school safety efforts and crisis incidents. Principals will be sent an e-mail and a link to the survey within the week.

Although participation in this study is not required, we request that you encourage principals in your division to complete the survey. The survey contains no identifying information. A high survey response rate will increase the accuracy of the information obtained through this study.

Mr. Timmons will provide the Department of Criminal Justice Services a copy of his final report and the results from the survey. The research in this survey will be used by DCJS to assist in developing future trainings in school safety and crisis management.

Thank you for your consideration in this important matter.

Sincerely,

Donna Michaelis (formerly Bowman)  
Criminal Justice Consultant  
Office of Planning, Training, and Research  
Virginia Department of Criminal Justice Services  
1100 Bank Street  
Richmond, VA 23219  
(804) 371-6506

APPENDIX E  
E-MAIL AND SURVEY TO PRINCIPALS

10/30/2009 1:48:25 PM

**From:** "Michaelis, Donna" <Donna.Michaelis@dcjs.virginia.gov>  
**To:** "Michaelis, Donna" <Donna.Michaelis@dcjs.virginia.gov>  
**Date:** 10/30/2009 1:48 PM  
**Subject:** Virginia Center for School Safety

Dear Principal,

I am writing to ask your assistance with a doctoral dissertation that will provide valuable information to the Virginia Center for School Safety at the Department of Criminal Justice Services (DCJS). Mr. Stacey Timmons, a doctoral candidate at Virginia Polytechnic Institute and State University is conducting the study. A high survey response rate will increase the accuracy of the information obtained through this study.

The survey will seek to determine principals' perceptions of their training needs to effectively manage school safety efforts and crisis incidents. Mr. Timmons will provide the Department of Criminal Justice Services a copy of his final report and the results from the survey. The research will be used by DCJS to assist in developing future trainings in school safety and crisis management. The survey is completely anonymous and contains no identifying information.

All superintendents have been notified of this survey assessment. Please click on the link below and take 3-5 minutes to complete the survey. If the link fails to open, please copy the address and paste directly into the web address bar.

<https://survey.vt.edu/survey/entry.jsp?id=1255545876650>

Thank you for your consideration in this important matter.

Sincerely,

Donna Michaelis (formerly Bowman)  
School and Campus Safety Manager  
Office of Planning, Training, and Research  
Virginia Department of Criminal Justice Services  
1100 Bank Street  
Richmond, VA 23219  
(804) 371-6506

APPENDIX F  
FOLLOW-UP E-MAIL TO PRINCIPALS

11/9/2009 11:32:30 AM

Dear Principal,

You recently received the e-mail below asking you to fill out a quick survey on principal perceptions of school safety training needs. If you have already taken this survey, thank you for taking the time to complete the survey. If you have not taken the survey we ask that you please take 5 minutes to complete the survey. Your input will be valuable in planning future school safety trainings.

Dear Principal,

I am writing to ask your assistance with a doctoral dissertation that will provide valuable information to the Virginia Center for School Safety at the Department of Criminal Justice Services (DCJS). Mr. Stacey Timmons, a doctoral candidate at Virginia Polytechnic Institute and State University is conducting the study. A high survey response rate will increase the accuracy of the information obtained through this study.

The survey will seek to determine principals' perceptions of their training needs to effectively manage school safety efforts and crisis incidents. Mr. Timmons will provide the Department of Criminal Justice Services a copy of his final report and the results from the survey. The research will be used by DCJS to assist in developing future trainings in school safety and crisis management. The survey is completely anonymous and contains no identifying information.

All superintendents have been notified of this survey assessment. Please click on the link below and take 3-5 minutes to complete the survey. If the link fails to open, please copy the address and paste directly into the web address bar.

<https://survey.vt.edu/survey/entry.jsp?id=1255545876650> Thank you for your consideration in this important matter.

