



Report to the North Carolina General Assembly

School Threat Assessment Study
School Threat Assessment Survey

Session Law 2022-71, sec. 4

Session Law 2022-74, sec. 7.9

Date Due: Feb. 15, 2023
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LEGISLATIVE DIRECTIVE

House Bill 103, Section 7.9 and House Bill 159, Part IV require all public-school units to submit a School Threat Assessment Survey to the Center for Safer Schools no later than Nov. 15, 2022.

This report will serve as the required reporting by the Center for Safer Schools, in consultation with the Department of Public Instruction, to the Joint Legislative Education Oversight Committee as indicated in House Bill 103, Section 7.9 and House Bill 159, Part IV.

Per legislation, this report includes recommendations to the General Assembly on a system to identify and address threats in schools that could be implemented by public school units statewide and any additional funding that would be required to support the system.

This report includes the following information for each public-school unit:

- Whether the public-school unit or any school in the public-school unit has any systems, policies, procedures or precautions in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others and, if so, a description of the system, policy, procedure or precaution.
 - The number and nature of any threats identified under any system. For purposes of this report, a threat includes a risk of violence or other harm to self or others.
- The response to any identified threat and the result of that response.
- Whether each school in the public-school unit has a School Risk Management Plan and the number of drills conducted under the plan.
- Any other systems, policies, procedures or precautions the public-school unit or a school in the public-school unit undertakes with the purpose of minimizing violence and threats in schools.

THREAT ASSESSMENT

Behavioral threat assessment is a best practice for helping to identify potential active shooter incidents, stalking and other targeted violence in K-12 schools and school districts. An effective, functioning behavioral assessment team is a critical component of keeping schools safe and preventing violence. Behavioral threat assessment and management provides a proactive, evidence-based approach for identifying individuals who might pose a threat and for providing intervention before a violent incident occurs.

The North Carolina Center for Safer Schools offers free, virtual School Behavioral Threat Assessment and Management Training. The sessions are hosted by the CFSS in collaboration with the BeTA Unit of the North Carolina State Bureau of Investigation and will be conducted by SIGMA.

BTAM training will provide fundamental information about school violence and how prevention is possible. The sessions will cover how to build and operate a school threat assessment team at the school or district level.

The training will provide detailed instructions on specific procedures to use when addressing threatening behavior in school, including how to screen cases, gather information, analyze the information, make an assessment, and implement an intervention plan when needed. The sessions include multiple group exercises in which participants can practice using these procedures.

BTAM training is appropriate for the following personnel:

- District leadership/school board
- School administration
- School psychologists, social workers and counselors
- Special education personnel
- School Resource Officers/school security specialists
- Local, county and state law enforcement
- Human Resources
- Legal counsel
- Existing threat assessment team members
- Others interested in school safety

SCHOOL THREAT ASSESSMENT SURVEY

One hundred eighty public school units completed the online School Threat Assessment Survey. (One PSU was dropped due to incomplete data). Eighty-six out of 115 districts, one education entity administered by the North Carolina Department of Public Instruction, and 93 charter schools completed the survey.

The survey consisted of 51 questions (listed in Appendix A) and was due Nov. 15, 2022. The survey was designed to allow respondents to leave at any time and then return to finish within one month if respondents returned using the same internet browser and computer.

This feature used cookies to save the respondent's progress. Therefore, if the browser's cache was cleared or cookies were disabled, this option was not available.

All questions should have been answered before submitting the survey to the Center for Safer Schools. An asterisk at the end of a question indicated the question was required.

Once the survey was submitted, PSUs were not allowed to change their responses without contacting the Center for Safer Schools. The survey was designed to allow respondents to review their responses before moving on to another section or after one or more additional sections had been completed.

After the survey was submitted, PSUs were able to save and print a PDF version of their responses.

SYSTEMS, POLICIES, PROCEDURES OR PRECAUTIONS

House Bill 103, Section 7.9, Subdivisions (1) and (2) and House Bill 159, Part IV, Subdivisions (1) and (2) require all public-school units to report:

- Whether the public-school unit or any school in the public-school unit has any systems, policies, procedures or precautions in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others and, if so, a description of the system, policy, procedure or precaution.
 - The number and nature of any threats identified under any system. For purposes of this report, a threat includes a risk of violence or other harm to self or others.

Table 1

PSUs with Systems, Policies, Procedures, and Precautions in Place to Identify or Address Indications that a student may pose a risk or violence or other harm to themselves or others

	System	Policy	Procedure	Precaution	Nothing In Place
Number of PSUs	161	136	152	136	5
% of PSUs Responding	89.4	75.6	84.4	75.6	2.8
Charters	79	57	73	62	5
District Level	82	79	79	74	0
School Level (Districts)**	7	1	2	87	

**PSUs were asked to indicate if any school had systems, policies, procedures or precautions in place that were different from or additional to what the PSU offered. This school-level number indicated the number of PSUs that said yes.

SYSTEMS

Of the PSUs that responded to the survey, 161 (89.4%) had at least one system in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others (Table 1). The most common systems reported (Table 2) were Anonymous Reporting System (115), followed by Digital Monitoring (77), Threat Assessment (73) and Behavioral Assessment (64).

The majority of PSUs reported using the same anonymous reporting systems. There were three specific digital monitoring systems reported frequently across the PSUs. Many of the behavior assessment systems reported were specific to suicide and harm to self and not one system was reported more frequently than others. This was also the case with systems used

for behavior documentation and reporting, physical monitoring and screening, threat protocols and plans, and threat assessment systems.

