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A Study of Administrator Training for School Security Events

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A STUDY OF ADMINISTRATOR TRAINING FOR SCHOOL SECURITY EVENTS

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APPROVAL OF DISSERTATION

We, the faculty supervising the work of **Maria Eshenaur**, affirm that the dissertation, *A Study of Administrator Training for School Security Events*, meets the high academic standards for original scholarship and creative work established by the EdD Program in **Leadership Studies** and the College of Education and Professional Development. This work also conforms to the editorial standards of our discipline and the Graduate College of Marshall University. With our signatures, we approve the manuscript for publication.

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DEDICATION

Soli Deo Gloria

This dissertation is dedicated to my family who have offered unwavering love, patience, encouragement, and support for me throughout this learning opportunity. My parents have been models of learning throughout my life. My father is truly one of the brightest people I have ever known. His ability to make sense of all things never ceases to amaze me. I remember many evenings spent as a child on the Marshall Campus in Huntington waiting for my mother, a teacher, to finish classes to further her learning. I understand their desire to be lifelong learners. They have literally and figuratively travelled with me many miles along this path. My sister has proof read and critiqued my writing, willingly engaged with me in-depth about my topic, listened to me talk about my research findings, given pep talks, and pushed me when I was on the verge of giving up. My brother-in-law, nephew, and niece have all encouraged me to keep up the work and inquired about my progress just when I needed it. I appreciate their interest in my crazy chase and even more in their understanding and willingness to let me borrow their wife and mother to help me find and get back on the path. It is my family that believed I could actually do this long before I ever did. Family is truly a gift from God and I am blessed beyond measure.

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ABSTRACT

The purpose of this research study was to determine if West Virginia (WV) PK-12 public school principals and assistant/vice principals perceive they are receiving suitable professional development to provide a secure school environment. This mixed methods study utilized non-experimental survey research to determine which professional development training school principals report participating in; to determine principals' perceptions of the suitability of their own training; and to determine the influence of demographics on principal perceptions of training related to specific security events listed within the WV Schools Crisis Prevention and Response Plan. Data were collected by a researcher created, online survey consisting of 7 multiple-choice questions, 26 Likert scale responses, and one open response question. The population included in this study were WV PK-12 public school principals employed in the five Mountain State Educational Services Cooperative WV member counties (N=111). Data gathered in this study appears to indicate that while principals and assistant principals report receiving training for school security events contained within the WV Schools Crisis Prevention and Response Plan, the majority of trainings do not meet the principals' and assistant/vice principals' perceptions of adequacy in equipping school administrators to respond successfully to potential school security events. Significance was attained in all events in the participant perceptions of training Chi Square analysis. There were nineteen areas of significance reached across demographic categories for specific events using both Mann-Whitney U and Kruskal-Wallis analyses.

CHAPTER ONE

INTRODUCTION

Public school principals face unparalleled responsibilities and demands in today's society. The mass shootings at public schools stand as vivid reminders of the vulnerability of public school campuses and of the people who learn or work in these environments. When attacks happen, even those fortunate enough to not be physically wounded during the violence do not escape unharmed. Frank DeAngelis, who was the principal of Columbine High School on April 20, 1999, the day twelve students and one teacher were killed by gunmen, indicated that day was when his worst nightmare came to fruition (McDaniel, 2017). DeAngelis later added that school violence is not something for which any textbook can prepare you (Farber, 2017). McMahon et al. (2014) reported, "School violence has emerged as a significant public health crisis warranting immediate attention" (p. 753). Public school campuses are not places where we can risk overlooking opportunities to identify potential threats and develop appropriate responses. The argument that a textbook crisis does not exist cannot act as an excuse for lack of preparation for public school crisis events.

The actions principals take in support of campus security are varied. Principals are expected to follow state and local policy when dealing with students and campus visitors. Principals work to build positive relationships within their school community, while electronically secured entryways, video cameras, and metal detectors stand guard. These measures are often incongruent with what principals wish to portray. It is important that people focus on safety, while creating a climate of belonging.

Many schools host on-site law enforcement such as School Resource Officers and Prevention Resource Officers, both of which are valuable resources for principals in addition to acting as a deterrent to potential criminals. In addition to these tools for safety, there are varieties of existing commercially available training programs, the purpose of which is to build response capacity for specific threat types in participating school principals. However, the concern is these programs, which focus on reaction, generally fail to develop a wide enough perspective on needed intervention and prevention. Participants are often left without a broad understanding of how to prevent the event from occurring in the first place (Reyes, 2014; Sheras, Cornell, & Bostain, 1996). There are a number of resources which appear useful to increase security. However, it is simply not possible to find research that says one solution is the panacea.

Cornell & Mayer (2010) observed that research on school security, which they consider a newer field of study, has yet to become fully integrated into what they consider the mainstream of education research. Many studies exist providing data regarding teacher, student, and parent perceptions of security issues on public school campuses (Ewton, 2014; Hong & Eamon, 2012; Joong & Ridler, 2005; Nance, 2013; Perumean-Chaney & Sutton, 2013; Pietrzak, Peterson & Speaker, 1998). While "scholars…have spoken with teachers and students about their perspectives regarding the increasingly criminalized climate of schools, none have focused upon the administrators tasked with decision-making" (Madfis, 2016, p. 40). In fact, few studies seem to focus on building-level principal perception of training to address security threats to their campuses (Ewton, 2014; Jones, 2015; Lisle, 2002). Site-based principals have the most day-to-day insight into the school's challenges and ultimately have the

greatest responsibility for the security of the school and its inhabitants. For threats to be quickly assessed and dealt with appropriately, building-level principals must be trained on recognition, assessment, and response options (Jones, 2015; Reyes, 2014).

Brown contends “Principals should not have to experience a violent incident at their school in order to learn ways of responding” (2017, p.2). Security threats on campus might include weapon possession, illegal substance possession, mental health events, student-on-student/ student-on-teacher violence, angry/abusive parents, custody related abduction, active shooter/intruder, chemical threat, severe weather threat and a plethora of other scenarios. Principal training in school security needs to be examined to determine the types of professional development already offered and professional development needed, as reported by the principals, to increase their effectiveness in dealing with school security issues/events (Timmons, 2010).

Background of the Problem

From the tragic school shootings in 1999 at Columbine High School (13 individuals were killed with an additional 21 wounded) to the 2018 Marjory Stoneman Douglas school shootings (17 individuals were killed with an additional 17 wounded), public school principals across the United States are increasingly presented with security events that potentially threaten every member of a school population. MacDonald (1999) notes, “Although the role of the principal in implementing safe school strategies has been identified (e.g., Kadel & Follam, 1993; Posner, 1994), little attention has been paid to the issue of how principals make such decisions in the first place” (p. 12). When asked about their greatest perceived threats to public school security,

principals provided responses which were conflicted at best (Ewton, 2014; Jones, 2015).

Timmons (2010) studied Virginia school administrator training in responding to security events on campus. Timmons specifically looked at the training principals had received and additionally asked principals what they perceived as a need for further assistance in reacting to a school crisis. Principals participating in the Timmons study reported that they received the least amount of training in personal safety and, conversely, the most training in critical response issues (e.g. cardiopulmonary resuscitation, first aid). Principals across the programmatic levels reported a need for training in dealing with disruptive and assaultive students and training for intervening with angry/abusive parents/family members (Timmons, 2010).

A search for solutions to school security issues yields advice from government, researchers, and vendors regarding possible interventions (Sprague, Smith, & Stieber, 2002). Professional development for principals focusing on security related topics ranging from early intervention through crisis response is the recommendation of Brown & Militello (2016). The process of training principals in the development and implementation of site-based crisis response plans is suggested by a number of resources (Council of State Governments Crisis Center, 2014; Estep, 2013; MacNeil & Topping, 2007; Maryland School Psychologists' Association, n.d.; Steeves, Metallo, Byrd, Erickson, & Gresham, 2017; Woitaszewski, Crepeau-Hobson, Conolly, & Cruz, 2017). Principal training in crisis planning is also mandated in both federal policy (Every Student Succeeds Act, 2015) and within West Virginia code (WV Code, §18-9F-9). The West Virginia Department of Education provides a template for their required *West*

Virginia Schools Crisis Prevention and Response Plan on the state department website (WVDE, 2017). The West Virginia template collects relevant information and provides printed administrative guidance for potential security concerns.

Lisle (2002) highlighted the lack of school safety training for principals. A large majority of principals (72.9%) indicated additional training on school safety and prevention of student violence would be advantageous in their position. Over half (56.5%) of the responding principals in the Lisle study also reported training in implementing additional school safety interventions would be a strategic approach for them to use in preventing school violence. In all of the uncertainty held by the future, site-based public school principals shoulder an enormous responsibility ensuring the security of the school population, including visitors to the campus. A topic not up for debate is the critical nature of proactively providing school security preparedness and response training for principals (Lisle, 2002; Jones, 2015; Reyes, 2014).

Statement of the Problem

The building-level principal bears the responsibility of carrying out the delicate balancing act between site-based education and security (Reyes 2014). While the principals' responsibilities in a time of crisis are many, there appears to be a corresponding need for additional proactive training in place to build a greater sense of self-efficacy in school administrators, preparing them to successfully intervene in and appropriately respond to school security events (Daughtry, 2015; Lisle, 2002; Sheras et al., 1996; Timmons, 2010). While the concept of the school administrator acting as site-based head of security is an idea which has drawn much examination (Jones, 2015), there is very little existing or relevant research available to support how school

principals are prepared to make decisions about the security of their campuses before a crisis happens and how these decisions affect the related learning environment (Jones, 2015; Reyes, 2014). Within the last twenty years, the more general topic of school security has become an increasing area of interest for scholars; a topic which, “lies at a nexus of research involving education; juvenile justice; mental health and social welfare; school, clinical, and community psychology; sociology; and [other] related disciplines” (Cornell & Mayer, 2010).

Purpose of the Study

The purpose of this research was to determine if WV PK-12 public school principals and assistant/vice principals perceive they are receiving suitable professional development to provide a secure school environment. Specific data collected included security related training opportunities in which principals report having participated and the usefulness of the training they have received. Additionally, principals were asked via an open response question for any other comments they may like to make on the topic of school security. This research will be useful in determining whether current trends in school security training for WV public school principals are relevant to the daily perceived demands of the school and its principal. Given the cost of professional development and on-going budgetary limitations of public schools, results could help focus decisions about needed professional development topics and school security training for public school principals.

State and national organizations for school principals could use the data gained from this study to advocate on behalf of their membership body for increased and targeted professional growth opportunities. Colleges and universities could use the

results from this study to consider necessary training components for public school leadership/administration certification programs. Additionally, results from this study will provide clarity to parents, students, and the general population as to what WV public school principals' top security concerns are regarding threat(s) to their campuses and the types of training these principals have received/need to receive in order to address the threat(s).

Significance of the Study

The provision of a secure campus is a principal's most significant responsibility (Kellough & Hill, 2015). Nationwide, as the frequency and severity of critical school security incidents increase, the likelihood of similar incidents occurring in WV also proportionally rise. Data from a variety of studies (American Psychological Association [APA] Task Force on Violence Directed Against Teachers, 2011; Ewton, 2014; Jones, 2015; Joong & Ridler, 2005; McMahon et al., 2014; NCES, 2016; Nelson, 2016; Pietrzak et al., 1998) indicate concerns from public school principals and other stakeholders of increasing risks to secure school environments.

While school security is clearly a complex, multilayered national topic, this specific study was designed with the smaller focus of determining if WV PK-12 public school principals served by the Mountain State Educational Services Cooperative (formally operated as RESA II) believe they are receiving the professional development they need to provide a secure school environment.

A *Special Report of Regional Education Service Agencies: Audit Overview* (WV Legislative Auditor, Performance Evaluation & Research Division, 2017) was created to determine the need for the continuance of West Virginia's Regional Education Service

Agencies (RESAs). RESAs were created through legislation (WV Code §18-2-26) in 1972. The West Virginia State Board of Education formally established the original eight RESAs under the Code of State Rule (CSR) Title 126, Series 3233 in 1982 by dividing the counties of WV into eight localized regions. The intent of the RESAs was the consolidation and effective administration of programs while equalizing and extending educational opportunities and supports for school counties. The results of the January 2017 audit report ultimately lead to the functional disbanding of the RESAs in April 2017 as external supporting organizations with the functions they provided being absorbed by the West Virginia Department of Education. Because of the continuing need for many of the services RESAs formerly provided, some have made a transition to Educational Service Co-operations, which are now governed by boards comprised of member counties. The Mountain State Educational Services Cooperative now serves many of the stakeholders of the former RESA II.

Research Questions

1. What professional development opportunities do school principals and assistant/vice principals report as having participated in concerning specific school security events listed within the WV Schools Crisis Prevention and Response Plan?
2. What are the perceptions of WV PK-12 public school principals and assistant/vice principals concerning the adequacy of their training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

3. What is the influence, if any, of WV PK-12 public school principal and assistant/vice principal demographics (job title [2], current school level of administration [4], length of employment as an administrator in WV public schools [4], student enrollment [5], school setting [3], gender [2], highest educational attainment [5]) upon their perception of training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

Limitations

The limitations of this study are primarily those common to survey research. The findings were limited to the perceptions of WV PK-12 public school principals who responded to the survey rather than being generalizable to their larger populations (Creswell, 2012; Fowler, 2014; Franklin & Hart, 2007; Landeta, 2006; Okoli & Pawlowski, 2004). Self-reported data is, in itself, a limitation as independent verification is difficult (Fowler, 2014; University of Southern California, n.d.). Examples of limitations/bias in self-reported data might include selective memory, telescoping, attribution, and exaggeration (Fowler, 2014; University of Southern California, n.d.). Those who respond may do so out of a particular bias, either positive or negative about public school security and related professional development; or receptive or non-receptive toward public school security and related professional development. While the researcher's academic experience and employment in public school administration can constitute a source of empathy and provide an experiential background to be effective in eliciting and understanding respondent's perceptions, it can also be viewed as a limitation in that it is a potential source of bias (Bowles, 1999; Creswell, 2007: Franklin & Hart, 2007; Vernon, 2009; Walker & Selfe, 1996). The assumption that the term

“training” had the same meaning for all participants is a potential limitation. Also, the assumption that the levels of training (strong, adequate, minimal, or no training) had the same meaning for all participants is a potential limitation.

The study is also limited by the validity of the survey instrument (Creswell, 2012; Fink, 2013). The researcher-created survey was in its initial use. Assumptions are made that participants will respond to the survey items truthfully, although it is acknowledged that individual biases of respondents may affect the objectivity of their responses to the questionnaire. While the items on the survey instrument are based on congruence with the reviewed literature (Creswell, 2012; Fink, 2013), there may be other issues of importance to public school security and related professional development which will not be included.

The lack of existing research on the topic is a limitation. The following keywords in varying combinations have been utilized in the quest to identify relevant studies: school, public school, safety, security, violence, professional development, training, school administrator, principal, school security measures, crisis intervention.