Sincerely,

Donna Michaelis (formerly Bowman)  
School and Campus Safety Manager  
Office of Planning, Training, and Research  
Virginia Department of Criminal Justice Services  
1100 Bank Street  
Richmond, VA 23219  
(804) 371-6506

APPENDIX G  
IRB EXEMPT APPROVAL FORM



**Office of Research Compliance**  
Carmen T. Green, IRB Administrator  
2000 Kraft Drive, Suite 2000 (0497)  
Blacksburg, Virginia 24061  
540/231-4358 Fax 540/231-0959  
e-mail [ctgreen@vt.edu](mailto:ctgreen@vt.edu)  
[www.irb.vt.edu](http://www.irb.vt.edu)  
FWA00000572 (expires 1/20/2010)  
IRB # is IRB00000667

DATE: October 22, 2009

MEMORANDUM

TO: Travis W. Twiford  
Stacey Timmons

FROM: Carmen Green 

SUBJECT: **IRB Exempt Approval:** "Principal Perceptions of Training Needs in School Safety in Virginia", IRB # 09-722

I have reviewed your request to the IRB for exemption for the above referenced project. The research falls within the exempt status, CFR 46.101(b) category(ies) 2.

Approval is granted effective as of October 22, 2009.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in the research protocol. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

cc: File



APPENDIX H  
SCHOOL VIOLENCE TIMELINE

<b>Feb. 2, 1996 Moses Lake, Wash.</b>	Two students and one teacher killed, one other wounded when 14-year-old Barry Loukaitis opened fire on his algebra class.
<b>March 13, 1996 Dunblane, Scotland</b>	16 children and one teacher killed at Dunblane Primary School by Thomas Hamilton, who then killed himself. 10 others wounded in attack.
<b>Feb. 19, 1997 Bethel, Alaska</b>	Principal and one student killed, two others wounded by Evan Ramsey, 16.
<b>March 1997 Sanaa, Yemen</b>	Eight people (six students and two others) at two schools killed by Mohammad Ahman al-Naziri.
<b>Oct. 1, 1997 Pearl, Miss.</b>	Two students killed and seven wounded by Luke Woodham, 16, who was also accused of killing his mother. He and his friends were said to be outcasts who worshiped Satan.
<b>Dec. 1, 1997 West Paducah, Ky.</b>	Three students killed, five wounded by Michael Carneal, 14, as they participated in a prayer circle at Heath High School.
<b>Dec. 15, 1997 Stamps, Ark.</b>	Two students wounded. Colt Todd, 14, was hiding in the woods when he shot the students as they stood in the parking lot.
<b>March 24, 1998 Jonesboro, Ark.</b>	Four students and one teacher killed, ten others wounded outside as Westside Middle School emptied during a false fire alarm. Mitchell Johnson, 13, and Andrew Golden, 11, shot at their classmates and teachers from the woods.
<b>April 24, 1998 Edinboro, Pa.</b>	One teacher, John Gillette, killed, two students wounded at a dance at James W. Parker Middle School. Andrew Wurst, 14, was charged.
<b>May 19, 1998 Fayetteville, Tenn.</b>	One student killed in the parking lot at Lincoln County High School three days before he was to graduate. The victim was dating the ex-girlfriend of his killer, 18-year-old honor student Jacob Davis.
<b>May 21, 1998 Springfield, Ore.</b>	Two students killed, 22 others wounded in the cafeteria at Thurston High School by 15-year-old Kip Kinkel. Kinkel had been arrested and released a day earlier for bringing a gun to school. His parents were later found dead at home.
<b>June 15, 1998 Richmond, Va.</b>	One teacher and one guidance counselor wounded by a 14-year-old boy in the school hallway.
<b>April 20, 1999 Littleton, Colo.</b>	14 students (including killers) and one teacher killed, 23 others wounded at Columbine High School in the nation's deadliest school shooting. Eric Harris, 18, and