Table 2

Types of Systems and Number of PSUs Using Them

Types of Systems	N PSUs
Anonymous Reporting System	115
Behavior Assessment System	64
Behavior Documentation/Reporting	10
Digital Monitoring	77
Physical Monitoring/Screening	8
Threat Protocols/Plans	12
Threat Assessment Systems	73
Other	19
Total Reported	378

Some PSUs employ more than one system. The following are examples of responses that indicate the various reasons:

- “Overlapping systems allow for a more thorough picture of potential threats to student health/safety.”
- “Students and their comfort level are different at each age and really in each student. Students have options that are anonymous, that they can sign their name to; systems (in person) that can listen or respond depending on the situation. In our school (all 3, K-12) we tailor our systems to the needs of our different students and try to leave no student behind.”
- “The items described are a continuum of processes that are dependent on the initial assessment results.”
- “The systems complement each other with some delving into more specific areas of need.”
- “Threat Assessment for risk of violence. Suicide Screening Protocol for risk of harm to themselves”
- “To ensure that we have comprehensive coverage regarding risks or threats that may occur in various settings and on multiple devices.”
- “To increase the chances of identifying and addressing incidents in real-time or as quickly as possible.”
- “To provide alerts from multiple sources regarding concerning behavior from students.”

POLICIES

As indicated in Table 1, 136 PSUs had a policy in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others. The following are examples listed in the survey:

- “Staff and students are asked to submit concerns to the school’s administration. Administration will investigate the concerns and respond to the school written procedure. All necessary parties will be involved in the process.”
- “Any student who makes a threat towards themselves or others undergoes a threat assessment using a threat assessment tool. This assessment is conducted by counselors and/or administration.”
- “We have policies in place as a follow up to some of our reporting systems. We also have a tiered plan in terms of different offenses due to severity or recidivism. Policies are listed and signed by students and parents in the student handbook. Situations vary from student to student in terms of grade level, but the handbook marries some of the commonalities together. The handbook was uploaded in the previous link.”

Many PSUs plan to implement policies in the future. Among them are Behavioral Threat Assessment, anti-bullying policies, crisis response plan and a threat assessment committee.

PROCEDURES

As indicated in Table 1, 152 PSUs had a procedure in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others. The following are examples listed in the survey:

- “The School Safety Plan describes the procedures for emergency situations at school including evacuation, lockdown, communication, command system assignments, and all other details for emergencies.”
- “When a potential threat is made by a student, we rely on a multi-disciplinary team to complete a threat assessment screening form and, if then indicated, a comprehensive threat assessment and intervention plan. When threatening against themselves, we use a suicide risk assessment, non-suicidal self-injury best practice protocol that is designed by our mental health staff and vetted through our attorney. We also have partnerships with acute crisis facilities as well as mobile crisis.”

- “We have suicide and self-harm intervention training for all student services staff and a manual that includes step-by-step instructions on how to respond when a student poses a risk to themselves or others. We use screening tools to determine severity and make referrals when appropriate.”

Many PSUs that responded to the survey planned to develop/implement new procedures or modify existing procedures. Among those were threat assessment policies and procedures, and school resource officers.

PRECAUTIONS

As indicated in Table 1, 136 PSUs had a precaution in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others. The following are examples listed in the survey:

- “All schools have School Resource Officers (SROs) who are visible throughout the school building by monitoring parking lots, playgrounds, athletic fields, hallways, cafeteria, common areas, etc.”
- “The threat assessment process is used a precaution to address and prevent any potential threat of violence within the schools. If a teacher or student observes any type of threatening behavior or verbal threats, we use the threat assessment process to address, input supports in place and case manage the student. We also have the mental health process where mobile crisis is called if a student poses a threat to themselves.”
- “All students/parents/guests must enter the school from the main office that contains a secure area in which the person must be buzzed in the school to gain access. All staff members have a unique door access code to enter the building.”

As indicated in Table 1, five PSUs had no systems, policies, procedures or precautions in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others.

NUMBER AND NATURE OF ANY THREATS IDENTIFIED

Many PSUs did not collect or have a way to determine the type of threat or the nature of threats. The numbers listed in Table 3 should be considered illustrative and not exact. For example, some PSUs would put all threats into one and no other categories. The top five districts that reported in each category accounted for 64.9%, 63.7% and 71.6% of the threats reported in each category. One of the largest districts reported in only two categories. For PSUs reporting threats, the dates listed were the time frame estimates for their systems.

Table 3

Date of Implementation	Total Threats of Violence	Total Threats of Harm to Self	Total Threats of Other Harm	Total Threats
		Harm to Self	Other Harm	
All	7667	9075	2808	19550
All 2017-2018 or prior	1913	875	1356	4144
All 2018-2019	818	1887	373	3078
All 2019-2020	188	315	287	790
All 2020-2021	399	224	78	701
All 2021-2022	3945	4593	172	8710
All Fall 2022	404	1181	542	2127
Charter	559	697	84	1340
Charter 2017-2018 or prior	16	53	3	72
Charter 2018-2019	32	37	14	83
Charter 2019-2020	28	63	30	121
Charter 2020-2021	2	32	2	36
Charter 2021-2022	372	61	8	441
Charter Fall 2022	109	451	27	587
District	7108	8378	2724	18210
District 2018-2019	786	1850	359	2995
District 2019-2020	160	252	257	669
District 2020-2021	397	192	76	665
District 2021-2022	3573	4532	164	8269
District Fall 2022	295	730	515	1540

Districts accounted for 7,108 of the 7,667 total threats of violence, with 559 at charter schools.

Districts accounted for 8,378 of the 9,075 total threats of harm to self that were identified, with 697 at charter schools.

Districts accounted for 2,724 of the 2,808 total threats of other harm identified, with 84 at charter schools.

RESPONSE TO ANY IDENTIFIED THREAT

House Bill 103, Section 7.9, Subdivision (3) and House Bill 159, Part IV, Subdivision (3) require all public-school units to report the response to any identified threat and the result of that response. The following are examples of responses and results listed in the survey:

LOW RISK OF VIOLENCE

Response: "Follow crisis plan. Consultation with law enforcement, isolate and confront risk, threat assessment, assistance provided as needed, notification of stakeholders."

- **Result:** "Disturbance quelled, normal operation resumes. Discipline action/charges as appropriate. Assistance provided as needed to affected individuals."

Response: "School Safety Team notified. If person is a visitor to campus, visitor will be escorted off campus. If person is a student, behavior is redirected, and parents are notified of behavior."