Summary

The roles and responsibilities facing public school principals are numerous. One of the more demanding administrative responsibilities includes that of site-based security. The increasingly complex issues related to public school security, which necessarily includes supporting principals in the role they play in maintaining a safe learning environment, merits continuing consideration. School principals may benefit from research outcomes, which inform their decisions concerning security and how those decisions affect the school as a whole. While the lack of existing research on the

topic of security training needs for school principals has been acknowledged, some studies do exist. The purpose of this study is to determine if WV public school principals perceive they are receiving the professional development needed to provide a secure school environment. Potential research method limitations of this study including bias, instrument validity, and a lack of existing research could stand as a barrier to its contribution to the literature on this topic.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter is a synopsis of the current literature and research on the role of public school principals in maintaining a safe learning environment. This literature review includes an examination of public school principals' perceptions of threat and risk for potential security events. The review also includes public school principal reporting on professional development needs for successful response to threats (the primary focus of this study). Additional areas relevant to the conversation are previously held principal professional development opportunities regarding school security at the state level, the topics of legislation for school security, and crisis plans to keep schools safe. A discussion of a categorical synthesis of potential security events including corresponding recommended principal trainings concludes the chapter.

Principals' Responsibility

Today's public school principals face a wide range of responsibilities and demands. Instructional leadership, a responsibility of principals across programmatic areas, is the function of principals assisting teachers in strengthening instructional practices to increase the learning of all the students within the school. Strategic planning requires principals to work with other stakeholders in defining a mission, developing academic and student support goals, and identifying underlying action steps, which are designed to support and reach the goals. The responsibility for data driven professional development often lays with the principal. Data analysis provides information for teachers to adjust their instruction and allows stakeholders to monitor

their progress, both individually and corporately. The principal ultimately has the responsibility of monitoring various federal programs within a school (e.g. Title I, special education, 504 plans, and food services). Human resources management ranges from hiring/termination decisions to observations and evaluations and often mentoring to develop all employees. Technology support in the forms of appropriate technology integration into the curriculum, making appropriate technology purchasing decisions, knowledge of software systems, and supporting teachers with necessary training is often a role filled by the site-based principal. Facilities management includes safety and security monitoring, writing work orders for necessary improvements, and even landscaping and improvement projects. Fiscal oversight is a critical responsibility for principals and includes management of the monetary resources of the school. Discipline of students and sometimes staff falls to the principal. Public relations and communications are two additional responsibilities principals assume in order to maintain a positive school culture and climate. These responsibilities and demands are only a few of the functions performed by twenty-first century principals (Lynch, 2012; Oplatka, 2017; Protheroe, 2009; Richardson, Watts, Hollis, & McLeod, 2016). In addition to all of these things, one of a principal's most critical responsibilities is ensuring a safe and orderly school (Connelly, 2013).

Researchers agree that to meet academic goals, schools must focus on their primary purpose of education as opposed to functioning as *quasi-prisons* or to fighting crime (National Center for Education Statistics [NCES], 2007). Portillos, Gonzalez, and Peguero (2011) concur noting that, "schools' primary responsibility is not to fight crime, it is to educate students" (p. 185). This conflict between security and education creates

discomfort for teachers, students, and parents alike; teaching and learning becomes easily eclipsed by the fear of violence (Joong & Ridler, 2005). The idea of academics taking a backseat to safety and security is the change that manifested in schools across the nation after the violence at Columbine High School in 1999 (Madfis, 2016).

Safety Concerns of the School Population

Due to the critical role filled by principals across programmatic levels, principal perceptions of security risks are useful as a driving force in public school security research. When surveyed regarding their greatest perception of threats to public school security, public school principals provide inconsistent responses (Ewton, 2014; Jones, 2015). However, principals participating in both the Ewton and Jones studies perceived a high likelihood of occurrence for violent incidents (e.g. custody related abductions, battery, suicide, dangerous intruder, weapon possession, shooting, terrorism) on their campuses.

In addition, when asked about incidents most threatening to student safety, the top five participant responses in the Ewton (2014) study included (in descending order) shooting, disease, theft, physical education accident, and terrorism. When asked about critical incidents participants feared the most, the top five responses in the Jones (2015) study (in descending order) were weapons related events, intruders, abduction, weather related problems, and bomb related incidents.

Neither researcher, Ewton (2014) nor Jones (2015), specifically defined or explained the differences between their own descriptors. Ewton used the terms *perceived likelihood of incidents affecting student safety* and *perceived threats to*

student safety [emphasis added]. Jones used the terms *likelihood of specific crisis incidents* and *specific crisis incidents…most feared* [emphasis added].

The Ewton (2014) and Jones (2105) studies are very similar, however there are some distinct differences between the two which should be considered. While the smaller geographical area of the Whitfield County (Georgia) School District and participant number (n=24) may limit the Ewton study as opposed to the Jones larger participant number (n=1057), it does present a source helping to illuminate principals' concerns related to the security of their campus. Limitations in the Jones study might include the limited geographical area sampled (central Florida), which could make the data non-representative on a larger national scale (Creswell, 2012). The Ewton and Jones studies both report on principal perception of threat(s) as most concerning (or most feared) and most likely. Results from the two studies are not easily comparable. One issue might be the different vocabulary regarding specific threats on the two different perceptual surveys used. Another interesting outcome, between common listed threats, is comparing the results of the level of concern and likelihood of similar event types. Principals in the Jones study rank weather related event(s) as the most likely, while similar incidents (e.g. earthquake or tornado) are ranked in the bottom four of ten in the Ewton study.

Administrators are not the only population which exists within a school community. Groups such as students, parents, and staff all have valid concerns about the general security of the campus. The fears and concerns each sub-group may have are important to consider in relation to those held by the site-based administrator. The fear of victimization is often perceptual, based on a variety of contextual factors

(Addington, 2003, 2009; Hong & Eamon, 2012; Kitsantas, Ware, & Martinez-Arias, 2004; Perumean-Chaney & Sutton, 2013). It is reasonable to hypothesize that while some fears might be shared among different groups, some fears are unique to each group based on contextual factors. These factors include witnessing offenses against others, the availability of resources within the environment (e.g. weapons, drugs, tobacco, or alcohol), and the general feeling of security which is often based on culture and/or portrayal in the media (Addington, 2003, 2009; Hong & Eamon, 2012; Kitsantas, et al., 2004; Perumean-Chaney & Sutton, 2013).

Parents and guardians of school-age children are one of the larger representative groups with concerns regarding security issues in public schools. Parents have little control over school security and channel their efforts in becoming a loud voice demanding increased safety and security measures within their children's schools (Perumean-Chaney & Sutton, 2013). The study discussed earlier by Ewton (2014), also reported parent perceptions of threats to student safety and parent perceptions of likelihood of occurrence for each event. The results from parent participation are found in Table 1. While Ewton's study is limited by geographical area and participant number (26 parent participants), it does present a telling glimpse into parental concerns.

Table 1

Ewton Parent Perception Presented in Descending Order

Threats to Student Safety	Likelihood of Incidents Affecting Student Safety
Tornado	Physical Education Accident
Shooting	Theft
Fire	Disease
Disease	Tornado
Bus Accident	Bus Accident
Physical Education Accident	Fire
Earthquake	Shooting
Chemical Related Accident	Earthquake
Terrorism	Chemical Related Accident
Theft	Terrorism

In addition to parents, teachers and other staff members on public school campuses are also relevant parts of the school security discussion. Information on teacher reporting retrieved from the Institute of Education Sciences: NCES Indicators of School Crime and Safety (NCES, 2016) for the 2011-2012 school year show that 9% of school teachers reported they were threatened with injury by a student from their schools, and 5% of school teachers reported they were physically attacked by a student from their school. Data from 2013, found in the same report, indicate 3% of students (age 12-18) reported being afraid of attack or harm at school or on the way to and from school during the school year with 22% of students in grades 9-12 reporting illegal drugs were offered, sold, or given to them on school property (NCES, 2016).

Joong and Ridler (2005) researched related perceptions of 2,000 students and 400 teachers (middle and secondary levels) in Ontario, Canada and found, “The five top causes [or contributing factors] of school violence from students’ perspective were bullying, peer group pressure, put-downs, frustration and racial conflict. The top four causes were the same for teachers, their fifth was lack of respect for property” (p. 1). In

the same article, Joong and Ridler also provided student-generated incidents by likelihood of occurrence (often, sometimes). Incidents under the *often* category were "arguments, name calling, insults and teasing" (p. 2). Incidents under the *sometimes* category were "fighting, being beaten up, physical threats, sexual comments, inappropriate touching, and racial comments" (p. 2). The results of this study may be limited by the age of the data.

Pietrzak, Petersen, and Speaker (1998) published results of a study undertaken to ascertain the perceptions of elementary and middle school staff concerning violence in their schools. At the time, the authors pointed out a gap in the research regarding staff perception at the elementary and middle school programmatic levels. The results of the Pietrzak, Petersen, and Speaker study, while dated, are worth noting. The first section of the survey asked participating elementary and middle school staff members to rate their perceived threat level pertaining to students, parents, and administrators based on a four-point scale ranging from *not concerned at all* to *very concerned.* The following statements represent their findings. Thirty-six percent of participants were most concerned about verbal threats or attacks from students. Thirty-two percent were most concerned about verbal threats or attacks from students' parents. Fourteen percent of participants were concerned or very concerned about physical threats or attacks by students. Twenty-one percent were concerned or very concerned about physical threats or attacks by students' parents. Four percent were concerned or very concerned about sexual harassment by students; and three percent were concerned or very concerned about sexual harassment by parents. When asked, 6% or less of the participants had concerns or fears about verbal, physical, or sexual attack from other

school staff members. While a limitation might include the age of the data, this study was included due to the lack of more current research.

Principal Reporting of Professional Development Needs

The oft-quoted truth, *hindsight has 20/20 vision*, seems to concisely capture the difficulty of providing principal training for school security. From the vantage point of hindsight, “the literature on school crisis is full of examples of how *not* to manage the event” (Sprague, Colvin, Irvin, & Stieber, 1999, p. 40).

As required by Virginia state law (VA Code § 22.1-279.8), the Virginia (VA) Center for School and Campus Safety, a division of the Virginia Department of Criminal Justice Services (VADCJS), conducts an annual school safety audit survey of VA public schools. Within the most recent three surveys from 2017 (n=1956), 2016 (n=1961), and 2015 (n=1960), principals or their designees were asked to indicate from a provided list of topics which safety related trainings were most needed by their school’s administration/faculty/staff (VADCJS, Virginia Center for School and Campus Safety, 2016, 2017, 2018). The survey instrument is updated yearly which resulted in variances in the list of safety training topics between the 2017, 2016, and 2015 surveys. While some topics changed, the majority remained the same. The information gleaned from each of these years’ survey is summarized in Table 2.

The topic of mental health problem awareness and recognition training moved from a rank of 2nd in 2015, to 1st in both 2016 and 2017. The topic of de-escalation and mediation training, which first appeared on the most current 2017 survey, was ranked as the 2nd highest need for that year. Trauma informed care training, which initially appeared on the 2016 survey, has steadily increased by percentage of need. Topics

which were indicated as a training need when ranked by response percentages remained reasonably constant over the three reviewed years and included alternatives to suspension and expulsion, crisis planning prevention and response, violence prevention, and gang awareness training. The percentage of participants reporting the need for training on the topics of Positive Behavioral Interventions and Support (PBIS), as defined by the U.S. Department of Education's Technical Assistance Center on PBIS (n.d.), threat assessment team procedures, social media and peer relations has steadily declined since the 2015 survey.

Table 2

School Safety Related Training Needs as Indicated by Virginia School Safety Audit Surveys

Training Type	2017 Survey	2017 Rank	2016 Survey	2016 Rank	2015 Survey	2015 Rank
Mental health problem awareness and recognition	50%	**1**	52%	**1**	43%	**2**
De-escalation and mediation	38%	**2**	--	--	--	--
Alternatives to suspension and expulsion	35%	**3**	35%	**4**	36%	**3**
Positive Behavioral Interventions and Support (PBIS)	35%	**3**	40%	**2**	44%	**1**
Social media	35%	**3**	38%	**3**	44%	**1**
Crisis planning, prevention and response	24%	**4**	30%	**5**	24%	**4**
Trauma-informed care	23%	**5**	18%	**7**	--	--
Peer relations	18%	**6**	21%	**6**	22%	**5**
Threat assessment team training	17%	**7**	15%	**8**	19%	**6**
Violence prevention training	15%	**8**	18%	**7**	15%	**7**
Gang awareness	9%	**9**	--	--	8%	**9**
Suicide Prevention	--	--	--	--	9%	**8**
Search & Seizure	--	--	--	--	7%	**10**
Drug/Alcohol Training	--	--	--	--	6%	**11**
None of the above	7%	**10**	--	--	--	--
Other	1%	**11**	2%	**9**	1%	**12**

Note. -- indicates training type was not an option during survey cycle

Timmons (2010) surveyed Virginia principals from elementary, middle, and high schools (n=648) regarding a number of security topics including asking participants to rate from common safety topics, the five most needed security-related professional

development topics for the future. Timmons found principals who served preschool through 12th grade students indicated a need for support in identifying disruptive and assaultive students as well as angry and abusive extended family members; and then needed training for intervention strategies to handle these threatening situations. In fact, as their highest training priority, middle school administrators chose diffusing disruptive students and high school principals chose identifying gang characteristics as their priorities. Timmons data indicate elementary principals were less concerned about violent and criminal events as opposed to their middle and high school counterparts. The Timmons study indicated principals across programmatic levels reported personal safety training was the area in which they had received the least training. Timmons also found principals' most prevalent training focused on critical response issues such as dealing with medical emergencies, bomb threats, and responding to violent acts.

Clendenin (2008) found participating principals indicated school safety training as the 4th highest perceived professional development need for themselves and others. Results from this qualitative study involving principals in Southwest Virginia further indicated it was imperative that principals receive training in crisis planning and intervention techniques.

In a study by Lisle (2002), school principals noted the lack of school safety training provided to school principals; 73% of participating principals felt more professional development on school safety topics would be beneficial. Half of the responding principals reported training to implement additional school safety interventions would be advantageous in preventing school violence.

Brown (2017) contends principals should not be placed in the situation of trying to learn response options while simultaneously experiencing a violent event. Brown and Militello (2016) firmly believe targeted professional development can help remedy issues within schools. In his work, Timmons (2010) directly ties principal training, a term synonymous with professional development, to the ability to effectively manage and respond to school safety and crisis incidents. Sprague, Smith, and Stieber (2002) note, "Schools have received little guidance regarding how to *integrate* a set of interventions into a cost effective and sustainable [safe schools] program" (p.3). In the studies reviewed, public school principals all indicate a desire for targeted professional development to help them avoid and/or respond to potential security events in their schools.

Strengthening School Security

Research includes a variety of possible avenues of approach to strengthening school security. One such avenue is *professional development* for public school principals, referenced as a prescription/remedy for ailments of public education (Brown & Militello, 2016). *Legislation*, another avenue, has historically been a means to apply pressure for change. The process of how research is brought to policy is a topic being explored by some scholars (Hoylman, 2017; Tseng & Nutley, 2014). Tseng & Nutley remind both researchers and consumers, "Research is not the next silver bullet for education reform . . . research helps us understand problems and think about potential solutions. Research must be integrated with different types of evidence and adjudicated alongside values, interests, and local circumstances" (p. 173). Tseng & Nutley's observations are a cogent point in the complicated realm of school security. Schools,

inundated with security solution recommendations stemming from a variety of groups, have many types of *crisis response plans* in place which represents another avenue for growth (Steeves et al., 2017; Woitaszewski et al., 2017). In addition, government agencies, private suppliers, regulators, and researchers all seem to have multiple avenues of interventions intended to prevent school-related violence (Sprague et al., 2002). The following subsections explore three of the possible solutions introduced above in more detail.