	Dylan Klebold, 17, had plotted for a year to kill at least 500 and blow up their school. At the end of their hour-long rampage, they turned their guns on themselves.
<b>April 28, 1999 Taber, Alberta, Canada</b>	One student killed, one wounded at W. R. Myers High School in first fatal high school shooting in Canada in 20 years. The suspect, a 14-year-old boy, had dropped out of school after he was severely ostracized by his classmates.
<b>May 20, 1999 Conyers, Ga.</b>	Six students injured at Heritage High School by Thomas Solomon, 15, who was reportedly depressed after breaking up with his girlfriend.
<b>Nov. 19, 1999 Deming, N.M.</b>	Victor Cordova Jr., 12, shot and killed Araceli Tena, 13, in the lobby of Deming Middle School.
<b>Dec. 6, 1999 Fort Gibson, Okla.</b>	Four students wounded as Seth Trickey, 13, opened fire with a 9mm semiautomatic handgun at Fort Gibson Middle School.
<b>Dec. 7, 1999 Veghel, Netherlands</b>	One teacher and three students wounded by a 17-year-old student.
<b>Feb. 29, 2000 Mount Morris Township, Mich.</b>	Six-year-old Kayla Rolland shot dead at Buell Elementary School near Flint, Mich. The assailant was identified as a six-year-old boy with a .32-caliber handgun.
<b>March 2000 Branneburg, Germany</b>	One teacher killed by a 15-year-old student, who then shot himself. The shooter has been in a coma ever since.
<b>March 10, 2000 Savannah, Ga.</b>	Two students killed by Darrell Ingram, 19, while leaving a dance sponsored by Beach High School.
<b>May 26, 2000 Lake Worth, Fla.</b>	One teacher, Barry Grunow, shot and killed at Lake Worth Middle School by Nate Brazill, 13, with .25-caliber semiautomatic pistol on the last day of classes.
<b>Sept. 26, 2000 New Orleans, La.</b>	Two students wounded with the same gun during a fight at Woodson Middle School.
<b>Jan. 17, 2001 Baltimore, Md.</b>	One student shot and killed in front of Lake Clifton Eastern High School.
<b>Jan. 18, 2001 Jan, Sweden</b>	One student killed by two boys, ages 17 and 19.
<b>March 5, 2001 Santee, Calif.</b>	Two killed and 13 wounded by Charles Andrew Williams, 15, firing from a bathroom at Santana High School.
<b>March 7, 2001 Williamsport, Pa.</b>	Elizabeth Catherine Bush, 14, wounded student Kimberly Marchese in the cafeteria of Bishop Neumann High School; she was depressed and frequently teased.

<b>March 22, 2001 Granite Hills, Calif.</b>	One teacher and three students wounded by Jason Hoffman, 18, at Granite Hills High School. A policeman shot and wounded Hoffman.
<b>March 30, 2001 Gary, Ind.</b>	One student killed by Donald R. Burt, Jr., a 17-year-old student who had been expelled from Lew Wallace High School.
<b>Nov. 12, 2001 Caro, Mich.</b>	Chris Buschbacher, 17, took two hostages at the Caro Learning Center before killing himself.
<b>Jan. 15, 2002 New York, N.Y.</b>	A teenager wounded two students at Martin Luther King Jr. High School.
<b>Feb. 19, 2002 Freising, Germany</b>	Two killed in Eching by a man at the factory from which he had been fired; he then traveled to Freising and killed the headmaster of the technical school from which he had been expelled. He also wounded another teacher before killing himself.
<b>April 26, 2002 Erfurt, Germany</b>	13 teachers, two students, and one policeman killed, ten wounded by Robert Steinhäuser, 19, at the Johann Gutenberg secondary school. Steinhäuser then killed himself.
<b>April 29, 2002 Vlasenica, Bosnia- Herzegovina</b>	One teacher killed, one wounded by Dragoslav Petkovic, 17, who then killed himself.
<b>October 28, 2002 Tucson, Ariz.</b>	Robert S. Flores Jr., 41, a student at the nursing school at the University of Arizona, shot and killed three female professors and then himself.
<b>April 14, 2003 New Orleans, La.</b>	One 15-year-old killed, and three students wounded at John McDonogh High School by gunfire from four teenagers (none were students at the school). The motive was gang-related.
<b>April 24, 2003 Red Lion, Pa.</b>	James Sheets, 14, killed principal Eugene Segro of Red Lion Area Junior High School before killing himself.
<b>Sept. 24, 2003 Cold Spring, Minn.</b>	Two students are killed at Rocori High School by John Jason McLaughlin, 15.
<b>Sept. 28, 2004 Carmen de Patagones, Argentina</b>	Three students killed and 6 wounded by a 15-year-old Argentinian student in a town 620 miles south of Buenos Aires.
<b>March 21, 2005 Red Lake, Minn.</b>	Jeff Weise, 16, killed grandfather and companion, then arrived at school where he killed a teacher, a security guard, 5 students, and finally himself, leaving a total of 10 dead.
<b>Nov. 8, 2005</b>	One 15-year-old shot and killed an assistant principal at Campbell County High