- **Result:** "General school operations continue as normal."

Response: "A typical response to an identified threat of low risk is the adult within the classroom, or the individual in the front office, has a one-on-one conversation with the individual identified as the "risk". The individual is reminded of the expectations and returned to the setting."

- **Result:** "Student/individual is returned to the learning environment. The situation is resolved and in some cases a check-in schedule is established."

MODERATE RISK OF VIOLENCE

Response: "Investigation, Threat Assessment, counseling, implementation of services if warranted, parental involvement, routine follow up with student"

- **Result:** "School personnel and law enforcement monitor situation and make adjustments to response if needed."

Response: "parent and student conferencing, investigating of means of threat, review of current behavior, involvement, social interactions with classes and peers, inclusion of SRO as appropriate, review of medical history"

- **Result:** “development of next steps in Behavior Intervention Plans, Crisis Plans, provide monitored schools-day provision, collaborate and require mental health consultation to determine level of intervention needs, consultation with providers if allowed with parental permission, secure the student at all times for adult supervision”

Response: “If the threat is at school, the school will be placed in lock down until the threat level has decreased. The student would be identified and hold a conversation with a counselor or administrator. The student's parent would be notified of the conversation. Law enforcement would be utilized to conduct an at home risk assessment. The student would be removed from the classroom setting until the school is assured that there is no credible threat.”

- **Result:** “The student is scheduled for a follow up conversation to provide an opportunity to express their feelings. The student does not commit any acts of violence.”

HIGH RISK OF VIOLENCE

Response: “Upon receiving notification of a social media threat, school-level administration notified the School Resource Officer who worked in conjunction with the local police to evaluate and investigate the potential threat. Local law enforcement was advised to increase patrol in areas surrounding the school.”

- **Result:** “Local law enforcement working with school officials were able to determine that the threat was not creditable. Campus remained on heightened alert the continuation of the school day.”

Response: “mobilize threat assessment team; notify student's parents; protect and notify intended victim and parents of victim; notify Superintendent or designee; legal officer; caution the student about the consequences of carrying out the threat; consult with SRO/Law enforcement; Follow code of conduct; Call mobile crisis to complete mental health assessment; develop behavior intervention plan and/or student management plan; maintain threat assessment documentation”

- **Result:** “The suspension or expulsion based on code of conduct. Possible day treatment or commitment to facility.”

Response: “Discuss with students and their caregivers the mitigating concerns; inform SRO and any school administration: a higher level of law enforcement involvement could be used; possible evacuation of school or section of school depending on circumstances”

- **Result:** “Appropriate consequence per student handbook (if necessary) up to and including long-term suspension and legal intervention; possible intervention by Juvenile Justice services or DSS; student care team involved with student”

IMMINENT RISK OF VIOLENCE

Response: “SRO is contacted. Student is immediately isolated. If necessary, school goes under lockdown. Law Enforcement is involved.”

- **Result:** “Disciplinary hearing is held. Consequences are administered as appropriate.”

Response: “Immediate notification given to the director and local law enforcement (If appropriate). De-escalation used through discussion, isolation of the threat in a secured location within the school, or in the case of exterior threats, full lock-down of the premises.”

- **Result:** “Removal of threat and return to instruction as soon as practicable.”

Response: “The administration or guidance counselor would speak with the student and their parents about the situation. consult with the school resource officer. A safety plan would be put in place that consist of counseling, potentially switching of class schedule, assigned seating, separation of students, check-in/out system with a teacher or staff member the student trust, reevaluation of IEP, increased supervision during transition periods, modified day, mediation, home bound or online school, behavior plan, increased supervision during extra-curriculars, referral for intensive in-home therapy, psych evaluation, referral to school support services, petition filed for juvenile justice and case management by the school social worker.”

- **Result:** “dependent on the student’s response to the safety plan, if there are repeat offenses student could potential stay out of school until behaviors subside or have a modified school schedule.”

LOW RISK OF HARM TO SELF

Response: “Mental health providers perform assessment, parent/guardian notified. Student and family connected with community supports as needed.”

- **Result:** “Individual would be connected with community supports, re-enter community and reentry protocols.”

Response: “Two-member team assessment to evaluate appropriate level of risk and determine next steps, parent/guardian notification, documentation”

- **Result:** “Student support provided based on identified need and response. Student safe.”

Response: “In school counseling is offered and scheduled for the student, school administrators routinely schedule times to meet with student and parents, administrators meet with the student’s teachers to inform them of the situation, home visit is made by the district investigator.”

- **Result:** “Rarely does the behavior recur.”

MODERATE RISK OF HARM TO SELF

Response: “Assess risk factors. Assess level of suicide risk. Some suicidal ideation and/or verbal threats; a vague plan; no access to method; willingness to work on stressors; no history of suicidal behavior.”

- **Result:** “Don’t leave student alone; identify someone student can call in a crisis; inform student that parent/guardian must be contacted; review safety plan w/student; contact parent/guardian and have them come to the school; confer with support staff; advise school administrator; Stress to parent the need for professional assessment; set up a support system; suicide proof the home.”

Response: “The counselor prepares a safety protocol for the student and either makes a referral to mobile crisis if the student does not receive pre-existing care from a therapist or asks the student’s parent to take the student to the existing care provider.”

- **Result:** “In most situations, the student receives additional resources and mental health interventions to avoid self-harm. There have been instances where a parent ignores the recommendation. If the risk to the student is significant, a referral to DSS is made.”

Response: “School staff consult with a variety of district-level departments and personnel, contact parents or guardians, put in place supports for students, and make referrals to outside agencies when appropriate.”

- **Result:** “Students receive the appropriate supports from their families, school, and community partners.”

HIGH RISK OF HARM TO SELF

Response: “Admin is called immediately. Students are isolated to a safe room as immediate information is gathered. Parents are contacted. Where necessary Crisis/Mental Health/SRO/Law Enforcement is involved. Student is generally dismissed from school for a varying period of time.”

- **Result:** “Students are given consequences that involve separation from peers. Students are referred to mental health partner as necessary.”