Selected Crisis Prevention Programs with Evaluations of Effectiveness

The PREPaRE (Prevent, Reaffirm, Evaluate, Provide, Respond, Examine) Program curriculum, initially developed in 2004-2005, by the National Association of School Psychologists (NASP) was designed to guide education and mental health professionals in fulfilling roles they served in school safety & crisis teams (Brock et al., 2009). The program has been widely presented nationally and internationally since the pilot test in 2006 (Brock et al., 2009). Nickerson et al. (2014) published results from a program evaluation of the PREPaRE Crisis Prevention and Intervention Training Curriculum which indicated that after participating in workshop 1 and workshop 2, participants reported higher feelings of self-efficacy in their knowledge, abilities, and attitudes toward crisis work.

The NETWASS (Networks Against School Shootings) Program, a threat assessment modeled in part from the Virginia Student Threat Assessment Guidelines, was developed in Germany and has been used widely in select German states as an early intervention addressing school violence (Leuschner et al., 2017). Leuschner et al. published results from a program evaluation of the NETWASS Program, which indicated

after the program's implementation teachers reported higher topic expertise, evaluation skills, greater sense of self- efficacy in identification of students in a possible psychosocial crisis and related secondary effects such as enhanced staff-student relationships and general feeling of safety.

School-based clinicians at a North Carolina high school developed the PEACE (Prevention of Escalating Adolescent Crisis Events) protocol. This protocol was initially implemented during the 2012-2013 school year at the same North Carolina school which was experiencing self-reported student suicide attempts at considerably over twice the national average (Michael et al., 2015). Michael et al. published data from pre- and post-implementation which indicated a zero rate of students attempting or completing suicide after the PEACE support training and interventions were put in place.

The use of School Resource Officers (SROs) as a strategy to increase school safety has increased in past years partially due to an availability of federal funding to support this school-law enforcement partnership (Na & Gottfredson, 2013). A large deal of research on the effectiveness in using SROs to reduce school crime/violence has been based on perception and attitudes of involved school personnel and police officers. While, few studies have used a quantitative approach comparing data on school safety based on pre- and post-placement of officers in the school (Na & Gottfredson, 2013; Stevenson, 2011), quantitative research outcomes from Na & Gottfredson and Stevenson both indicate data showing after SROs are placed there is also a troubling increase in both violent and non-violent incidents.

Professional Development Opportunities at the State Level

One of the first possible solutions might include targeted, specific professional development opportunities for principals. After the events at Sandy Hook Elementary in December of 2012, a *Summit on WV State Schools* was quickly organized during the month of January 2013. Those taking part included the U.S. Attorney for the Southern District of WV, the WV Department of Military Affairs & Public Safety, and the WV Division of Justice and Community Services in partnership with WV State Police, the WVDE, the WV Center for Professional Development (WVCPD), and the WV School Building Authority. The joint summit, held February 6, 2013, provided attendees with expert panels discussing topics such as anatomy of violence in schools, preparedness and response for schools and law enforcement, preventing violence at school, voices from the front lines a discussion on best practices, and next steps toward safer schools (WV Safe Schools, 2013). Frank DeAngelis, retired Columbine principal, was the featured speaker for the 2015 WV Safe and Supportive Schools (2015) program, focused on building positive culture through prevention and intervention. Although a second WVSSS program, advertised on the WVCPD website (n.d.) asked browsers to save the date for a Safe Schools Summit publicized for July 19, 2016 in Charleston, WV, no agenda is available to determine what types of sessions were offered.

KidStrong, an annual conference open to West Virginia school personnel and those supporting WV schools, is sponsored by a wide variety of organizations with the collective goal of joining forces for healthy kids. Conference topics include training school staff in best practices to serve students across a spectrum of needs. The 2019 KidStrong conference announcement on the WVDE website indicates the conference

will highlight the WVDE's goal of connecting social-emotional and mental health supports to education (WVDE, n.d.).

A review of the 2016 WV KidStrong Agenda indicated seven sessions identified by conference planners as a Safe & Supportive Schools pathway. Specific Safe & Supportive Schools pathway sessions for June 2016 included Drug Trends & Awareness, Handle With Care, Leadership Lessons From Columbine and Beyond, Human Trafficking, Because of You: The Right Click in A Digital World, Hidden in Plain Sight: Can You Locate The Drugs?, and Best Practices Prescribing and Preventing Drug Diversion (WV KidStrong, 2016).

The 2017 WV KidStrong Agenda offered six sessions identified by planners as a Safe & Supportive Schools pathway. Specific Safe & Supportive Schools pathway sessions for June 2017 included Cracked Not Broken, Recognizing and Responding to Child Maltreatment, Drug Awareness & Trends, Victims and the Aftermath, Human Trafficking: Protecting Our Children, and Human Trafficking 101 (WV KidStrong, 2017).

The 2018 WV KidsStrong Agenda (WV KidsStrong, 2018) offered seven sessions identified by planners as a Safe & Supportive Schools pathway. Specific Safe & Supportive Schools pathway sessions for June 2018 included Handle With Care; Human Trafficking, What Is It?, Who Are the Targets? How Can It Happen?; How Trauma Affects Children and Classrooms and Resources to Handle it; Drugs, Children, Families, What Is Happening Today?; The Opioid Crisis in WV: A Human Alternative to the Harsh, Judgmental, and Draconian Approach to Fighting Addiction; Children Are the Victims, Now What?; and Child Sexual Abuse the Devastating Results and Costs. Sessions presented during these WV KidStrong Conferences were similar to those

found on the agendas for national events such as the *Safe Schools Conference* held in July 2018 (Orange County, CA) and the Center for Schools and Communities' *Center for Safe Schools Conference* scheduled for December 2018 (Harrisburg, PA).

Preliminary Results of a Statewide Professional Learning Survey of West Virginia School Administrators and Teachers, based on a 2014 WVDE survey, presented by Patricia Cahape Hammer (WVDE Office of Research, Accountability and Data Governance, 2014), to an unidentified group on March 25, 2015, did not address school security nor did the topic appear on the included list of future needs. Contact with the WVCPD (personal communication, June 19, 2017) and the WV Board of Risk Management (personal communication, June 19, 2017) indicated no administrative trainings on school security. However, the WV Board of Risk Management did have one trainer who indicated availability upon request to provide safe schools, active-shooter type training. Learning Forward (previously known as the National Staff Development Council) was contacted (personal communication, June 19, 2017) for any existing data, due to previous work performed in conjunction with the WVDE. The response from Learning Forward – "we haven't touched much on this topic." A search of www.learningforward.com had a zero-return rate on school security.

Legislation as A Means for Change

The next possible solution might include a consideration of how legislation at various levels influences school security. Major Federal education policies, including the *No Child Left Behind Act of 2001* (NCLB) and the *Every Student Succeeds Act of 2015* (ESSA), increasingly address school security. Schools receiving federal funds under NCLB were required to implement crisis plans (Title IV, Part A). ESSA goes further,

additionally requiring those same schools to train staff in the response and management of a crisis (Sec. 4104, Part B; Sec. 4108, Part C) and set aside funding to address student safety/well-being and violence prevention (Sec. 4631, Parts A and B). The intent of these sections are clear, and perhaps necessary, however there is a lack of "specificity and clarification of appropriate strategies" (Steeves et al., 2017, p. 564) to be used to drive school security improvement mandated in the policy. Steeves et al. (2017) points out that the lack of explicit guidance from within policy has created an environment with a wide variety of outcomes.

The State of West Virginia has a School Access Safety Act written in Code (WV Code 18-9F) which requires all WV schools to have a uniform Crisis Response Plan. The West Virginia Legislature added additional mandated safety training requirements to the School Access Safety Act during its 2019 regular session. The additional first aid and active shooter training pieces are now annual requirements for school personnel and students effective June 8, 2019. While states, such as WV, and districts are tight regarding policy on crisis planning and training, going as far as requiring the use of uniform templates, others do not require crisis plans at all. Due to this variance, Steeves et al. (2017) posits a need for more universal standards.

Crisis Response Plans

Initially developed in response to the real possibility of fire occurring on or within school property, plans with the intent of protecting school age children from harm have a long history (Heath, Ryan, Dean, & Bingham, 2007). Federal legislation and policy have clearly communicated expectations for the development of school crisis management plans. From the *Goals 2000: Educate America Act* (1993 and 1994) to the

Every Student Succeeds Act (2016) the topics of violence/crisis prevention and management have run like a golden thread through the quilt of school security. As of February 2014, according to the Council of State Governments Crisis Center (2014), only 33 states had resolutions providing for comprehensive school or district safety or emergency plans. WV was included in the list of states with required crisis response plans for public schools written in state code (WV Code 18-9F-3).

While the *WV Schools Crisis Prevention & Response Plan* has developed significantly over the years, research indicated the difficult nature of creating and evaluating quality safety or crisis plans (Steeves et al., 2017). Nationally, critical plan components which are recommended might include detailed team member responsibilities, facility maps, evacuation sites, listing of staff members and students, and comprehensive, event-specific detailed response plans which are drilled frequently with students and staff (Council of State Governments Crisis Center, 2014: Estep, 2013; MacNeil & Topping, 2007; Maryland School Psychologists' Association, n.d., Steeves et al., 2017).

The current *WV Schools Crisis Prevention and Response Plan* template, a 113-page document, is located on the WVDE website (2017) and includes information such as the identification of both the Crisis Response Team and the School Mental Health Crisis Team site-based team members including contact information and roles/responsibilities. School specific drill procedures are enumerated for response scenarios such as shelter-in-place, lockdown, evacuation, and reunification, which includes floor plans and evacuation routes. Communication plans are developed and discussed and specialized medical or mental health training of site-based staff members

is documented for future reference. Preparedness checklists for students with special needs are also developed. To support principals and team members in providing appropriate responses to specific events a number of process flow-charts are provided.

The *WV Schools Crisis Prevention and Response Plan* includes six different broad categories of incident types: man-made disasters, natural disasters, school transportation, school violence, health and grief incidents, and nuclear. Under each incident type section is a sub-section list of more specific potential events, which fall into that category. For instance, under the category of man-made disasters are listed fire, hazardous materials, natural gas leak/loss of service, power outage, and explosion. Each of the specific potential events listed include “event aid” and “flow chart” resources designed to provide additional immediate support to schools in crisis. In total, support for twenty-five specific potential events are covered within the *WV Schools Crisis Prevention and Response Plan*. While preparation is critical to a positive outcome, there is no one, single, correct answer in dealing with a crisis. Mayer, as quoted by Viadero (2010) observed, “school violence is not a single problem with a single solution . . . we all work with similar youths, but sometimes we’ve operated from within our own silos” (p. 5).

Summary

The review of literature and research regarding public school security included information emphasizing the public school principals’ role in maintaining a safe/secure learning environment in the public schools. Studies reviewed have provided data regarding public school principal perception of threat(s) and risk(s). Specifically, two studies indicate that principals perceive a high likelihood of occurrence for violent

events on public school campuses. Research studies were included, which considered specific security related professional development requests made by school principals.

A search through the literature for potential ways to increase school security resulted in suggestions such as principal professional development, the role of legislation, the need for detailed crisis plans, and increasing the focus on building a positive school culture. The researcher has attempted to synthesize the literature encountered in the creation of this review in an effort to develop a chart of security concern categories, which includes corresponding proposed training options for the support of administrators and other school personnel in the event of a school security incident. The proposed Security Concern Categories & Proposed Training Options chart can be found in Appendix D. Tseng and Nutley (2014) reminded the consumer that research employed situationally provides opportunities to reframe possible responses, which lead to better solutions.

CHAPTER THREE

RESEARCH METHODS

The purpose of this research was to determine if WV PK-12 public school principals and assistant/vice principals perceive they are receiving suitable professional development to provide a secure school environment. This study is significant in that it seeks to determine principal training to ensure school security through first-hand input from WV PK-12 public school principals employed within the five Mountain State Educational Services Cooperative (formerly RESA 2) member counties. This study commenced with approval from Marshall University's Institutional Review Board and adhered to Human Research Subject Regulations as outlined in the Marshall University Office of Research Integrity *Standard Operating Procedures for the Human Research Protection Program* guide (2018).

This mixed methods study utilized non-experimental survey research. Survey research was chosen as the appropriate method in order to define topic trends including eliciting attitudes and opinion data (Creswell, 2012; Fowler, 2014) from participants in regards to school security issues within the state. The cross-sectional, self-administered survey additionally allowed for an expedited turnaround of responses and represents one of the most economical methods of data collection (Creswell, 2012; Fowler, 2014). The survey, which was completed by PK-12 WV public school principals served by the Mountain State Educational Services Cooperative, consisted of a combination of questions incorporating Likert-scale responses with one open response question. The SPSS statistical analysis program was the tool used to input and organize responses from the surveys.

Research Questions

1. What professional development opportunities do school principals and assistant/vice principals report as having participated in concerning specific school security events listed within the WV Schools Crisis Prevention and Response Plan?
2. What are the perceptions of WV PK-12 public school principals and assistant/vice principals concerning the adequacy of their training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?
3. What is the influence, if any, of WV PK-12 public school principal and assistant/vice principal demographics (job title [2], current school level of administration [4], length of employment as an administrator in WV public schools [4], student enrollment [5], school setting [3], gender [2], highest educational attainment [5]) upon their perception of training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

Population and Sample

The population included in this study were WV PK-12 public school principals and assistant/vice principals employed in the five Mountain State Educational Services Cooperative (formerly RESA 2) WV member counties. Permission to implement the survey was secured, in writing, from the individual county superintendents. The total number of individuals invited to participate was N=111. The total number of responses

collected was 57, which translates to a 51.4% response rate. Of the 57 responses, 3 were unusable, translating to a usable response rate of 48.6%

Instrumentation

The researcher-created survey instrument collected demographic information and assessed principal school security professional development experience(s) and perceived need(s) in order to answer the research questions. Demographic data were used to further describe the participants and to help to determine how demographics acted as independent variables (Hughes, Camden, & Yangchen, 2016).

Part A of the survey was based on training directly related to the twenty-five potential events covered in the WV Schools Crisis Prevention and Response Plan. A four-point Likert scale (1 = no training, 2 = minimal training, 3 = adequate training, 4 = strong training) was used in which respondents were asked to rate their perception of the suitability of trainings as related to specific school security events. The Likert scale was chosen because the resulting data lend well to factor analysis (Likert Scale, 2009).

Part B of the survey collected categorical and continuous demographic data regarding job title, the school level of administration, total number of years respondents have served as a building level principal, total student enrollment, the school setting, gender, and degree level. Three categories were provided for job title (Building level Principal, Building Level Assistant/Vice Principal, Other). Four categories were provided for current level of school administration (Elementary, Middle, Secondary, and More Than One Level). Four categories were provided for total years of experience as a building level principal (five years or less, 6-10 years, 11-15 years, and 16 or more years). Five categories were provided for total student enrollment (250 or less, 251-450,

451-650, 651-850, and more than 850). Three categories were provided for the school setting (Rural, Suburban, and City). Two categories were provided for gender (Male and Female). Five categories were provided for highest educational attainment (Associates Degree, BA/BS, MA, Ed.S., and Ed.D./Ph.D.). The demographic questions used will help enhance interpretation of and provide for accurate understanding of the collected data (Salkind, 2010). Finally, via an open response question, respondents were asked what other comments they have or would like to make on the topic of school security.