Jacksboro, Tenn.	School and seriously wounded two other administrators.
<b>Aug. 24, 2006</b> Essex, Vt.	Christopher Williams, 27, looking for his ex-girlfriend at Essex Elementary School, shot two teachers, killing one and wounding another. Before going to the school, he had killed the ex-girlfriend's mother.
<b>Sept. 13, 2006</b> Montreal, Canada	Kimveer Gill, 25, opened fire with a semiautomatic weapon at Dawson College. Anastasia De Sousa, 18, died and more than a dozen students and faculty were wounded before Gill killed himself.
<b>Sept. 27, 2006</b> Bailey, Colo.	Adult male held six students hostage at Platte Canyon High School and then shot and killed Emily Keyes, 16, and himself.
<b>Sept. 29, 2006</b> Cazenovia, Wis.	A 15-year-old student shot and killed Weston School principal John Klang.
<b>Oct. 3, 2006</b> Nickel Mines, Pa.	32-year-old Carl Charles Roberts IV entered the one-room West Nickel Mines Amish School and shot 10 schoolgirls, ranging in age from 6 to 13 years old, and then himself. Five of the girls and Roberts died.
<b>Jan. 3, 2007</b> Tacoma, Wash.	Douglas Chanthabouly, 18, shot fellow student Samnang Kok, 17, in the hallway of Henry Foss High School.
<b>April 16, 2007</b> Blacksburg, Va.	A 23-year-old Virginia Tech student, Cho Seung-Hui, killed two in a dorm, then killed 30 more 2 hours later in a classroom building. His suicide brought the death toll to 33, making the shooting rampage the most deadly in U.S. history. Fifteen others were wounded.
<b>Sept. 21, 2007</b> Dover, Del.	A Delaware State University Freshman, Loyer D. Brandon, shot and wounded two other Freshman students on the University campus. Brandon is being charged with attempted murder, assault, reckless engagement, as well as a gun charge.
<b>Oct. 10, 2007</b> Cleveland, Ohio	A 14-year-old student at a Cleveland high school, Asa H. Coon, shot and injured two students and two teachers before he shot and killed himself. The victims' injuries were not life-threatening.
<b>Nov. 7, 2007</b> Tuusula, Finland	An 18-year-old student in southern Finland shot and killed five boys, two girls, and the female principal at Jokela High School. At least 10 others were injured. The gunman shot himself and died from his wounds in the hospital.
<b>Feb. 8, 2008</b> Baton Rouge, Louisiana	A nursing student shot and killed two women and then herself in a classroom at Louisiana Technical College in Baton Rouge.
<b>Feb. 11, 2008</b> Memphis, Tennessee	A 17-year-old student at Mitchell High School shot and wounded a classmate in gym class.
<b>Feb. 12, 2008</b> Oxnard, California	A 14-year-old boy shot a student at E.O. Green Junior High School causing the 15-year-old victim to be brain dead.

<p><b>Feb. 14, 2008</b> DeKalb, Illinois</p>	<p>Gunman killed five students and then himself, and wounded 17 more when he opened fire on a classroom at Northern Illinois University. The gunman, Stephen P. Kazmierczak, was identified as a former graduate student at the university in 2007.</p>
<p><b>Sept. 23, 2008</b> Kauhajoki, Finland</p>	<p>A 20-year-old male student shot and killed at least nine students and himself at a vocational college in Kauhajoki, 330km (205 miles) north of the capital, Helsinki.</p>
<p><b>Nov. 12, 2008</b> Fort Lauderdale, Florida</p>	<p>A 15-year-old female student was shot and killed by a classmate at Dillard High School in Fort Lauderdale.</p>
<p><b>March 11, 2009</b> Winnenden, Germany</p>	<p>Fifteen people were shot and killed at Albertville Technical High School in southwestern Germany by a 17-year-old boy who attended the same school.</p>

APPENDIX I

DETAILED DEMOGRAPHIC INFORMATION TABLES TABLE 1

*Elementary School Administrators: Demographic Characteristics of Participants (n =363)*

Characteristic	<i>n</i>	%
<b>Length of Employment</b>		
Up to 2 years of employment	31	8.5%
More than 2 years up to 5 years of employment	77	21.2%
More than 5 years up to 10 years of employment	104	28.7%
More than 10 years of employment	151	41.6%
<b>Gender</b>		
Male	102	28.1%
Female	259	71.3%
No response	2	.6%
<b>Area where school is located</b>		
Rural	157	43.3%
Urban	65	17.9%
Suburban	141	38.8%

A majority of elementary school principals responding to the survey (41.6 percent) have been employed as principals in Virginia for more than 10 years. Female principals were the largest group of respondents (71.3 percent) in the elementary principal group. The largest group of principals (43.3 percent) reported working in rural schools with the second largest group (38.8 percent) reporting working in suburban schools.