Response: “guidance counselor speaks with student and parents/guardians, a safety plan is created and a referral to therapy. Guidance counselor will continue to check in with student”

- **Result:** “through check in with the student, student states they are not having thoughts of self-harm, if thoughts continue school would response off of therapist recommendation and go off of the discharge plan from hospital or consult with school psychologist”

Response: “Notify parent, notify mobile crisis, keep student safe and supervised until mobile crisis arrives, create a school support plan based on information and guidance provided by mobile crisis. If the student is hospitalized, a transition plan will be created before return to school.”

- **Result:** “Hospitalized. Assessment completed, support and care plan created and implemented - possible change of placement”

IMMINENT RISK OF HARM TO SELF

Response: “guidance counselor speaks with student and parents/guardians, guidance counselor will call mobile crisis, or send the parent and student to the emergency room. Guidance counselor will continue to check in with student. Before returning to school a reentry plan is created with the administration, guidance counselor, school social worker and parent/guardians.”

- **Result:** “through check in with the student, student states they are not having thoughts of self-harm, if thoughts continue school would response off of therapist recommendation and go off of the discharge plan from hospital or consult with school psychologist”

Response: “Crisis intervention team would be alerted immediately, and parents contacted. Student would be calmly addressed by the school counselor and school psychologist. The student would then be placed in a safe space until help can arrive.”

- **Result:** “Student would not be able to return to school until released by medical professionals. A safety plan would be developed and maintained by administrators and school counselors.”

Response: “Student's immediate safety is assessed and addressed; parents contacted to report to school or medical location if transporting is required; outside agencies contacted for backup support (EMS, etc.)”

- **Result:** “Outside agency will provide direction for intervention and re-entry to school; mitigating supports put in place upon return to school”

LOW RISK OF OTHER HARM

Response: “Principal notifies Safety and Security Director and/or Asst. Superintendent to discuss situation.”

- **Result:** “A behavioral threat assessment is completed and a plan of action to follow up regularly is documented. Discipline consequences are decided by school administration if needed. School Resource Officer is notified.”

Response: “Contact student's parents; Notify intended victim's parents if necessary; see that the threat is resolved through explanation, apology or making amends; consult with Director of Safety/SRO; refer to counseling to resolve problem if appropriate; follow code of conduct; develop behavior intervention plan and/or student management plan as appropriate; maintain threat assessment documentation”

- **Result:** “Move forward with Behavior plan if appropriate; suspension or expulsion based on code of conduct.”

Response: “Immediate Action: Protect intended and other potential victim(s) Notify SRO/Law enforcement Building administrators Parents/guardian of student of concern Target student/individual Parents/guardian of potential target(s) Other individuals as indicated in safety plan, if present Other Actions: Refer for mental health assessment and mental health counseling if needed. See that perceived threat is resolved through explanation, apology, or making amends. Determine if school and/or community-based referrals are needed. Follow discipline measures per district discipline regulation guide. Obtain from student of concern’s parent a Release of Information form Establish supports for target individual, if appropriate Assign team member to monitor student of concern and the intervention plan. Document all of the above.”

- **Result:** “Outside agency referrals / Student safety and/or re-entry plans.”

MODERATE RISK OF OTHER HARM

Response: “Suicide assessment, counselor, social worker/nurse interventions, referral to outside mental health organization; Law enforcement review; mobile crisis unit, home visit”

- **Result:** “SRO/Law enforcement home visit, counseling, administrative review, suspension”

Response: “Consult with student, parent is contacted, and an investigation is performed, the parent of the other child being threatened is contacted”

- **Result:** “Follow up with student support, mediation with the children involved, discipline consequences may result”

Response: “student removed, parents contacted, threat assessment conducted, risk determined, law enforcement involved”

- **Result:** “referral to law enforcement - possible soft lockdown of school”

HIGH RISK OF OTHER HARM

Response: “Remove student(s) from class or location on campus, investigate with SRO, search is weapons involved and reasonable suspicion, threat assessment, due process, parental involvement, wellness check to determine if weapons are available and accessible, discipline by school if warranted”

- **Result:** “Measures in place have allowed for continued safe environment for students and staff.”

Response: “Immediate assessment of student and continuous supervision by admin/guidance; search for weapons initiated; parent/guardian required to come to school; appropriate agencies contacted for support if warranted- law enforcement, etc.”

- **Result:** “Student receives outside agency support; mitigating supports put in place in school upon return including counseling sessions with guidance counselor; systematic check-in/out system with assigned staff member”

Response: “School staff consult with a variety of district-level departments and personnel, contact parents or guardians, put in place supports for students, and make referrals to outside agencies when appropriate.”

- **Result:** “Students receive the appropriate supports from their families, school, and community partners.”

IMMINENT RISK OF OTHER HARM

Response: “The administration or guidance counselor would speak with the student and their parents about the situation. A safety plan would be put in place that consist of counseling, potentially switching of class schedule, assigned seating, separation of students, check-in/out system with a teacher or staff member the student trust, reevaluation of IEP, increased supervision during transition periods, modified day, mediation, home bound or online school, behavior plan, increased supervision during extra-curriculars, referral for intensive in-home therapy, psych evaluation, referral to school support services, petition filed for juvenile justice and case management by the school social worker.”

- **Result:** “dependent on the student’s response to the safety plan, if there are repeat offenses student could potential stay out of school until behaviors subside or have a modified school schedule.”

Response: “The administration is immediately notified, depending on the situation or nature of the threat, the individual is removed from the situation or isolated in place while the administrator contacts Mobile Crisis, Mental Health services, and/or law enforcement and informs the parent/guardian.”

- **Result:** "Removal and development of a "treatment" or behavior plan."

Response: "Safety of students and staff would be addressed first. Student would be isolated and law enforcement called. Parents would be called."

- **Result:** "depending on the judicial outcome, a safety plan, and a professional medical evaluation the student would probably return to school in ALP."