Data Collection

Upon creation of the survey instrument, the research request was submitted to the Marshall University Institutional Review Board (IRB) for approval. IRB approval for study number 1475411 was granted September 13, 2019 (Appendix A). After meeting with superintendents from the five Mountain State Educational Services Cooperative member counties on September 11, 2019, and receiving approval to survey within their respective counties, an initial email containing the online Qualtrics survey link was sent on September 24, 2019, to the superintendents. The superintendents then forwarded the email containing the survey link to principals and assistant/vice principals within their respective counties. The superintendents were then asked to provide the number of principals and assistant/vice principals to which the survey was forwarded to assist in calculating an accurate response rate.

Data Analysis

Data derived from the survey were analyzed by the current version of IBM SPSS Statistics to obtain descriptive and comparative statistics. Data were disaggregated across demographic fields to determine if discrepancies exist across grouping variables

(Salkind, 2011). Specifically, the Kruskal-Wallis was used to compare representative data across groups of 3 categories or more and the Mann-Whitney U was used in the group of 2 categories. The Chi square test was used to analyze the frequency of responses on the Likert scale. An open response survey question, “What other comments do you have about the topic of school security?” was provided to give participants an opportunity to add additional comments on the topic of school security. The open response question was analyzed following protocols, which include organization and preparation of the data, coding the data, and the analysis/development of descriptions and themes within the data (Bogdan & Biklen, 2007; Creswell, 2012; Fink, 2013).

Summary

This study, pertaining to West Virginia PK-12 public school principal professional development and school security, used mixed methods, non-experimental survey research as the research method. Three research questions were identified along with the participant population and sample for the study. The specific survey instrument was researcher created and collected demographic and perceptual data. Research limitations have been thoroughly acknowledged. The use of SPSS was the primary means of data analysis. For any open response items, data analysis followed protocols such as organization and preparation of the data, coding of the data, and analysis/development of descriptions and themes within the data.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this research study was to determine the perceptions of WV public school principals concerning the amount and quality of professional development they need to provide a secure school environment. Data were collected for this research study using a researcher created online survey (Appendix C). The survey was created to answer the following research questions:

1. What professional development opportunities do school principals and assistant/vice principals report as having participated in concerning specific school security events listed within the WV Schools Crisis Prevention and Response Plan?
2. What are the perceptions of WV PK-12 public school principals and assistant/vice principals concerning the adequacy of their training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?
3. What is the influence, if any, of WV PK-12 public school principal and assistant/vice principal demographics (job title [2], current school level of administration [4], length of employment as an administrator in WV public schools [4], student enrollment [5], school setting [3], gender [2], highest educational attainment [5]) upon their perception of training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

This mixed-methods study was primarily quantitative in design. Findings from the study are organized within this chapter in the following sections: population and sample, findings for each of the three research questions investigated within this study, and a summary of the findings.

Population and Sample

The population included in this study were WV PK-12 public school principals and assistant/vice principals employed in the five Mountain State Educational Services Cooperative (formerly RESA 2) WV member counties (N=111). The total number of responses collected was 57, which translates to a 51.4% response rate. Of the 57 responses collected, 3 were unusable, translating to a usable response rate of 48.6%.

The county-level principals and assistant/vice principals were invited to complete a researcher-created, online survey consisting of 7 multiple-choice questions, 26 Likert scale responses, and one open response question. Data in Table 3 present respondent characteristics as gathered through the survey's seven demographic questions. The respondent sample was comprised of 36 building level principals and 18 building level assistant/vice principals.

Table 3

Survey Population

Job Title	***N***	**Percent**
Building Level Principal	36	67%
Building Level Assistant/Vice Principal	18	33%
Current School Level of Administration	***N***	**Percent**
Elementary School	24	44%
Middle/Junior High School	11	20%
High School	10	19%
More Than One Level	9	17%
Length of Employment As WV Public School Administrator	***N***	**Percent**
5 years or less	15	28%
6 to 10 years	15	28%
11 to 15 years	7	13%
16 or more years	17	31%
School Student Enrollment	***N***	**Percent**
250 or less	14	26%
251 – 450	21	39%
451 – 650	8	15%
651 – 850	4	7%
More than 850	7	13%
School Setting	***N***	**Percent[#]**
Rural	50	93%
Suburban	2	4%
City	2	4%
Gender	***N***	**Percent**
Male	19	35%
Female	35	65%
Highest Educational Attainment	***N***	**Percent**
Associates Degree	0	0%
BA/BS	0	0%
MA	52	96%
Ed.S.	1	2%
Ed.D./Ph.D.	1	2%

[#]Does not equal 100% due to rounding

Findings

RQ1: What professional development opportunities do school principals and assistant/vice principals report as having participated in concerning specific school security events listed within the WV Schools Crisis Prevention and Response Plan?

The first research question sought to determine which professional development training school principals report participating in, that relate to the specific school security events listed within the WV Schools Crisis Prevention and Response Plan. Participants were asked to review twenty-six specific school security events and select their perception of the level of training in which they have participated for each event. Four Likert scale responses (1=No Training, 2=Minimal Training, 3=Adequate Training, and 4=Strong Training) were provided to choose from for each of the twenty-six listed events. The data in Table 4 represent participant perception of training frequencies.

Table 4

Participant Perceptions of Training Frequencies

	Frequencies (Percent) N=54 participants except for Question 17 N=53			
Event	No Training	Minimal Training	Adequate Training	Strong Training
Question 3 Fire	5 (9.3%)	16 (29.6%)	25 (46.3%)	8 (14.8%)
Question 4 Hazardous Material	21 (38.9%)	22 (40.7%)	10 (18.5%)	1 (1.9%)
Question 5 Natural Gas Leak/Loss of Service	28 (51.9%)	19 (35.2%)	6 (11.1%)	1 (1.9%)
Question 6 Power Outage	23 (42.6%)	17 (31.5%)	12 (22.2%)	2 (3.7%)
Question 7 Explosion	31 (57.4%)	15 (27.8%)	7 (13.0%)	1 (1.9%)
Question 8 Severe Weather/Tornado	9 (16.7%)	22 (40.7%)	20 (37.0%)	3 (5.6%)
Question 9 Winter Storm	16 (29.6%)	22 (40.7%)	12 (22.2%)	4 (7.4%)
Question 10 Flooding	25 (46.3%)	16 (29.6%)	11 (20.4%)	2 (3.7%)
Question 11 Earthquake	33 (61.1%)	13 (24.1%)	7 (13.0%)	1 (1.9%)
Question 12 Bus Accident/ Incident	18 (33.3%)	17 (31.5%)	15 (27.8%)	4 (7.4%)
Question 13 Bus Hostage Situation	39 (72.2%)	12 (22.2%)	2 (3.7%)	1 (1.9%)
Question 14 Active Shooter on Bus	30 (55.6%)	14 (25.9%)	7 (13.0%)	3 (5.6%)
Question 15 Weapon Found on Bus	26 (48.1%)	18 (33.3%)	8 (14.8%)	2 (3.7%)
Question 16 Physical Assault/Fighting	4 (7.4%)	19 (35.2%)	23 (42.6%)	8 (14.8%)
Question 17 Unarmed Intruder/ Trespassing	10 (18.5%)	15 (27.8%)	24 (44.4%)	4 (7.4%)
Question 18 Unauthorized Removal/Abduction	22 (40.7%)	23 (42.6%)	7 (13.0%)	2 (3.7%)
Question 19 Hostage Situation	35 (64.8%)	13 (24.1%)	6 (11.1%)	0 (0.0%)
Question 20 Sexual Assault	13 (24.1%)	22 (40.7%)	14 (25.9%)	5 (9.3%)
Question 21 Weapon Found on Campus or Person	13 (24.1%)	19 (35.2%)	18 (33.3%)	4 (7.4%)
Question 22 Armed Attack/Active Shooter (Run Hide Fight)	5 (9.3%)	16 (29.6%)	23 (42.6%)	10 (18.5%)
Question 23 Bomb Threat	17 (31.5%)	20 (37.0%)	12 (22.2%)	5 (9.3%)
Question 24 Medical Emergency	6 (11.1%)	16 (29.6%)	29 (53.7%)	3 (5.6%)
Question 25 Suicide Attempt or Threat	9 (16.7%)	22 (40.7%)	21 (38.9%)	2 (3.7%)
Question 26 Death of a Student or Staff Member	18 (33.3%)	19 (35.2%)	15 (27.8%)	2 (3.7%)
Question 27 Animal Incident	36 (66.7%)	14 (25.9%)	3 (5.6%)	1 (1.9%)
Question 28 Nuclear	43 (79.6%)	9 (16.7%)	1 (1.9%)	1 (1.9%)

The data indicate a majority (51% or more) of respondents responded as having no training in eight of the twenty-six school security events provided on the survey. The eight events listed in descending order of No Training responses are *Question 28 Nuclear* (79.6%), *Question 13 Bus Hostage Situation* (72.2%), *Question 27 Animal Incident* (66.7%), *Question 19 Hostage Situation* (64.8%), *Question 11 Earthquake* (61.1%), *Question 7 Explosion* (57.4%), *Question 14 Active Shooter on Bus* (55.6%), and *Question 5 Natural Gas Leak/Loss of Service* (51.9%). In contrast, for eighteen of the twenty-six events the majority (51% or more) of respondents reported having training (combined Minimal, Adequate, and Strong Training). The eighteen events listed in descending order of combined Minimal, Adequate, and Strong Training responses are *Question 16 Physical Assault/Fighting* (92.6%), *Question 22 Armed Attack/Active Shooter (Run Hide Fight)* (90.7%), *Question 3 Fire* (90.7%), *Question 24 Medical Emergency* (88.9%), *Question 8 Severe Weather/Tornado* (83.3%), *Question 25 Suicide Attempt or Threat* (83.3%), *Question 17 Unarmed Intruder/Trespassing* (81.5%), *Question 20 Sexual Assault* (75.9%), *Question 21 Weapon Found on Campus or Person* (75.9%), *Question 9 Winter Storm* (70.4%), *Question 23 Bomb Threat* (68.5%), *Question 12 Bus Accident/Incident* (66.7%), *Question 26 Death of a Student or Staff Member* (66.7%), *Question 4 Hazardous Material* (61.1%), *Question 18 Unauthorized Removal/Abduction* (59.3%), *Question 6 Power Outage* (57.4%), *Question 10 Flooding* (53.7%), and *Question 15 Weapon Found on Bus* (51.9%).

Question 36 Please provide any other comments you have or would like to make on the topic of school security yielded a total of ten comments. Participant comments related to Research Question 1 indicated a general feeling that training was needed and

important. One participant noted their recent training experiences focused on active shooters and sex abuse which were, “the most frequent and severe things happening in our schools today.” Another participant commented that while they had a school plan in place, no training was provided to assist them in developing the plan or to help them know what to do in real life situations.

RQ2: What are the perceptions of WV PK-12 public school principals and assistant/vice principals concerning the adequacy of their training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

The second research question sought to determine principals’ and assistant/vice principals’ perceptions of the adequacy of their training experiences related to specific security events listed within the WV Schools Crisis Prevention and Response Plan. Participants reviewed twenty-six specific school security events and selected their perception of the level of training they have participated in for each event using the four Likert scale responses (1=No Training, 2=Minimal Training, 3=Adequate Training, and 4=Strong Training). The data in Table 5 represent the Chi Square analysis of participant perception of training to see differences in levels of perceptions of adequacy of training.

Table 5

Participant Perceptions of Training Chi Square Analysis ++

Event	No Training	Minimal Training	Adequate Training	Strong Training	Chi Square Statistic	Probability Attained
Question 3 Fire	5	16	25	8	17.852	.000*
Question 4 Hazardous Material	21	22	10	1	22.000	.000*
Question 5 Natural Gas Leak/Loss of Service	28	19	6	1	33.556	.000*
Question 6 Power Outage	23	17	12	2	17.556	.001*
Question 7 Explosion	31	15	7	1	37.556	.000*
Question 8 Severe Weather/Tornado	9	22	20	3	18.148	.000*
Question 9 Winter Storm	16	22	12	4	12.667	.005*
Question 10 Flooding	25	16	11	2	20.519	.000*
Question 11 Earthquake	33	13	7	1	42.889	.000*
Question 12 Bus Accident/Incident	18	17	15	4	9.259	.026*
Question 13 Bus Hostage Situation	39	12	2	1	69.704	.000*
Question 14 Active Shooter on Bus	30	14	7	3	31.481	.000*
Question 15 Weapon Found on Bus	26	18	8	2	25.111	.000*
Question 16 Physical Assault/Fighting	4	19	23	8	17.852	.000*
Question 17 Unarmed Intruder/Trespassing	10	15	24	4	16.208	.001*
Question 18 Unauthorized Removal/Abduction	22	23	7	2	24.963	.000*
Question 19 Hostage Situation	35	13	6	0	25.444	.000*
Question 20 Sexual Assault	13	22	14	5	10.741	.013*
Question 21 Weapon Found on Campus or Person	13	19	18	4	10.444	.015*
Question 22 Armed Attack/ Active Shooter (Run Hide Fight)	5	16	23	10	13.407	.004*
Question 23 Bomb Threat	17	20	12	5	9.556	.023*
Question 24 Medical Emergency	6	16	29	3	30.593	.000*
Question 25 Suicide Attempt or Threat	9	22	21	2	20.815	.000*
Question 26 Death of a Student or Staff Member	18	19	15	2	13.704	.003*
Question 27 Animal Incident	36	14	3	1	57.259	.000*
Question 28 Nuclear	43	9	1	1	89.111	.000*

* Significance attained at $p<0.05$

+ There are 0 cells (0%) with expected values less than 5

++ N=54 participants except for Question 17 N=53

Every question provided significance in participant perception of adequacy across the 26 events. Data indicate most respondents are not receiving training for events such as *Question 5 Natural Gas Leak/Loss of Service*, *Question 6 Power Outage*, *Question 7 Explosion*, *Question 10 Flooding*, *Question 11 Earthquake*, *Question 12 Bus Accident/Incident*, *Question 13 Bus Hostage Situation*, *Question 14 Active Shooter on Bus*, *Question 15 Weapon Found on Bus*, *Question 19 Hostage Situation*, *Question 27 Animal Incident*, and *Question 28 Nuclear*. The events in which most respondents indicate receiving a combined Minimal to Adequate Training are *Question 3 Fire*, *Question 8 Severe Weather/Tornado*, Question 16 *Physical Assault/Fighting*, *Question 17 Unarmed Intruder/Trespassing*, *Question 20 Sexual Assault*, *Question 21 Weapon Found on Campus or Person*, *Question 22 Armed Attack/Active Shooter (Run Hide Fight)*, *Question 24 Medical Emergency*, and *Question 25 Suicide Attempt or Threat*. Respondent data indicate no events in which there is a combined Adequate to Strong Training which exceeds the hypothesized frequencies. The Chi Square analysis of the data shows very few participants perceived Strong Training in any of the events.

The data indicate a majority (51% or more) of participants responded with a combined No Training or Minimal Training on twenty-one of the twenty-six events. Events with a majority of participants responding with a combined No Training or Minimal Training were *Q4 Hazardous Material*, *Q5 Natural Gas Leak/Loss of Service*, *Q6 Power Outage*, *Q7 Explosion*, *Q8 Severe Weather/Tornado*, *Q9 Winter Storm*, *Q10 Flooding*, *Q11 Earthquake*, *Q12 Bus Accident/Incident*, *Q13 Bus Hostage Situation*, *Q14 Active Shooter on Bus*, *Q15 Weapon Found on Bus*, *Q18 Unauthorized*

Removal/Abduction, *Q19 Hostage Situation*, *Q20 Sexual Assault*, *Q21 Weapons Found on Campus or Person*, *Q23 Bomb Threat*, *Q25 Suicide Attempt or Threat*, *Q26 Death of a Student or Staff Member*, *Q27 Animal Incident*, and *Q28 Nuclear*.