Table 2

*Middle School Administrators: Demographic Characteristics of Participants (n =117)*

Characteristic	N	%
<b>Length of Employment as a Principal</b>		
Up to 2 years of employment	4	3.4%
More than 2 years up to 5 years of employment	19	16.2%
More than 5 years up to 10 years of employment	41	35.1%
More than 10 years of employment	53	45.3%
<b>Gender</b>		
Male	70	59.8%
Female	46	39.3%
No response	1	.9%
<b>Area where school is located</b>		
Rural	50	42.7%
Urban	16	13.7%
Suburban	51	43.6%

A majority of middle school principals responding to the survey (45.3 percent) have been employed as principals in Virginia for more than 10 years. Male principals were the largest group of respondents (59.8 percent) in the middle school principal group. The largest group of principals (43.6 percent) reported working in suburban schools with the second largest group (42.7 percent) reporting working in rural schools.

Table 3

*High School Administrators: Demographic Characteristics of Participants (n =168)*

Characteristic	<i>N</i>	%
<b>Length of Employment as a Principal</b>		
Up to 2 years of employment	8	4.8%
More than 2 years up to 5 years of employment	38	22.6%
More than 5 years up to 10 years of employment	61	36.3%
More than 10 years of employment	61	36.3%
<b>Gender</b>		
Male	121	72.0%
Female	45	26.8%
No response	2	1.2%
<b>Area where school is located</b>		
Rural	88	52.4%
Urban	34	20.2%
Suburban	46	27.4%

Responses from high school principals were evenly split with 36.3 percent having been employed as principal in Virginia from 5 to 10 years and 36.3 percent having been employed as a principal in Virginia for more than 10 years. Male principals were the largest group of respondents (72 percent) in the high school principal group. The largest group of principals (52.4 percent) reported working in rural schools with the second largest group (27.4 percent) reporting working in suburban schools.



Table 4

*Demographic Characteristics of Participants Broken Down by Gender (n=643)*

Characteristic	<u>Male</u>		<u>Female</u>	
	(n=293)		(n=350)	
	<i>n</i>	<i>%</i>	<i>N</i>	<i>%</i>
<b>Length of Employment as a Principal</b>				
1. Up to 2 years of employment	16	5.4%	26	7.4%
2. More than 2 years up to 5 years of employment	55	18.8%	78	22.3%
3. More than 5 years up to 10 years of employment	94	32.1%	111	31.7%
4. More than 10 years of employment	128	43.7%	135	38.6%
<b>Area where school is located</b>				
1. Rural	147	50.2%	147	42%
2. Urban	44	15.2%	71	20.3%
3. Suburban	102	34.8%	132	37.7%

*\*5 participants did not respond to the gender question.*

The largest group of both male and female principals reported having been employed in Virginia as principal for more than 10 years. The percentage of males responding to the survey was 43.7 percent, while the percentage of females was 38.6 percent. Most male principals (50.2 percent) reported working in rural schools while the majority of female principals (37.7 percent) reported working in suburban schools.

Table 5

*Demographic Characteristics of Participants Broken Down by area where school is located (n =648)*

Characteristic	<u>Rural</u>		<u>Urban</u>		<u>Suburban</u>	
	(n=295)		(n=115)		(n=238)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Length of Employment as a Principal</b>						
1. Up to 2 years of employment	19	6.4%	8	7.0%	16	6.7%
2. More than 2 years up to 5 years of employment	68	23.1%	19	16.5%	47	19.7%
3. More than 5 years up to 10 years of employment	103	34.9%	29	25.2%	74	31.2%
4. More than 10 years of employment	105	35.6%	59	51.3%	101	42.4%

The largest group of rural principals (35.6 percent) responding to the survey reported being employed as principal in Virginia for more than 10 years with the second largest group (34.9 percent) reporting being employed from 5 to 10 years. The largest group of urban principals (51.3 percent) reported having more than 10 years experience as principal in Virginia with the second largest group (25.2 percent) reporting being employed from 5 to 10 years. Among suburban principals, the largest group (42.4 percent) reported being employed in Virginia as principal for more than 10 years with the second largest group (31.2 percent) reporting being employed from 5 to 10 years.