SCHOOL RISK MANAGEMENT PLAN

House Bill 103, Section 7.9, Subdivision (4) and House Bill 159, Part IV, Subdivision (4) require all public-school units to report whether each school in the public-school unit has a School Risk Management Plan (SRMP) and the number of drills conducted under the plan.

One hundred thirty PSUs – 75 districts and 57 charter schools – indicated that all schools had an SRMP. Thirty charter schools and two school districts indicated that no schools had an SRMP. Six districts indicated that some schools had an SRMP. Ten PSUs did not respond.

NUMBER OF DRILLS CONDUCTED

Tables 4 and 5 list the number and range of drills conducted under an SRMP for charter schools and school districts, respectively. For districts, the average number of drills is a weighted average based on the average number of drills at the different school categories and then the number of schools reported in that category.

Table 4

Charters (Number of Drills a Year)

	Range of Drills			Average Drills
	Total Charters*	Lowest #	Highest #	
Elementary Schools	8	2	14	6.4
Elementary/Middle Schools	17	1	16	8.9
Middle Schools	1	1	1	1.0
Middle/High Schools	6	10	15	12.8
High Schools	4	1	9	5.3
Elementary/Middle/High Schools or Ungraded	20	2	22	8.3
Across all Grades	56	1	28	9.0

*One charter reported zeros drills.

Table 5

Districts (Number of Drills a Year)

	Range of Drills			Average Drills*
	Total Schools	Lowest #	Highest #	
Elementary Schools	829	1	27	9.3
Elementary/Middle Schools	78	2	25	8.3
Middle Schools	308	1	27	9.4
Middle/High Schools	34	1	25	9.6
High Schools	322	1	27	9.3
Elementary/Middle/High Schools or Ungraded	31	2	25	8.9
Across all Grades	1602	1	27	9.3

OTHER SYSTEMS, POLICIES, PROCEDURES OR PRECAUTIONS

House Bill 103, Section 7.9, Subdivision (5) and House Bill 159, Part IV, Subdivision (5) require all public-school units to report any other systems, policies, procedures or precautions the public-school unit or a school in the public-school unit undertakes with the purpose of minimizing violence and threats in schools.

SYSTEMS

Table 6

PSUs with Systems, Policies, Procedures, and Precautions in Place with the purpose of minimizing violence and threats in schools

	System	Policy	Procedure	Precaution	Nothing In Place
Number of PSUs	118	108	106	179	0
% of PSUs Responding	65.6	60.0	58.9	99.4	0.0
Charters	53	46	44	92	0
District Level	65	62	62	87	0
School Level (Districts)**	9	0	87	3	

*175 PSUs indicated they had at least something to identify and minimize

*87 PSUs indicated at least one school had something different from or additional to the PSU

As indicated in Table 6, 118 PSUs had other systems the public-school unit or a school in the public-school unit undertakes with the purpose of minimizing violence and threats in schools. The most common system (Table 8) was Physical Monitoring/Screening-Environmental (57), followed by Prevention-Curriculum-Support (53) and Anonymous Reporting System (43).

Among the PSUs employing Physical Monitoring/Screening-Environmental, the most common was Door Access Systems and Camera Systems.

Among the PSUs with Prevention-Curriculum-Support, PSUs reported implementing various programs, curriculum and positive behavior support.

Among the PSUs with Anonymous Reporting System, the overwhelming majority (34) used the same system.

Table 7
Other Types of Systems and Number of PSUs Using Them

Types of Systems	N PSUs
Anonymous Reporting System	43
Digital Monitoring	27
Physical Monitoring/Screening - Environmental	57
Prevention - Curriculum - Support	53
Protocols/Plans	11
School Staff/Resources	31
Student Programs/Services	19
Threat Assessment	21
Behavior Documentation/Reporting	8
Other	26

POLICIES

As indicated in Table 7, 108 PSUs had other policies the public-school unit or a school in the public-school unit undertakes with the purpose of minimizing violence and threats in schools.

The following are examples listed in the survey:

- “When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situations that pose an immediate threat to safety, they shall use their professional judgement to determine how best to address the situation to protect the safety of everyone, including themselves in the vicinity.”
- “Cameras are strategically placed on the campus. A full-time school resource officer is in place to monitor and maintain campus security. All entrances and exits are locked before, during, and after the instructional day.”
- “The presence of our School Safety Officer and the partnership we have with local law enforcement agencies. Crisis planning and drills to be prepared.”

PROCEDURES

As indicated in Table 7, 106 PSUs had other procedures the public-school unit or a school in the public-school unit undertakes with the purpose of minimizing violence and threats in schools. The following are examples listed in the survey:

- “Staff on duty on campus at various predetermined locations during drop-off and pick-up to observe and identify. Student cumulative folders are reviewed annually and updated/reviewed on an as-needed basis with new information.”
- “All schools develop procedures for supervision of students and staff expectations. Schools all have a process for checking in/monitoring visitors to the school building.”
- “A district team is currently researching, comparing, and developing consistent threat assessment procedures utilizing a tool for a multidisciplinary team to address a student's need if they are posing a threat to themselves or others.”

PRECAUTIONS

As indicated in Table 7, 179 PSUs had other precautions the public-school unit or a school in the public-school unit undertakes with the purpose of minimizing violence and threats in schools. The following are examples listed in the survey:

- “Currently there are 18 School Resource Officers placed across the district. There will soon be 6 more officers hired to place an officer in each school. Work has been done across the district to make buildings more secure and less susceptible to outsiders gaining access to buildings.”
- “Daily arrival on campus (admin and counselors on duty) to observe and identify threats. Email and text notification systems are in place to notify staff and parents if issues are identified. Established contact with officers of the local police department.”
- “Counselors speak with students on a regular basis, covering what to do in the event of a threat of violence of harm to self or others. Counselors review how to report via our reporting systems. Our Counselor ratio is lower than the recommended.”

RECOMMENDATIONS

House Bill 103, Section 7.9 and House Bill 159, Part IV require the Center for Safer Schools, in consultation with the Department of Public Instruction, to report to the Joint Legislative Education Oversight Committee recommendations to the General Assembly on a system to identify and address threats in schools that could be implemented by public school units statewide and any additional funding that would be required to support the system.