The five events in which a majority (51% or more) respondents cite having a combined Adequate Training or Strong Training were *Question 3 Fire* (combined 61.1%), *Question 22 Armed Attack/Active Shooter (Run Hide Fight)* (combined 61.1%), *Question 24 Medical Emergency* (combined 59.3%), *Question 16 Physical Assault/Fighting* (combined 57.4%), and *Question 17 Unarmed Intruder/Trespassing* (combined 52.8%). Conversely, the five events respondents reported have the largest percentage of combined No Training or Minimal Training responses were *Question 28 Nuclear* (combined 96.3%), *Question 13 Bus Hostage Situation* (combined 94.4%), *Question 27 Animal Incident* (combined 92.6%), *Question 19 Hostage Situation* (combined 88.9%), and *Question 5 Natural Gas Leak/Loss of Service* (combined 87%).

Question 36 Please provide any other comments you have or would like to make on the topic of school security yielded a total of ten comments. One of the participant comments related to Research Question 2 indicated the individual had received some training however it was difficult to mark adequate. The comment went on to state in-depth training with periodic review/updates would benefit all school administrators. One of the comments stated that most trainings taking place are simply review of policy. Two comments indicated a desire for more specific trainings on a variety of real-life situations including appropriate response recommendations.

RQ3: What is the influence, if any, of WV PK-12 public school principal and assistant/vice principal demographics (job title [2], current school level of administration [4], length of employment as an administrator in WV public schools [4], student enrollment [5], school setting [3], gender [2], highest educational attainment [5]) upon their perception of training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

The third research question seeks to determine the influence, if any, of the seven demographic categories on WV PK-12 public school principal perception of training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan. Demographic questions participants were asked to complete included job title, school level of administration, total number of years respondents have served as a building level principal, total student enrollment, the school setting, gender, and degree level. Two categories were provided for job title (Building level Principal, Building Level Assistant/Vice Principal). Four categories were provided for current level of school administration (Elementary, Middle, Secondary, and More Than One Level). Four categories were provided for total years of experience as a building level principal (five years or less, 6-10 years, 11-15 years, and 16 or more years). Five categories were provided for total student enrollment (250 or less, 251-450, 451-650, 651-850, and more than 850). Three categories were provided for the school setting (Rural, Suburban, and City). Two categories were provided for gender (Male and Female). Five categories were provided for highest educational attainment (Associates Degree, BA/BS, MA, Ed.S., and Ed.D./Ph.D.), however data indicated all participants only held

MA, Ed.S, and Ed.D/Ph.D. as can be expected because a minimum of a MA degree is required by the West Virginia Department of Education to attain principal certification/licensure. Therefore, data was analyzed only on these three levels of education.

Data tables 6 and 7 represent Mann-Whitney U Analyses of the demographics of Gender and Job Title (respectively). Data tables 8, 9, 10, 11, and 12 represent Kruskal-Wallis Analyses of the demographics of School Level of Administration, Length of Employment as an Administrator in WV Public Schools, Student Enrollment, School Setting, and Highest Educational Attainment (respectively).

Table 6

Participant Perceptions of Training Due to Gender Mann-Whitney U Analysis ++

	Mean Ranks			
Event	Male	Female	Mann-Whitney U Statistic	Probability Attained
Question 3 Fire	25.01	32.08	245.500	.091
Question 4 Hazardous Material	27.10	28.24	318.500	.785
Question 5 Natural Gas Leak/Loss of Service	27.03	28.37	316.000	.741
Question 6 Power Outage	26.79	28.82	307.500	.629
Question 7 Explosion	26.11	30.05	284.000	.322
Question 8 Severe Weather/Tornado	26.13	30.03	284.500	.353
Question 9 Winter Storm	24.73	32.61	235.500	.063
Question 10 Flooding	26.03	30.21	281.000	.316
Question 11 Earthquake	26.31	29.68	291.000	.387
Question 12 Bus Accident/Incident	23.84	34.24	204.500	.015*
Question 13 Bus Hostage Situation	27.69	27.16	339.000	.880
Question 14 Active Shooter on Bus	25.61	30.97	266.500	.184
Question 15 Weapon Found on Bus	24.56	32.92	229.500	.043*
Question 16 Physical Assault/Fighting	23.61	34.66	196.500	.008*
Question 17 Unarmed Intruder/Trespassing	24.85	30.84	250.000	.148
Question 18 Unauthorized Removal/ Abduction	25.13	31.87	249.500	.104
Question 19 Hostage Situation	26.36	29.61	292.500	.391
Question 20 Sexual Assault	24.94	32.21	243.000	.088
Question 21 Weapon Found on Campus or Person	25.26	31.63	254.000	.135
Question 22 Armed Attack/ Active Shooter (Run Hide Fight)	26.19	29.92	286.500	.377
Question 23 Bomb Threat	25.93	30.39	277.500	.295
Question 24 Medical Emergency	26.37	29.58	293.000	.429
Question 25 Suicide Attempt or Threat	24.21	33.55	217.500	.025*
Question 26 Death of a Student or Staff Member	25.70	30.82	269.500	.229
Question 27 Animal Incident	25.66	30.89	268.000	.158
Question 28 Nuclear	26.60	29.16	301.000	.415

* Significance attained at p<0.05

++ N=54 participants except for Question 17 N=53

In the demographic category of Gender (Table 6), females chose higher levels of training than their male counterparts in twenty-five out of twenty-six events. The one category in which males had the higher mean rank was *Question 13 Bus Hostage Situation*. Significance across gender was found only in four of the twenty-six events. These events were: *Question 12 Bus Accident/Incident*, *Question 15 Weapon Found on Bus*, *Question 16 Physical Assault/Fighting*, and *Question 25 Suicide Attempt or Threat*. In all four of these events, females chose higher mean ranks than males.

Table 7

Participant Perceptions of Training Due to Job Title Mann-Whitney U Analysis ++

	Mean Ranks			
Event	Principal	Asst/Vice Principal	Mann-Whitney U Statistic	Probability Attained
Question 3 Fire	27.03	27.74	315.500	.867
Question 4 Hazardous Material	26.50	28.00	306.000	.723
Question 5 Natural Gas Leak/Loss of Service	27.72	27.39	328.000	.935
Question 6 Power Outage	26.03	28.24	297.500	.604
Question 7 Explosion	27.39	27.56	322.000	.967
Question 8 Severe Weather/Tornado	29.06	26.72	352.000	.583
Question 9 Winter Storm	28.78	26.86	347.000	.656
Question 10 Flooding	28.50	27.00	342.000	.723
Question 11 Earthquake	27.61	27.44	326.000	.966
Question 12 Bus Accident/Incident	29.33	26.58	357.000	.526
Question 13 Bus Hostage Situation	27.47	27.51	323.500	.991
Question 14 Active Shooter on Bus	29.75	26.38	364.500	.409
Question 15 Weapon Found on Bus	30.83	25.83	384.000	.232
Question 16 Physical Assault/Fighting	30.47	26.01	377.500	.294
Question 17 Unarmed Intruder/ Trespassing	31.12	25.06	376.000	.154
Question 18 Unauthorized Removal/Abduction	26.50	28.00	306.000	.721
Question 19 Hostage Situation	25.72	28.39	292.000	.487
Question 20 Sexual Assault	28.64	26.93	344.500	.692
Question 21 Weapon Found on Campus or Person	27.86	27.32	330.500	.900
Question 22 Armed Attack/ Active Shooter (Run Hide Fight)	29.50	26.50	360.000	.484
Question 23 Bomb Threat	25.78	28.36	293.000	.550
Question 24 Medical Emergency	28.28	27.11	338.000	.776
Question 25 Suicide Attempt or Threat	30.72	25.89	382.000	.254
Question 26 Death of a Student or Staff Member	28.53	26.99	342.500	.720
Question 27 Animal Incident	26.39	28.06	304.000	.658
Question 28 Nuclear	26.61	27.94	308.000	.675

* Significance attained at p<0.05

++ N=54 participants except for Question 17 N=53

While no significance was found across the demographic category of Job Title (Table 7), the mean ranks of Principals were higher in sixteen of the twenty-six events compared to Assistant/Vice Principal. Events in which Principals report higher levels of training were *Question 5 Natural Gas Leak/Loss of Service*, *Question 8 Severe Weather/Tornado*, *Question 9 Winter Storm*, *Question 10 Flooding*, *Question 11 Earthquake*, *Question 12 Bus Accident/Incident*, *Question 14 Active Shooter on Bus*, *Question 15 Weapon Found on Bus*, *Question 16 Physical Assault/Fighting*, *Question 17 Unarmed Intruder/Trespassing*, *Question 20 Sexual Assault*, *Question 21 Weapon Found on Campus or Person*, *Question 22 Armed Attack/Active Shooter (Run Hide Fight)*, and *Question 24 Medical Emergency*. Events in which Assistant/Vice Principals reported higher levels of training were *Question 3 Fire*, *Question 4 Hazardous Material*, *Question 6 Power Outage*, *Question 7 Explosion*, *Question 13 Bus Hostage Situation*, *Question 18 Unauthorized Removal/Abduction*, *Question 19 Hostage Situation*, *Question 23 Bomb Threat*, *Question 27 Animal Incident*, and *Question 28 Nuclear*.

Table 8

Participant Perceptions of Training Due to School Level of Administration Kruskal-Wallis Analysis ++

	Mean Ranks					
Event	Elementary School	Middle/Junior High School	High School	More Than 1 Level	Kruskal-Wallis Statistic	Probability Attained
Question 3 Fire	25.35	36.27	29.50	20.28	6.803	.078
Question 4 Hazardous Material	27.10	29.05	29.25	24.72	0.606	.895
Question 5 Natural Gas Leak/Loss of Service	28.79	23.05	31.45	25.11	2.306	.511
Question 6 Power Outage	26.98	21.91	35.95	26.33	4.939	.176
Question 7 Explosion	25.04	27.45	31.20	30.00	1.735	.629
Question 8 Severe Weather/Tornado	26.92	30.55	26.95	25.94	0.622	.891
Question 9 Winter Storm	24.33	28.68	35.50	25.61	4.189	.242
Question 10 Flooding	23.79	25.41	37.45	28.89	6.460	.091
Question 11 Earthquake	24.00	30.45	33.20	26.89	3.839	.279
Question 12 Bus Accident/Incident	24.44	32.09	30.85	26.33	2.581	.461
Question 13 Bus Hostage Situation	23.19	32.23	31.05	29.28	5.585	.134
Question 14 Active Shooter on Bus	23.23	33.77	34.00	24.00	7.008	.072
Question 15 Weapon Found on Bus	20.83	37.05	32.00	28.61	10.871	.012*
Question 16 Physical Assault/Fighting	23.08	34.91	30.25	27.17	5.299	.151
Question 17 Unarmed Intruder/ Trespassing	22.67	31.32	33.05	26.06	4.823	.185
Question 18 Unauthorized Removal/Abduction	23.69	31.00	34.45	25.67	4.721	.193
Question 19 Hostage Situation	24.00	24.09	35.25	32.39	7.017	.071
Question 20 Sexual Assault	25.73	32.91	29.20	23.72	2.488	.478
Question 21 Weapon Found on Campus or Person	21.52	33.18	33.60	29.72	7.273	.064
Question 22 Armed Attack/ Active Shooter (Run Hide Fight)	24.69	32.73	32.40	23.17	4.084	.253
Question 23 Bomb Threat	26.15	22.77	35.35	28.17	4.056	.255
Question 24 Medical Emergency	25.50	31.32	30.75	24.56	2.174	.537
Question 25 Suicide Attempt or Threat	21.10	32.41	34.55	30.72	8.541	.036*
Question 26 Death of a Student or Staff Member	23.12	26.82	38.90	27.33	7.936	.047*
Question 27 Animal Incident	23.02	27.59	35.40	30.56	7.004	.072
Question 28 Nuclear	25.25	22.00	33.00	34.11	9.472	.024*

* Significance attained at p<0.05

++ N=54 participants except for Question 17 N=53

In the demographic category of School Level of Administration (Table 8), across the three major programmatic areas of Elementary, Middle/Junior High, and High School (excluding the More Than One Level category) mean ranks were lower for Elementary administrators across twenty-two of the twenty-six events. Mean ranks were lower for Middle/Junior High School in four of the twenty-six events. There were no events in which the mean ranks of High School administrators were the lowest across the Elementary, Middle/Junior High, and High School areas.

Again, excluding the More Than One Category, the mean ranks of High School administrators were higher than Elementary and Middle/Junior High in seventeen of the twenty-six categories. The mean ranks of Middle/Junior High Schools administrators were higher in eight of the twenty-six categories. Interestingly, when comparing across all four of the School Level of Administration response options, there was only one event in which the More Than One Category had the highest mean rank and that event was *Question 28 Nuclear*.

Significance was found in four of the events across the School Level of Administration demographic. In *Question 15 Weapon Found On Bus* response significance was found between Elementary and all other categories. Elementary appeared to be choosing lower Likert levels than the other categories. In *Question 25 Suicide Attempt or Threat* significance was found between Elementary and all other categories. Elementary appeared to be choosing lower Likert levels than the other categories. In *Question 26 Death of a Student or Staff Member* significance was found between High School and all other categories. High School appeared to be choosing higher Likert levels that the other categories. In *Question 28 Nuclear* significance was

found between Elementary and Middle/Junior High compared to High School and More Than One Category. Elementary and Middle/Junior High appeared to be choosing lower Likert levels than High School and More Than One Category.