- The Center for Safer Schools recommends that school districts and charter schools shall receive in-person School Behavioral Threat Assessment Team Development Training and may receive School Risk Management Plan Development Training. Training to support the submission of the School Risk Management Plan has recently been conducted both in person and virtually. However, the actual development and updating of the School Risk Management Plan has not occurred but is very much needed based on the results of the safety needs assessments that were done in the fall by Research Triangle Institute (RTI). Threat assessment team training has been conducted online, but there is a continued need for new staff and technical assistance and updated training, for seasoned staff both in person and virtually.
 - The CFSS in January 2023 opened its temporary training facility at Samarcand in Jackson Springs, N.C. The facility is intended to allow school personnel – school resource officers, teachers, administrators, and support staff – to interact with one another in person, exchange ideas, receive technical assistance and ensure that public school units receive all training materials.
- The CFSS recommends that the General Assembly continue to provide school safety funding for school resource officers statewide. In October 2022, the CFSS received from the General Assembly and awarded \$74 million in School Safety Grants, of which \$33 million recurring monies went toward the hiring and training of SROs. Each applicant that requested funding for an SRO received it.
- The CFSS recommends that the \$41 million (of the \$74 million) in school safety monies that have previously been awarded to the CFSS be recurring and that part of the training monies category be utilized by the CFSS to secure training for both threat assessment teams and School Risk Management Plan development and maintenance for public school unit personnel.

- The CFSS recommends the continued use of an anonymous reporting system. Currently the Say Something Anonymous Reporting System is being used by 102 out of 115 school districts and 149 charter schools. This system will be utilized in conjunction with threat assessment team training as students can help identify other students who might pose a risk to themselves or others.
- The CFSS recommends that all public-school units submit a School Risk Management Plan in the School Risk Management Plan System maintained by N.C. Emergency Management and that the plan is reviewed annually.
- The CFSS recommends that all public-school units be required to submit threat assessment data to the CFSS by a process developed by the CFSS, and that these findings be reported to the General Assembly annually. Also, the findings will be reviewed by the CFSS to ensure there is no disparity in the assignment and implementation of the threat assessment process.

APPENDIX

(Q1) Name of PSU

(Q2) Primary Point of Contact (POC)

- a. POC Name
- b. POC Email
- c. POC Position/Title
- d. POC Phone Number
- e. POC Phone Extension

(Q3) Secondary Point of Contact (POC)

- a. POC Name
- b. POC Email
- c. POC Position/Title
- d. POC Phone Number
- e. POC Phone Extension

(Q4) Does the PSU currently have a system or systems in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. The PSU **does not** currently have a system in place. (**SKIP to Q6**)
- b. The PSU has a system(s) in place that is **required** for **all** schools to use.
 - i. Are there additional *optional* systems provided by the PSU?
 - 1. No
 - 2. For some schools.
 - 3. Yes
- c. The PSU has a system(s) in place that is **required** for **some** schools to use.
 - i. Is the system(s) optional for the schools in the PSU that are not required to use the system?
 - 1. No
 - 2. For some schools.
 - 3. Yes
 - ii. Are there additional *optional* systems provided by the PSU?
 - 1. No
 - 2. For some schools.
 - 3. Yes
- d. The PSU has a system(s) in place that is **optional** for **all** schools to use.
- e. The PSU has a system(s) in place that is **optional** for **some** schools to use.

(Q5) Only PSUs who currently have **required** or **optional** systems (**Question displayed if Q4B, C, D, and E**): Provide the following information about the system or systems the PSU currently uses to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. How many systems?
 - i. If more than one, what is the reason for having more than one system?
- b. For each system, is the system required or optional? _____
- c. For each system, description of the system. _____
- d. For each system, implementation date of the system. _____

(Q6) Is the PSU currently in the process of selecting or implementing a new or additional system or systems to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. No.
- b. Yes

(Q7) Only PSUs who are reviewing/implementing new or additional systems (Question displayed if Q6 Yes is selected): Provide the following information about that system or systems the PSU is considering selecting or implementing to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. For each system, will the system be required or optional? _____
- b. For each system, will the system replace any current systems? _____
- c. For each system, description of each system. _____

(Q8) Are there any schools within the PSU that currently have a school-level system or systems in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others that are different from any PSU required or optional systems?

- a. There are no schools within the PSU with a school-level system in place.
- b. There are schools who use a school-level system in addition to the required/optional PSU system. **[Option displayed if Q3B, C, D, and E is selected.]**
- c. There are schools who use a school-level system that is different from the required/optional PSU system. **[Option displayed if Q3B, C, D, and E is selected.]**
- d. There are schools who use a school-level system. **[Option displayed if Q3A is selected.]**

(Q9) Only PSUs with schools who currently have school-level systems (Question displayed if Q8B, C, or D is selected): Provide the following information about the school-level system or systems used to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. For each system, how many schools? _____
- b. For each system, description of the system _____

(Q10) Does the PSU have a system or systems in place for the purpose of minimizing violence and threats in schools? *Do not include any systems that were reported as being used to identify or address indications that a student may pose a risk of violence or other harm to themselves or others.*

- a. The PSU **does not** currently have a system in place. (**SKIP to Q12**)
- b. The PSU has a system(s) in place that is **required** for **all** schools to use.
 - i. Are there additional *optional* systems provided by the PSU?
 - 1. No
 - 2. For some schools.
 - 3. Yes
- c. The PSU has a system(s) in place that is **required** for **some** schools to use.
 - i. Is the system(s) optional for the schools in the PSU that are not required to use the system?

1. No
2. For some schools.
3. Yes

- ii. Are there additional *optional* systems provided by the PSU?
 1. No
 2. For some schools.
 3. Yes

- d. The PSU has other system(s) in place that are *optional* for **all** schools to use.
- e. The PSU has other system(s) in place that is *optional* for **some** schools to use.

(Q11) Only PSUs who currently have other **required** or **optional** systems (Question displayed if 109B, C, D, or E is selected): Provide the following information about the other system(s) the PSU currently uses for the purpose of minimizing violence and threats in schools?

- a. How many systems? _____
i. If more than one, please describe the reason for multiple systems _____
- b. For each system, is the system required or optional? [Option displayed if Q10Bi2 or Cii2 is selected.] _____
- c. For each system, description of each system _____
- d. For each system, implementation date of each system _____

(Q12) Is the PSU currently in the process of selecting or implementing other systems to use for the purpose of minimizing violence and threats in schools?

- a. No.
- b. Yes

(Q13) Only PSUs who reviewing new or additional systems (Question displayed if Q12B or C is selected): Provide the following information about that system(s) the PSU is considering selecting or implementing for the purpose of minimizing violence and threats in schools?

- a. How many systems? _____
i. If more than one, please describe the reason for multiple systems _____
- b. For each system, will the system be required or optional? _____
- c. For each system, will the system replace any current systems? _____
- d. For each system, description of the system. _____

(Q14) Are there any schools within the PSU that currently have a school-level system or systems in place for the purpose of minimizing violence and threats in schools are different from any PSU required or optional systems?

- a. There are no schools within the PSU with a school-level system in place.
- b. There are schools who use a school-level system in addition to the required/optional PSU system. [Option displayed if Q10B, C, D, or E is selected.] _____
- c. There are schools who use a school-level system that is different from to the required/optional PSU system. [Option displayed if Q10B, C, D, or E is selected.] _____

d. There are schools who use a school-level system. [Option displayed if Q10A is selected.] _____

(Q15) Only PSUs with schools who currently have school-level systems (Question displayed if Q14B, C, or D is selected): Provide the following information about the school-level system or systems used for the purpose of minimizing violence and threats in schools.

- How many schools? _____
- For each system, description of the system _____

(Q16) Does the PSU currently have a policy or policies in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- The PSU does not currently have a policy(ies) in place.
- There is a policy(ies) in place for **all** schools.
 - Describe or upload** the policy or policies. _____
- There is a policy(ies) in place for **some** schools.
 - Describe or upload** the policy or policies. _____

(Q17) Is the PSU currently in the process of developing, modifying, or implementing a policy or policies to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- The PSU is not currently in the process of developing, modifying, or implementing a policy(ies).
- The PSU is currently developing/implementing a new policy(ies).
 - Describe the new policy or policies. _____
- The PSU is currently developing/implementing a new policy(ies) to replace the existing policy(ies). [Option displayed if Q16B or C is selected]
 - Describe the new policy or policies. _____
- The PSU is currently modifying the existing policy(ies). [Option displayed if Q16B or C is selected]
 - Describe the changes. _____
- The PSU is currently developing/implementing an additional policy(ies). [Option displayed if Q16B or C is selected]
 - Describe the additional policy or policies. _____

(Q18) Are there any schools within the PSU that currently have school-level policies in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others that are different or in addition to any PSU-level policies?

- There are no schools within the PSU with different or additional policies in place currently.
- There are schools who have their own school-level policy or policies.
 - How many schools? _____
 - Describe the policy or policies? _____

(Q19) Does the PSU currently have a policy or policies in place for the purpose of minimizing violence and threats in schools? *Do not include any policies that were reported as being*

used to identify or address indications that a student may pose a risk of violence or other harm to themselves or others.

- a. The PSU does not currently have a policy(ies) in place.
- b. There is a policy(ies) in place for **all** schools
 - i. **Describe or upload** the policy or policies. _____
- c. There is a policy(ies) in place for **some** schools.
 - i. **Describe or upload** the policy or policies. _____

(Q20) Is the PSU currently in the process of developing, modifying, or implementing a policy or policies for the purpose of minimizing violence and threats in schools?

- a. The PSU is not currently in the process of developing, modifying, or implementing a policy(ies).
- b. The PSU is currently developing/implementing a new policy(ies).
 - i. Describe the new policy or policies. _____
- c. The PSU is currently developing/implementing a new policy(ies) to replace existing policies. **[Option displayed if Q19B or C is selected]**
 - i. Describe the new policy or policies. _____
- d. The PSU is currently modifying the existing policy(ies). **[Option displayed if Q19B or C is selected]**
 - i. Describe the changes. _____
- e. The PSU is currently developing/implementing an additional policy(ies). **[Option displayed if Q189 or C is selected]**
 - i. Describe the additional policy or policies. _____

(Q21) Are there any schools within the PSU that currently have a school-level policy or policies in place for the purpose of minimizing violence and threats in schools that is different or in addition to any PSU-level policy or policies?

- a. There are no schools within the PSU with other school-level policy(ies) in place currently.
- b. There are schools who have other school-level policy(ies).
 - i. How many schools? _____
 - ii. Describe the policy or policies. _____

(Q22) Does the PSU currently have any procedures in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. The PSU does not currently have procedures in place.
- b. There is a procedure(s) in place for **all** schools
 - i. **Describe or upload** the procedure or procedures. _____
- c. There is a procedure(s) in place for **some** schools.
 - i. **Describe or upload** the procedure or procedures. _____

(Q23) Is the PSU currently in the process of developing, modifying, or implementing a procedure or procedures to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. The PSU is not currently in the process of developing, modifying, or implementing a procedure(s).
- b. The PSU is currently developing/implementing a new procedure(s).
 - i. Describe the new procedure or procedures. _____

- c. The PSU is currently developing/implementing a new procedure(s) to replace existing. **[Option displayed if Q22B or C is selected]**
 - i. Describe the new procedure or procedures. _____
- d. The PSU is currently modifying the existing procedure(s). **[Option displayed if Q22B or C is selected]**
 - i. Describe the changes. _____
- e. The PSU is currently developing/implementing an additional procedure(s). **[Option displayed if Q22B or C is selected]**
 - i. Describe the additional procedure or procedures. _____

(Q24) Are there any schools within the PSU that currently have a school-level procedure or procedures in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others that are different or in addition to any PSU-level procedures?