Table 9

Participant Perceptions of Training Due to Years Employed as Administrator Kruskal-Wallis Analysis ++

	Mean Ranks					
Event	5 Years or Less	6 – 10 Years	11 – 15 Years	16 or More Years	Kruskal-Wallis Statistic	Probability Attained
Question 3 Fire	18.23	29.37	33.43	31.59	8.677	.034*
Question 4 Hazardous Material	22.80	26.40	31.71	30.88	3.113	.375
Question 5 Natural Gas Leak/Loss of Service	26.40	23.17	34.64	29.35	3.542	.315
Question 6 Power Outage	23.27	26.63	30.43	30.79	2.406	.492
Question 7 Explosion	22.07	25.93	32.43	31.65	4.834	.184
Question 8 Severe Weather/ Tornado	21.60	25.53	32.50	32.38	5.346	.148
Question 9 Winter Storm	23.97	23.70	32.36	31.97	4.101	.251
Question 10 Flooding	24.80	27.53	31.50	28.21	1.072	.784
Question 11 Earthquake	21.40	24.67	28.29	35.06	8.842	.031*
Question 12 Bus Accident/ Incident	18.63	29.37	37.50	29.56	8.894	.031*
Question 13 Bus Hostage Situation	25.57	26.80	31.93	28.00	1.352	.717
Question 14 Active Shooter on Bus	25.00	26.73	29.57	29.53	1.012	.798
Question 15 Weapon Found on Bus	23.17	23.50	41.07	29.26	8.877	.031*
Question 16 Physical Assault/ Fighting	20.87	25.10	41.64	29.65	10.264	.016*
Question 17 Unarmed Intruder/ Trespassing	19.61	27.57	38.71	27.76	8.315	.040*
Question 18 Unauthorized Removal/Abduction	18.50	25.50	36.79	33.38	11.682	.009*
Question 19 Hostage Situation	25.03	25.67	36.50	27.59	4.019	.259
Question 20 Sexual Assault	22.23	30.13	31.00	28.38	2.778	.427
Question 21 Weapon Found on Campus or Person	16.93	30.23	37.79	30.18	11.823	.008*
Question 22 Armed Attack/ Active Shooter (Run Hide Fight)	22.70	30.40	32.14	27.26	2.831	.418
Question 23 Bomb Threat	24.70	24.77	35.57	29.06	3.240	.356
Question 24 Medical Emergency	22.03	23.53	41.57	30.03	10.765	.013*
Question 25 Suicide Attempt or Threat	23.13	24.57	34.43	31.09	4.509	.211
Question 26 Death of a Student or Staff Member	24.00	26.37	31.21	30.06	1.848	.604
Question 27 Animal Incident	22.40	24.07	36.36	31.38	8.079	.044*
Question 28 Nuclear	24.07	25.47	29.43	31.53	4.454	.216

* Significance attained at $p<0.05$

++ N=54 participants except for Question 17 N=53

In the demographic category Length of Employment as an Administrator in WV Public Schools (Table 9), the mean ranks for the 5 Years or Less response option were the lowest of the four choices in all but two of the twenty-six events, *Question 5 Natural Gas Leak/Loss of Service* and *Question 9 Winter Storm*. In The 6 – 10 Years response option, mean ranks were the lowest in two of the twenty-six events, *Question 5 Natural Gas Leak/Loss of Service* and *Question 9 Winter Storm*. In the 11 – 15 Years response option, mean ranks were the highest of any other response option in twenty-two of the twenty-six events. In the 16 or More Years response option, mean ranks were the highest of any other response option in four of the twenty-six events. Over all, administrators with 11 – 15 Years of employment in the field had the highest Likert levels.

Significance was found in ten of the twenty-six events in this demographic, the highest of all the demographics explored. In the event of *Question 3 Fire* significance occurred between 5 Years or Less and all the other response options. Five Years or Less appeared to be choosing lower Likert levels. Significance was also attained in *Question 11 Earthquake* between 5 Years or Less and 16 or More Years. Five Years or Less appeared to be choosing lower Likert levels. Significance was found in *Question 12 Bus Accident/Incident* between 5 Years or Less and 11 – 15 Years. Five Years or Less appeared to be choosing lower Likert levels. Significance was attained in *Question 15 Weapon Found on Bus* between 11 -15 Years and all other response options. Eleven to 15 Years appeared to be choosing higher Likert levels. Significance was found in *Question 16 Physical Assault/Fighting* between 11 -15 Years and all other response options. Eleven to 15 Years appeared to be choosing higher Likert levels. Significance

occurred in *Question 17 Unarmed Intruder/Trespassing* between 5 Years or Less and 11 -15 Years. Five Years or Less appeared to be choosing lower Likert levels. Significance was attained in *Question 18 Unauthorized Removal/Abduction* between the two lower categories (5 Years or Less and 6 -10 Years) and the higher two categories (11 -15 Years, 16 or More Years). The two lower categories appeared to be choosing lower Likert levels. Significance was found in *Question 21 Weapon Found on Campus or Person* between 5 Years or Less and 11 -15 Years. Five years or less appeared to be choosing lower Likert levels. Significance was found in *Question 24 Medical Emergency* between 11 -15 Years and all other response options (5 Years or Less, 6 -10 Years, and 16 or More Years). Eleven to 15 Years appeared to be choosing higher Likert levels. Finally, Significance was found in *Question 27 Animal Incident* between the two lower response options (5 Years or Less, 6 -10 Years) and the two higher response options (11 -15 Years, 16 or More Years). The two lower response options appeared to be choosing lower Likert levels.

Table 10

Participant Perceptions of Training Due to Student Enrollment Kruskal-Wallis Analysis ++

	Mean Ranks						
Event	250 Students or Less	251 – 450 Students	451 – 650 Students	651 – 850 Students	More than 850 Students	Kruskal-Wallis Statistic	Probability Attained
Question 3 Fire	28.29	23.81	21.19	38.12	38.14	8.618	.071
Question 4 Hazardous Material	28.25	28.12	19.06	32.50	30.93	3.576	.466
Question 5 Natural Gas Leak/Loss of Service	26.36	28.24	23.31	38.00	26.36	3.071	.546
Question 6 Power Outage	27.04	26.00	23.81	42.88	28.36	5.091	.278
Question 7 Explosion	21.71	29.76	21.75	41.75	30.71	8.852	.065
Question 8 Severe Weather/ Tornado	22.89	26.83	24.50	36.25	37.14	6.153	.188
Question 9 Winter Storm	26.29	24.88	22.75	40.25	35.93	6.737	.150
Question 10 Flooding	23.71	27.88	25.81	38.50	29.57	3.453	.485
Question 11 Earthquake	24.29	29.43	19.88	34.25	33.00	5.783	.216
Question 12 Bus Accident/ Incident	21.79	28.86	20.25	35.00	38.86	9.074	.059
Question 13 Bus Hostage Situation	21.82	30.79	26.38	32.75	27.29	5.270	.261
Question 14 Active Shooter on Bus	25.61	25.31	29.25	35.88	31.07	2.723	.605
Question 15 Weapon Found on Bus	21.36	26.50	27.25	33.25	39.79	8.281	.082
Question 16 Physical Assault/Fighting	20.68	29.05	26.44	29.75	36.43	5.947	.203
Question 17 Unarmed Intruder/Trespassing	21.39	28.95	20.62	32.62	36.71	7.780	.100
Question 18 Unauthorized Removal/Abduction	23.82	27.29	22.75	41.50	32.93	6.446	.168
Question 19 Hostage Situation	26.57	27.36	25.19	40.75	24.86	4.572	.334
Question 20 Sexual Assault	20.86	28.98	25.88	38.00	32.21	5.749	.219
Question 21 Weapon Found on Campus or Person	22.57	28.57	21.62	36.88	35.50	6.426	.170
Question 22 Armed Attack/ Active Shooter (Run Hide Fight)	23.46	27.07	26.06	33.00	35.36	3.639	.457
Question 23 Bomb Threat	24.93	26.12	26.88	41.62	29.43	4.278	.370
Question 24 Medical Emergency	26.11	26.79	21.56	37.00	33.79	4.730	.316
Question 25 Suicide Attempt or Threat	20.25	27.12	29.31	36.62	35.86	7.378	.117
Question 26 Death of a Student or Staff Member	26.25	25.67	23.19	40.75	32.86	5.148	.272
Question 27 Animal Incident	26.25	26.55	21.62	39.38	32.79	6.338	.175
Question 28 Nuclear	27.57	27.48	25.25	35.00	25.71	2.371	.668

* Significance attained at $p<0.05$

++ N=54 participants except for Question 17 N=53

While no significance was found across the demographic category of Student Enrollment (Table 10), it is interesting to note that the highest mean ranks over twenty-six events all occurred within two of the response option categories, 651 – 850 Students and More than 850 Students. The mean ranks of the response option 651 – 850 Students were higher in nineteen of the twenty-six events followed by the mean ranks of the response option More than 850 Students being higher in seven of the twenty-six events.

Conversely, the response option containing fifteen of the lowest mean ranks out of twenty-six was 251-450 Students. The response option containing ten of the lowest mean ranks out of twenty-six was 250 Students or less. The response option 251 – 450 Students was somewhat unremarkable in that it contained only one lowest mean rank which occurred in *Question 14 Active Shooter on Bus* with none of the high mean ranks.

Table 11

Participant Perceptions of Training Due to School Setting Kruskal-Wallis Analysis ++

	Mean Ranks				
Event	Rural	Suburban	City	Kruskal-Wallis Statistic	Probability Attained
Question 3 Fire	26.65	34.00	42.25	2.578	.276
Question 4 Hazardous Material	26.78	40.50	32.50	1.928	.381
Question 5 Natural Gas Leak/Loss of Service	26.66	38.00	38.00	2.358	.308
Question 6 Power Outage	27.25	29.25	32.00	0.228	.892
Question 7 Explosion	26.82	33.00	39.00	1.786	.409
Question 8 Severe Weather/ Tornado	26.80	31.00	41.50	2.032	.362
Question 9 Winter Storm	27.16	36.00	27.50	0.678	.712
Question 10 Flooding	27.57	30.00	23.25	0.228	.892
Question 11 Earthquake	27.02	33.50	33.50	0.831	.660
Question 12 Bus Accident/Incident	27.57	26.25	27.00	0.017	.991
Question 13 Bus Hostage Situation	27.59	20.00	32.75	1.108	.575
Question 14 Active Shooter on Bus	28.02	15.50	26.50	1.516	.469
Question 15 Weapon Found on Bus	28.18	13.50	24.50	2.063	.356
Question 16 Physical Assault/Fighting	27.01	42.75	24.50	2.284	.319
Question 17 Unarmed Intruder/ Trespassing	27.31	28.50	18.00	0.817	.665
Question 18 Unauthorized Removal/Abduction	27.13	30.25	34.00	0.504	.777
Question 19 Hostage Situation	27.78	18.00	30.00	1.116	.572
Question 20 Sexual Assault	27.73	24.75	24.50	0.160	.923
Question 21 Weapon Found on Campus or Person	27.81	24.25	23.00	0.296	.862
Question 22 Armed Attack/ Active Shooter (Run Hide Fight)	26.79	49.50	23.25	4.674	.097
Question 23 Bomb Threat	26.69	39.75	35.50	2.054	.358
Question 24 Medical Emergency	27.19	25.75	37.00	0.946	.623
Question 25 Suicide Attempt or Threat	27.08	23.50	42.00	2.144	.342
Question 26 Death of a Student or Staff Member	27.49	27.25	28.00	0.003	.999
Question 27 Animal Incident	27.72	18.50	31.00	1.112	.573
Question 28 Nuclear	27.42	22.00	35.00	1.427	.490

* Significance attained at $p<0.05$

++ N=54 participants except for Question 17 N=53

While no significance was found across the demographic category of School Setting (Table 11), the response option City held thirteen out of twenty-six of the highest mean ranks. The response option Suburban held seven out of twenty-six of the highest mean ranks while Rural response option held four out of twenty-six of the highest mean ranks. The Suburban response option had eleven out of twenty-six of the lowest mean ranks, followed by Rural with nine out of twenty-six of the lowest mean ranks, and City with six out of twenty-six of the lowest mean ranks.

Table 12

Participant Perceptions of Training Due to Highest Educational Attainment Kruskal-Wallis Analysis ++

	Mean Ranks				
Event	MA	Ed.S.	Ed.D./Ph.D.	Kruskal-Wallis Statistic	Probability Attained
Question 3 Fire	27.33	13.50	50.50	3.370	.185
Question 4 Hazardous Material	26.89	32.50	54.00	3.476	.176
Question 5 Natural Gas Leak/Loss of Service	27.24	14.50	54.00	4.332	.115
Question 6 Power Outage	27.30	12.00	53.50	4.213	.122
Question 7 Explosion	27.21	16.00	54.00	4.304	.116
Question 8 Severe Weather/ Tornado	27.44	5.00	53.00	5.328	.070
Question 9 Winter Storm	27.38	8.50	52.50	4.453	.108
Question 10 Flooding	27.28	13.00	53.50	4.144	.126
Question 11 Earthquake	27.19	17.00	54.00	4.369	.113
Question 12 Bus Accident/ Incident	27.37	9.50	52.50	4.217	.121
Question 13 Bus Hostage Situation	27.13	20.00	54.00	5.050	.080
Question 14 Active Shooter on Bus	27.24	15.50	53.00	3.984	.136
Question 15 Weapon Found on Bus	27.27	13.50	53.50	4.166	.125
Question 16 Physical Assault/Fighting	27.54	2.50	50.50	5.324	.070
Question 17 Unarmed Intruder/ Trespassing	26.94	5.50	51.50	5.077	.079
Question 18 Unauthorized Removal/Abduction	27.31	11.50	53.50	4.423	.110
Question 19 Hostage Situation	27.22	18.00	51.50	3.800	.150
Question 20 Sexual Assault	27.42	7.00	52.00	4.580	.101
Question 21 Weapon Found on Campus or Person	27.41	7.00	52.50	4.666	.097
Question 22 Armed Attack/ Active Shooter (Run Hide Fight)	27.55	3.00	49.50	4.923	.085
Question 23 Bomb Threat	27.38	9.00	52.00	4.204	.122
Question 24 Medical Emergency	27.26	14.50	53.00	4.062	.131
Question 25 Suicide Attempt or Threat	27.43	5.00	53.50	5.497	.064
Question 26 Death of a Student or Staff Member	27.35	9.50	53.50	4.504	.105
Question 27 Animal Incident	27.16	18.50	54.00	4.646	.098
Question 28 Nuclear	27.10	22.00	54.00	6.102	.047*

* Significance attained at $p<0.05$

++ N=54 participants except for Question 17 N=53

In the demographic category of Highest Educational Attainment (Table 12), the response category Ed.D./Ph.D. held the highest mean ranks in every one of the twenty-six events. The lowest mean ranks were found in the Ed.S. response option which carried twenty-five of the lowest mean ranks out of twenty-six events. The MA response option held one of the lowest mean ranks out of twenty-six events. Significance was found in *Question 28 Nuclear* between Ed.D./Ph.D. (54.00) and Ed.S. (22.00). Ed.D./Ph.D. appeared to be choosing higher Likert levels.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter outlines the study purpose and methods, and summarizes the findings and conclusions of the study as related to the research questions. The chapter closes with both a discussion of implications of the results and recommendations for further research.

Purpose of the Study

The purpose of this research was to determine if WV PK-12 public school principals and assistant/vice principals perceive they are receiving suitable professional development to provide a secure school environment. The study of school principals and assistant/vice principals within the five Mountain State Educational Services Cooperative member counties revealed which WV Schools Crisis Prevention and Response Plan events for which training was being provided, determined related gaps in administrator training to respond to school security events, and explored the influence of participant demographics on training experiences. The research questions which guided the study were:

1. What professional development opportunities do school principals and assistant/vice principals report as having participated in concerning specific school security events listed within the WV Schools Crisis Prevention and Response Plan?
2. What are the perceptions of WV PK-12 public school principals and assistant/vice principals concerning the adequacy of their training experiences for specific

security events listed within the WV Schools Crisis Prevention and Response Plan?

3. What is the influence, if any, of WV PK-12 public school principal and assistant/vice principal demographics (job title [2], current school level of administration [4], length of employment as an administrator in WV public schools [4], student enrollment [5], school setting [3], gender [2], highest educational attainment [5]) upon their perception of training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

Methods

This mixed-methods study utilized a researcher-created online survey consisting of 7 multiple-choice questions, 26 Likert scale responses, and one open response question concerning perceptions of principals and assistant/vice principals on school security training. The survey was distributed through an emailed survey link via the web-based Qualtrics platform. The population included in this study were WV PK-12 public school principals and assistant/vice principals employed in the five Mountain State Educational Services Cooperative (formerly RESA 2) WV member counties (N=111). Data derived from the survey were analyzed by the current version of IBM SPSS Statistics to obtain descriptive and comparative statistics. Data were disaggregated across demographic fields to determine if discrepancies exist across grouping variables (Salkind, 2011). Specifically, the Kruskal-Wallis was used to compare representative data across groups of 3 categories or more and the Mann-Whitney U was used in the group of 2 categories. The Chi square test was used to analyze the frequency of responses on the Likert scale. An open response survey question was provided to give

participants an opportunity to add additional comments on the topic of school security. The open response question was analyzed following protocols, which include organization and preparation of the data, coding the data, and the analysis/development of descriptions and themes within the data (Bogdan & Biklen, 2007; Creswell, 2012; Fink, 2013).

Conclusions

RQ1: In what professional development opportunities on school security events within the WV Schools Crisis Prevention and Response Plan have school principals and assistant/vice principals participated?

The majority of respondents reported having no training experiences in eight of the twenty-six (30.8%) school security events covered in the WV Schools Crisis Prevention and Response Plan. Conversely, the majority of respondents reported having training experiences in eighteen of the twenty-six events (69.2%) covered in the WV Schools Crisis Prevention and Response Plan. Participants' written comments, while limited in number, indicated a desire for training and expressed the feeling that training was important in their role of providing a secure campus.

Of the eighteen events in which 51% or more respondents reported having training, at least five are required specifically by code or law. The event *Physical Assault/Fighting* is closely associated with WVDE Policy 4373, which requires school teams to receive annual training in de-escalation and restraint processes/prevention. School administrators are usually members of a site-based crisis prevention team, which could explain why this event appeared as the highest rank of eighteen on the list of trainings received.

The event *Armed Attack/Active Shooter* training is a requirement (WV Code 18-9F-10) for all school personnel and students at the beginning of each school year. The WVDE division of School Safety includes a support link to the WV Board of Risk Insurance Management (BRIM) Active Shooter Training resource, which is delivered at no cost to participating schools. *Armed Attack/Active Shooter* appeared as second highest of eighteen on the reported list of trainings received.

The event *Medical Emergency* is closely associated with two different training requirements. Part of the School Safety Requirements (WV Code 18-9F-10) require annual First Aid training for all school personnel and students. Additionally, each school usually has a core team of employees who provide general medical care and assist in giving students daily medication in the absence of a school nurse or other health-care provider. Some of the requirements to serve on this team are holding a current Cardio Pulmonary Resuscitation (CPR) Card and more specialized training to deal with more severe emergency health needs including the delivery of any necessary medications. The training requirements could help explain why Medical Emergency appeared as the fourth highest of eighteen on the reported list of trainings received.

The event *Suicide Attempt/Threat* is a mandated annual training for school employees in states which receive federal ESEA funds. Each school employee must have a minimum of one clock hour of training. The training requirements may help explain why *Suicide Attempt/Threat* appeared as the sixth highest of eighteen on the reported list of trainings received.

The event *Sexual Assault* is associated with two mandatory trainings. WVDE Policy 4373 Expected Behavior in Safe and Supportive Schools and WV Code 18-2-41

both require four cumulative hours of training for all public school employees every two years on Education and Prevention of the Sexual Abuse of Children. WV public school employees are also mandated reporters of abuse under Policy 4373 and WV Code 49-2-803 for which training is required and often covers sexual abuse. The training requirements could help explain why *Sexual Assault* appeared as the eighth highest of eighteen on the reported list of trainings received.

The question of why the majority of respondents reported having no training in eight of the twenty-six events is not immediately clear; however some observations could be made. The *Nuclear* event may have the lowest training response because the geographical area in which the schools are primarily located do not have any type of large nuclear facilities thus it may be perceived as a low likelihood of risk event. In the same manner, the geographical area in which the schools are primarily located have not historically experienced significant *Earthquake* events thus it also may be perceived as a low likelihood of risk event. School principals and assistant/vice principals are not routinely riding on transportation routes so the topics of *Bus Hostage Situation,* which appeared as the second lowest training response rate and *Active Shooter on Bus,* which appeared as the fourth lowest training response rate may not be perceived as events on which they would need training.

Data gathered in this study were similar to the findings in Timmons (2010) which indicated principals overall had higher levels of training for medical emergencies, bomb threats, and crisis/critical incidents.

RQ2: What are the perceptions of WV PK-12 public school principals and assistant/vice principals concerning the adequacy of their training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

Significance was attained in every question (event) in participant perception of adequacy across the twenty-six WV Schools Crisis Prevention and Response Plan events. The data indicate a majority of participants responded with a combined No Training or Minimal Training on twenty-one of the twenty-six events (80.8%) in the WV Schools Crisis Prevention and Response Plan. The data indicate five events out of twenty-six (19.2%) in which a majority of respondents cite having combined Adequate or Strong Training. Chi Square analysis of the data indicate very few participants perceived Strong Training in any of the events. Participants' written comments, while limited in number, indicated a desire for more specific trainings on a variety of real-life scenarios with appropriate response recommendations.

Of the nine events in which respondents indicate receiving a combined Minimal to Adequate training five, as discussed above, are specifically required by code or law. Those events are *Physical Assault/Fighting*, *Armed Attack/Active Shooter (Run Hide Fight)*, *Medical Emergency*, *Suicide Attempt or Threat*, and *Sexual Assault*. It could be hypothesized that training required by law is perceived as more important or deserving of more time or even perhaps containing content which required professional or specialized trainers. It also stands to reason that required trainings may be happening on a more frequent delivery cycle. No data exist in this study to determine why the other four events (Question 3 *Fire*, Question 8 *Severe Weather/Tornado*, Question 17

Unarmed Intruder/Trespassing, Question 21 *Weapon Found on Campus or Person*) are reported as receiving higher levels of training.

Respondents reported twelve events in which they perceived they were not receiving training. The same observations of geographical relevance for *Nuclear* and *Earthquake* events could be made in the case of adequacy of training. The events *Bus Hostage Situation* and *Active Shooter* on Bus could again, reflect the lack of an administrative presence on transportation routes, which leaves eight events in which respondents perceive they are not receiving training. Events such as *Natural Gas Leak/Loss of Service*, and *Explosion* are very real possibilities in school facilities with science laboratories. Schools across the state use natural gas for kitchens, heating systems, and water heaters. Busing students occurs in every county surveyed, which would increase the potential for *Bus Accident/Incident*, *Bus Hostage Situation*, *Active Shooter on Bus*, and *Weapon Found on Bus* events. These and the other events in which respondents do not perceive receiving adequate training have very few factors which would appear to make them less important or lower likelihood of need training topics. The data from this study are silent as to why their associated trainings are perceived as inadequate by principals and assistant/vice principals.

RQ3: What is the influence, if any, of WV PK-12 public school principal and assistant/vice principal demographics (job title [2], current school level of administration [4], length of employment as an administrator in WV public schools [4], student enrollment [5], school setting [3], gender [2], highest educational attainment [5]) upon their perception of training experiences for specific security events listed within the WV Schools Crisis Prevention and Response Plan?

There were areas of significance reached in some demographic categories for specific events; however, overall demographics appeared to have a minimal influence on principal perception on their training experiences for the survey's school security events. No significance was attained in the demographic area of Job Title, Student Enrollment or School Setting. Significance was attained in the demographic area of Highest Educational Attainment in one event. Significance was attained in the demographic area of Gender on four events. Significance was attained in the demographic area of School Level of Administration on four events. Significance was attained in the demographic area of Years Employed as Administrator in ten events.

In the demographic area of Highest Educational Attainment, significance was attained on Question 28 *Nuclear*. The significance appeared to be between Ed.D./Ph.D. and the other two categories (MA, Ed.S.).

In the demographic area of Gender, significance was attained on Question 12 *Bus Accident/Incident*, Question 15 *Weapon Found on Bus*, Question 16 *Physical Assault/Fighting*, and Question 25 *Suicide Attempt or Threat*. Across Gender (Question

13 *Bus Hostage Situation*), the mean ranks of females were higher than males with only one exception, Question 13 *Bus Hostage Situation*.

In the demographic area of School Level of Administration significance was attained on Question 15 *Weapon Found on Bus*, Question 25 *Suicide Attempt or Threat*, Question 26 *Death of a Student or Staff Member*, and Question 28 *Nuclear*. In this demographic area Elementary generally appeared to be choosing lower Likert levels than other programmatic areas. Data from Timmons (2010) for similar school security events did not show similar trends across programmatic levels. No additional literature was found to support why this appears to be happening.

The demographic area with the most areas of significance attained was Years Employed as Administrator. Events with significance included Question 3 *Fire*, Question 11 *Earthquake*, Question 12 *Bus Accident/Incident*, Question 15 *Weapon Found on Bus*, Question 16 *Physical Assault/Fighting*, Question 17 *Unarmed Intruder/Trespassing*, Question 18 *Unauthorized Removal/Abduction*, Question 21 *Weapon Found on Campus or Person*, Question 24 *Medical Emergency*, and Question 27 *Animal Incident*. In this demographic area of employment, generally 11 – 15 Years appeared to be choosing higher Likert levels, followed by 16 or More Years as compared to the two other categories. These findings appear to agree with those from Chen, Holton, & Bates (2006) which indicate prior experience has a large effect on further learning. It would makes sense that as the length of service as an administrator increases so would the transfer of learning. The effect could also be attributed to a longer period of exposure to a variety of job training opportunities.

The influence of demographic variables on perception of training is unclear (Cowman & McCarthy, 2016). Research does not agree on how different demographic categories influence the transfer of training and findings indicate demographics have a marginal influence when compared to situational variables (Chen et al., 2006).

Implications

Data gathered in this study appear to indicate principals and assistant principals within the five Mountain State Educational Services Cooperative member counties report receiving training for 69% of the school security events contained within the WV Schools Crisis Prevention and Response Plan. However, 81% of the trainings do not meet the principals and assistant/vice principals' perceptions of adequacy in equipping school administrators to respond successfully to potential school security events.

School security training is available across an exhaustive variety of topics and delivery models with varying costs. In the state of WV, the WVDE's Office of Leadership and System Support (n.d.) has increased the number of training resources available on their Safe and Supportive Schools website. A crisis planning resource tool provides links to specific crisis event help pages listed on the WV Schools Crisis Prevention and Response Plan (WVDE, 2017). Additional training topics listed on the WVDE's Office of Leadership and System Support are Crisis Prevention and Response Planning and Training, BRIM Active Shooter Training, Youth Mental Health First Aid, Federal Emergency Agency's (FEMA) Management Emergency Management Institute, and the Department of Homeland Security's (DHS) K-12 Exercise Starter Kits. A section on student threat assessments with links to response protocols is available along with a variety of crisis recovery resources. A number of commercial and private training

options are available for the state and counties to purchase. Specialists (e.g. school nurses, counselors, social workers, school psychologists) employed within the state and individual counties are excellent candidates to provide training related to their areas of expertise. Resource organizations such as the Mountain State Educational Services Cooperative (n.d.) might be a good resource to explore and secure specialized on-site training for member counties. Additionally, many state, national, and international conferences exist which focus on school safety and security issues.

Even though training resources are available, the question of why some school security event trainings do not appear to be occurring and why some event trainings are perceived as more adequate than others remain. Gagliardi, Neighbors, Spears, Byrd, & Snarr (1994) reached the conclusion that the absence of effective, formal training in preservice teacher programs along with a lack of continuing education requirements are potential reasons for such results. A similar issue could be present in school administrator preparation programs. Kano, Ramirez, Ybarra, Frias, and Bourque (2007) observe that while school employees are not necessarily tasked with acting as emergency personnel, it is a realistic scenario that in some potential school security events, employees would in fact become the first responders. Kano et al., reflect that educational institutions and policy makers should study how existing policy, code, and procedures could be improved to help prepare appropriate responses for high-risk events. Kano, et al. point out not much is known regarding the extent to which United States schools are prepared for school security, emergency, and disaster events stating, “There is a paucity of studies that examine more comprehensive school emergency preparedness” (2007, p. 401).

The role of site-based administrators such as principals and assistant/vice principals is changing. Principals and assistant/vice principals are becoming more intensely aware of school security issues which necessarily include emergency and crisis planning. The security preparedness concerns of school administrators are quickly growing to match the level of urgency usually reserved for the growth of instruction and assessment (Alvoid & Black, 2014). It is imperative that principals and assistant/vice principals receive adequate, sustained, job-embedded training and technical support to successfully lead change. Furthermore, districts must commit to developing building-level administrative leadership through the investment of time, energy, and resources (Alvoid & Black, 2014; Kano, et al., 2007).

The U.S. Department of Education, Emergency Response and Crisis Management Technical Assistance Center (2007) and the U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students (2013) agree that school principals and assistant/vice principals would benefit from training on development of the site-based crisis response plan, training on requisite skills to adequately fill their roles, and tabletop trainings with realistic scenarios in coordination with other community partners such as police, fire, emergency medical services, and mental health professionals. The engagement of school administrators in proactively planning for emergency management and response in collaboration with the greater school community is a key objective in successfully managing a school security event which includes establishing clearly defined roles and responsibilities for all participants before, as opposed to during or after implementation of the crisis plan. The U.S. Department of Education, Emergency Response and Crisis Management

Technical Assistance Center states, “Emergency management planning is as important as student achievement and should be a high-priority” (2007, p. 6). Paterson (2018) notes that, “threats have become different over time, and emergency plans have had to become more sophisticated” (p. 34). When an event occurs, immediate decisions must be made and “there isn’t time to turn to page 66 of your plan and then implement it” (Paterson, 2018, p. 34).

The National Association of School Psychologists (Cowan, Vaillancourt, Rossen, & Pollitt, 2013) issued a joint statement in collaboration with five other national professional organizations entitled *A Framework for Safe and Successful Schools* in which they suggest eight actions which principals can take to promote a culture of safe and successful schools. The first recommendation is to develop a school leadership team followed by an assessment and identification of the organization’s strengths, needs, and gaps in services. The third step is a thorough safety evaluation of the school campus and its security features. A suggested review of how resources and services are being used to support the school and its students is the next critical step. The fifth suggestion is the development of a fluid integration between behavioral and mental health services and instruction and learning. The use of staff professional learning communities to problem solve and develop solutions in partnership with community members is the sixth proposal followed by high-quality professional development for all staff and community partners on the topics of building positive school climate and safety, positive behavior supports and interventions, and crisis planning. The last recommendation is the intentional partnership building with those the school serves with the purpose of developing, implementing, and reviewing school policies and systems

which develop and sustain a safe environment for learning (Cowan, Vaillancourt, Rossen, & Pollitt, 2013).

In education, wide varieties of data driven decisions are made. Data should drive professional development. While there seems to be a lack of data on the topic, data from this study alone does appear to indicate a need for high quality training to equip school-based administrators in responding to school security events. Research employed situationally provides opportunities to reframe possible responses, which lead to better solutions (Tseng & Nutley, 2014). Job-embedded and sustained school security related professional development opportunities for principals and assistant/vice principals increase the likelihood of positive outcomes (Cowman & McCarthy, 2016). Simply stated, better preparation leads to better outcomes.

Recommendations for Further Research

This research study was designed to determine the perceptions of WV public school principals concerning the amount and quality of professional development needed to provide a secure school environment. Based on an extensive literature review and analysis of the survey data the following recommendations for further research include:

1. This study focused on principals and assistant/vice principals employed within five WV counties. Expansion of the survey population to include all WV PK-12 public school principals and assistant/vice principals would provide a more comprehensive review of principal perception of occurrence and adequacy of training to respond to school security events. The larger data set would provide

information to assist both the State of WV and individual counties in planning for school administrator professional development to fill the gaps in training.

2. This survey covered a wide range of potential school security events. Additional research on specific events or event groups/clusters (e.g. transportation related events, weather related events, school physical plant related events) could be beneficial.
3. This survey was administered once. Administering the survey in all WV counties across multiple years would provide a longitudinal picture of school safety training trends as it applies to administrators, helping to determine if positive change is occurring and training needs are being more intentionally met.
4. This study focused on principals and assistant/vice principals employed within five WV counties. Expansion of the survey population to include all WV PK-12 public school employees might provide a more comprehensive review of all school staff perception of occurrence and adequacy of training to respond to school security events. The larger data set would provide information to assist both the State of WV and individual counties in planning for employee staff professional development to fill the gaps in training.
5. This study did not focus on when and where training was being delivered or who was delivering the training or what the perceived barriers might have been in receiving training. Expansion of the survey to determine when and where school security event trainings were generally occurring, who was delivering the trainings, and asking principals and assistant/vice principals what the barriers

were to receiving adequate training may help answer questions regarding the quality of the training experience.

6. While limited in participant number, this study provided data which might be beneficial to the WV Department of Education's Department of Leadership and System Support, Safe and Supportive Schools division as they seek to provide relevant resources for school security related training beyond what already exists on their website.
7. This study revealed gaps in principal and assistant/vice principal preparation for responding to school security events. Data from this study could be used by colleges and universities within the state of WV to assist in the development of courses or seminars to better train pre-service school administrators to respond to school security events. In the same manner, data could also be used by school administrator professional organizations within WV to advocate on behalf of their membership and/or to plan conference sessions or regional trainings which focused more purposefully on equipping school administrators to better respond in the case of a security event.

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APPENDIX A

IRB APPROVAL LETTER

MARSHALL UNIVERSITY
www.marshall.edu

Office of Research Integrity
Institutional Review Board
One John Marshall Drive
Huntington, WV 25755

FWA 00002704

IRB1 #00002205
IRB2 #00003206

September 13, 2019

Charles Bethel, EdD
Leadership Studies, COEPD

RE: IRBNet ID# 1475411-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Bethel:

Protocol Title:	[1475411-1] A Study of Administrator Training for School Security Events	
Site Location:	MU	
Submission Type:	New Project	APPROVED
Review Type:	Exempt Review	

In accordance with 45CFR46.104(d)(2), the above study was granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Chair/Designee. No further submission (or closure) is required for an Exempt study **unless** there is an amendment to the study. All amendments must be submitted and approved by the IRB Chair/Designee.

This study is for student Maria Eshenaur.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Anna Robinson at (304) 696-2477 or robinsonn1@marshall.edu. Please include your study title and reference number in all correspondence with this office.

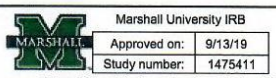
Sincerely,

Bruce F. Day, ThD, CIP
Director, Office of Research Integrity

APPENDIX B

IRB LETTER OF CONSENT TO PARTICIPATE IN STUDY

A Study of Administrator Training for School Security Events



Voluntary Consent to Participate in this Research Study

Thank you for your participation in this research study. Time is a valuable commodity and we appreciate your willing contribution to this project.

You are invited to participate in a research project called "A Study of Administrator Training for School Security Events" designed to analyze the school security training experience of principals. The participation of knowledgeable and experienced professionals like you is critical to the success of this effort.

This survey is comprised of 7 multiple choice questions, 26 Likert scale responses, and one open response question and should take approximately 10 minutes to complete. Your replies will be anonymous, so do not enter your name or identifying information anywhere on the survey. Results will be reported only in aggregate form. There will be no reporting of individual responses. There are no known risks involved with this study. Participation is voluntary and there will be no penalty or loss of benefits if you choose not to participate.

Completing the survey indicates your consent for use of answers you supply. If you have any questions about the study you may contact Dr. Charles Bethel, Chair at (304) 746-8952 or bethel3@marshall.edu or Maria Eshenaur at (304) 675-2965 or meshenaur@gmail.com. If you have any questions concerning your rights as a research participant, you may contact the MU Office of Research Integrity at (304) 696-4303. By completing this survey, you are confirming that you are 18 years of age or older and have consented to participate in the survey. You may print this page for your records.

APPENDIX C

SURVEY

A Study of Administrator Training for School Security Events

Please select the level of training on the following school security events as found in the WV Schools Crisis Response Template:

	1 No Training	2 Minimal Training	3 Adequate Training	4 Strong Training
Fire				
Hazardous Material				
Natural Gas Leak/Loss of Service				
Power Outage				
Explosion				
Severe Weather/Tornado				
Winter Storm				
Flooding				
Earthquake				
Bus Accident/Incident				
Bus Hostage Situation				
Active Shooter on Bus				
Weapon Found on Bus				
Physical Assault/Fighting				

Please select the level of training on the following school security events as found in the WV Schools Crisis Response Template:

	1 No Training	2 Minimal Training	3 Adequate Training	4 Strong Training
Unarmed Intruder/Trespassing				
Unauthorized Removal/Abduction				
Hostage Situation				
Sexual Assault				
Weapon Found on Campus or Person				
Armed Attack/Active Shooter (Run Hide Fight)				
Bomb Threat				
Medical Emergency				
Suicide Attempt or Threat				
Death of a Student or Staff Member				
Animal Incident				
Nuclear				

Please indicate your job title

Building level Principal

Building level Assistant/Vice Principal

Other, please specify _____

Which option most closely describes your current level of Administration?

Elementary

Middle

Secondary

Other (e.g. PK-2, PK-8), please specify _____

How long have you been employed as an administrator in WV public schools?

5 years or less

6 to 10 years

11 to 15 years

16 or more years

How many students are currently enrolled in your school?

Up to 250

251 – 450

451 – 650

651 – 850

More than 850

What is your school setting?

Rural

Urban

Suburban

City

What is your gender?

Female

Male

Please indicate your highest educational attainment

Associates Degree

BA/BS

MA

Ed.S.

Ed.D./Ph.D.

Please provide below any other comments you have or would like to make on the topic of school security:

Thank you for your participation!

APPENDIX D

SECURITY CONCERN CATEGORIES & PROPOSED TRAINING OPTIONS

Security Concerns	Proposed Training Options	Literature Resource(s)*
Handling disruptive & assaultive students	• Site-based Crisis Prevention, Management, & Response Planning • Lockdown/evacuation/shelter-in-place policy/procedure • Training in development & continued implementation of a site-based system of Positive Behavior Interventions & Supports (PBIS) • Training on Individual Crisis Prevention, Disruption, & Intervention techniques (including training on appropriate physical restraint techniques) • Identifying students at risk for violent behaviors • Training on conflict management, anger control, stress management • Training on assessment of student-initiated threat(s) • Identification of weapons vs look-alikes and non-weapons • Identifying drugs and recognizing signs & symptoms of drug use • Identifying gang characteristics & activities • Identifying & reporting criminal behavior • Search & seizure procedures/law • Use of technology to improve school safety/security (surveillance cameras, metal detectors, etc.) • Access controls (visitor control, open/closed campus, key controls, etc.) • Training in legal & constitutional issues (federal & state statutes, local policy, search & seizure procedures/law, drug testing, etc.) • Training roles/coordination with community response teams (EMT, fire departments, law enforcement) • Training in & use of site-based School Resource Officers (SRO)/Prevention Resource Officers (PRO) • Training in design, development, & management of positive school culture & climate	• Jones (2015) • Kellough & Hill (2015) • Lisle (2002) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)
Responding to a mental health crisis (suicide, death of student/staff/family member, parental incarceration, etc.)	• Site-based Crisis Prevention, Management, & Response Planning • Training in design, development, & management of positive school culture & climate	• Jones (2015) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)

Security Concerns	Proposed Training Options	Literature Resource(s)*
Intervening with angry/abusive parents/family members	• Site-based Crisis Prevention, Management, & Response Planning • Lockdown/evacuation/shelter-in-place policy/procedure • Identifying individuals at risk for violent behaviors • Training on conflict management, anger control, stress management • Identifying drugs and recognizing signs & symptoms of drug use • Use of technology to improve school safety/security (surveillance cameras, metal detectors, etc.) • Access controls (visitor control, closed campus, key controls, etc.) • Training in legal & constitutional issues (federal & state statutes, local policy, search & seizure procedures/law, drug testing, etc.) • Training roles/coordination with community response teams (EMT, fire departments, law enforcement) • Training in & use of site-based School Resource Officers (SRO)/Prevention Resource Officers (PRO) • Training in design, development, & management of positive school culture & climate	• Jones (2015) • Kellough & Hill (2015) • Lisle (2002) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)
Staff victimization	• Site-based Crisis Prevention, Management, & Response Planning • Lockdown/evacuation/shelter-in-place policy/procedure • Training in development & continued implementation of a site-based system of Positive Behavior Interventions & Supports (PBIS) • Training on Individual Crisis Prevention, Disruption, & Intervention techniques (including training on appropriate physical restraint techniques) • Training on classroom management as a means to avoid volatile situations • Use of technology to improve school safety/security (surveillance cameras, metal detectors, etc.) • Access controls (visitor control, closed campus, key controls, etc.) • Training in legal & constitutional issues (federal & state statutes, local policy, search & seizure procedures/law, drug testing, etc.) • Training roles/coordination with community response teams (EMT, fire departments, law enforcement) • Training in & use of site-based School Resource Officers (SRO)/Prevention Resource Officers (PRO) • Training in design, development, & management of positive school culture & climate	• Jones (2015) • Lisle (2002) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)

Security Concerns	Proposed Training Options	Literature Resource(s)*
Managing bomb threats	• Site-based Crisis Prevention, Management, & Response Planning • Lockdown/evacuation/shelter-in-place policy/procedure • Search & seizure procedures/law • Use of technology to improve school safety/security (surveillance cameras, metal detectors, etc.) • Training in legal & constitutional issues (federal & state statutes, local policy, search & seizure procedures/law, drug testing, etc.) • Training roles/coordination with community response teams (EMT, fire departments, law enforcement) • Training in & use of site-based School Resource Officers (SRO)/Prevention Resource Officers (PRO) • Training in design, development, & management of positive school culture & climate	• Jones (2015) • Kellough & Hill (2015) • Lisle (2002) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)
Responding to medical emergencies	• Site-based Crisis Prevention, Management, & Response Planning • Lockdown/evacuation/shelter-in-place policy/procedure • CPR/AED/First Aid training • Training/development of a School Medical Assistance & Response Team (SMART) • Training roles/coordination with community response teams (EMT, fire departments, law enforcement) • Training in & use of site-based School Resource Officers (SRO)/Prevention Resource Officers (PRO) • Training in design, development, & management of positive school culture & climate	• Ewton (2014) • Kellough & Hill (2015) • Lisle (2002) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)
Responding to natural disasters (Earthquake, Tornado, Hurricane, Severe Weather, Flooding, etc.)	• Site-based Crisis Prevention, Management, & Response Planning • Lockdown/evacuation/shelter-in-place policy/procedure • Training roles/coordination with community response teams (EMT, fire departments, law enforcement) • Training in & use of site-based School Resource Officers (SRO)/Prevention Resource Officers (PRO) • Training in design, development, & management of positive school culture & climate	• Ewton (2014) • Jones (2015) • Kellough & Hill (2015) • Lisle (2002) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)

Security Concerns	Proposed Training Options	Literature Resource(s)*
Responding to hazardous conditions (fire, chemical, environmental, transportation related accidents, etc.)	• Site-based Crisis Prevention, Management, & Response Planning • Lockdown/evacuation/shelter-in-place policy/procedure • Training roles/coordination with community response teams (EMT, fire departments, law enforcement) • Training in & use of site-based School Resource Officers (SRO)/Prevention Resource Officers (PRO) • Training in design, development, & management of positive school culture & climate	• Ewton (2014) • Jones (2015) • Kellough & Hill (2015) • Lisle (2002) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)
Responding to criminal incidents (shooting, weapons related, theft, dangerous intruder, abduction, illegal substance, terrorism, etc.)	• Site-based Crisis Prevention, Management, & Response Planning • Lockdown/evacuation/shelter-in-place policy/procedure • Identification of weapons vs look-alikes and non-weapons • Identifying gang characteristics & activities • Identifying & reporting criminal behavior • Search & seizure procedures/law • Loss prevention/inventory control • Identifying drugs and recognizing signs & symptoms of drug use • Vandalism/graffiti control • Use of technology to improve school safety/security (surveillance cameras, metal detectors, etc.) • Modifying school facility design (lighting, visibility, landscaping, etc.) • Access controls (visitor control, closed campus, key controls, etc.) • Training in legal & constitutional issues (federal & state statutes, local policy, search & seizure procedures/law, drug testing, etc.) • Training roles/coordination with community response teams (EMT, fire departments, law enforcement) • Training in & use of site-based School Resource Officers (SRO)/Prevention Resource Officers (PRO) • Training in design, development, & management of positive school culture & climate	• Ewton (2014) • Jones (2015) • Kellough & Hill (2015) • Lisle (2002) • Timmons (2010) • Virginia Department of Criminal Justice Services, Criminal Justice Research Center, Evaluation Unit (2002) • Virginia Department of Criminal Justice Services, Virginia Center for School Safety Training (2018, 2017, 2016)

Note. *Listed in alphabetical order only

APPENDIX E

CURRICULUM VITAE

Maria V. Eshenaur

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Point Pleasant, WV 25550
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meshenaur@gmail.com
meshenau@k12.wv.us

Education

Ed.D. in Educational Leadership 2019	Marshall University Leadership Studies, Area of Emphasis – Non-Profit Organizational Management
M.A. in Leadership Studies 2011	Marshall University Leadership Studies, including Supervisor of Instruction
M.A. in Classroom Teaching 2001	University of Rio Grande Reading Specialist
B.S. in Elementary Education 1999	University of Rio Grande Elementary Education (General Science concentration)

West Virginia Permanent Certifications/Endorsements:
- Superintendent PK-ADU
- Supervisor General Instruction PK-ADU
- Principal PK-ADU
- Reading Specialist PK-ADU
- Multi-Subjects K-8

Related Professional Experience

2015-Present	Elementary Assistant Principal of Curriculum & Instruction – Mason County Schools
2017	Member of OEPA On-Site Audit Team (Roane County, WV)
2001-2015	Title I Instructor - Mason County Schools
2004-2007	Choral Teacher – Mason County Schools
2003-2004	Diagnostician – Mason County Schools

Leadership Experiences and Post-Graduate Projects

September 2014	Marshall University Graduate Assistant Co-Teacher LS 719: Orientation for Doctoral Students Co-Taught with Dr. Michael Cunningham

August 2014 — Redeveloped a Marshall University Graduate College Course
LS 532: Human Relations in the Public Sector
Worked with Dr. Michael Cunningham and Dr. Jessi Hanna

August 2013 — National Council of Professors of Educational Administration
Presentation Title: *Principal Leadership in the Implementation of Personalized Learning*
Co-Presented with Dr. Lewis Watts, Dr. Cynthia Kolsun, and Deborah Underwood

Eshenaur, M. (2013). Literature review: The implementation of support for personalized learning in West Virginia.
Paper presented at the National Council of Professors of Educational Administration Summer Conference in Rutherford, New Jersey.

Professional Memberships and Organizations

Mason County Reading Council, member

West Virginia Professional Educators, member

Alpha Delta Kappa, member

Community Service/Volunteer Organizations

Main Street Baptist Church - active member, Finance Secretary, Board of Ministry member, pianist for services, and accompanist for choir

Main Street Baptist Church Backpack Blessings Ministry - volunteer and PPPS liaison

Point Pleasant Band Boosters – member and volunteer

Mason County Board of Health – Board member