- c. There are no schools within the PSU with different or additional procedure(s).
- d. There are schools who have their own school-level procedure(s).
 - i. How many schools? _____
 - ii. Describe the procedure or procedures. _____

(Q25) Does the PSU currently have other procedures for the purpose of minimizing violence and threats in schools? *Do not include any procedures that were reported as being used to identify or address indications that a student may pose a risk of violence or other harm to themselves or others.*

- a. The PSU does not currently have a procedure(s) in place.
- b. There is a procedure(s) in place for **all** schools
 - i. **Describe or upload** the procedure or procedures. _____
- c. There is a procedure(s) in place for **some** schools.
 - i. **Describe or upload** the procedure or procedures. _____

(Q26) Is the PSU currently in the process of developing, modifying, or implementing procedure(s) for the purpose of minimizing violence and threats in schools?

- a. The PSU is not currently in the process of developing, modifying, or implementing procedure(s).
- b. The PSU is currently developing/implementing a new procedure(s).
 - i. Describe the new procedure or procedures. _____
- c. The PSU is currently developing/implementing a new procedure(s) to replace existing.). **[Option displayed if Q25B or C is selected]**
 - i. Describe the new procedure or procedures. _____
- d. The PSU is currently modifying the existing procedure(s). **[Option displayed if Q25B or C is selected]**
 - i. Describe the changes. _____
- e. The PSU is currently developing/implementing an additional procedure(s). **[Option displayed if Q25B or C is selected]**
 - i. Describe the additional procedure or procedures. _____

(Q27) Are there any schools within the PSU that currently have a school-level procedure or procedures in place for the purpose of minimizing violence and threats in schools that are different or in addition to any PSU-level procedures?

- e. There are no schools within the PSU with different or additional procedure(s).
- f. There are schools who have their own school-level procedure(s).
 - i. How many schools? _____
 - ii. Describe the procedure or procedures. _____

(Q28) Does the PSU currently have a precaution or precautions in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. The PSU does not currently have a precaution or precautions in place.
- b. There is a precaution or precautions in place for **all** schools
 - i. **Describe or upload** the precaution or precautions. _____
- c. There is a precaution or precautions in place for **some** schools.
 - i. **Describe or upload** the precaution or precautions. _____

(Q29) Is the PSU currently in the process of developing, modifying, or implementing precaution or precautions to identify or address indications that a student may pose a risk of violence or other harm to themselves or others?

- a. The PSU is not currently in the process of developing, modifying, or implementing a precaution or precautions.
- b. The PSU is currently developing/implementing a new precaution or precautions.
 - i. Describe the new precaution or precautions. _____
- c. The PSU is currently developing/implementing a new precaution or precautions to replace existing. **[Option displayed if Q28B or C is selected]**
 - i. Describe the new precaution or precautions. _____
- d. The PSU is currently modifying the existing precaution or precautions. **[Option displayed if Q28B or C is selected]**
 - i. Describe the changes. _____
- e. The PSU is currently developing/implementing an additional precaution or precautions. **[Option displayed if Q28B or C is selected]**
 - i. Describe the additional precaution or precautions. _____

(Q30) Are there any schools within the PSU that currently have a school-level precaution or precautions in place to identify or address indications that a student may pose a risk of violence or other harm to themselves or others that are different or in addition to any PSU-level precautions?

- a. There are no schools within the PSU with different or additional precaution or precautions in place currently.
- b. There are schools who have their own school-level precaution or precautions.
 - i. How many schools? _____
 - ii. Describe the precaution or precautions. _____

(Q31) Does the PSU currently have a precaution or precautions in place for the purpose of minimizing violence and threats in schools? *Do not include any precautions that were reported as being used identify or address indications that a student may pose a risk of violence or other harm to themselves or others.*

- a. The PSU does not currently have a precaution or precautions in place.
- b. There is a precaution or precautions in place for **all** schools
 - i. **Describe or upload** the precaution or precautions. _____

c. There is a precaution or precautions in place for **some** schools.
i. **Describe or upload** the precaution or precautions. _____

(Q32) Is the PSU currently in the process of developing, modifying, or implementing other precautions for the purpose of minimizing violence and threats in schools?

- The PSU is not currently in the process of developing, modifying, or implementing precautions.
- The PSU is currently developing/implementing a new precaution or precautions.
i. Describe the new precaution or precautions. _____
- The PSU is currently developing/implementing a new precaution or precautions to replace existing. **[Option displayed if Q31B or C is selected]**
i. Describe the new precaution or precautions. _____
- The PSU is currently modifying the existing precaution or precautions. **[Option displayed if Q31B or C is selected]**
i. Describe the changes. _____
- The PSU is currently developing/implementing an additional precaution or precautions. **[Option displayed if Q31B or C is selected]**
i. Describe the additional precaution or precautions. _____

(Q33) Are there any schools within the PSU that currently have other school-level precautions in place for the purpose of minimizing violence and threats in schools that are different or in addition to any PSU-level precautions?

- There are no schools within the PSU with different or additional precautions in place currently.
- There are schools who have their own school-level precautions.
 - How many schools? _____
 - Describe the precautions _____

(Q34) Provide the following about any threats of a risk of violence that have been identified by the system(s) implemented by the PSU and had or has in place.

- How many Low Risk? _____
- How many Moderate Risk? _____
- How many High Risk? _____
- How many Imminent Risk? _____
- Implementation date _____

(Q35) Provide the following about any threats of other harm to self that have been identified by the system(s) implemented by the PSU and had or has in place.

- How many Low Risk? _____
- How many Moderate Risk? _____
- How many High Risk? _____
- How many Imminent Risk? _____
- Implementation date _____

(Q36) Describe the typical response and result of any identified threat of a **risk of violence that would be considered Low Risk?**

- Response _____
- Result _____

(Q37) Describe the typical response and result of any identified threat of a ***risk of violence that would be considered Moderate Risk?***

- a. Response _____
- b. Result _____

(Q38) Describe the typical response and result of any identified threat of a ***risk of violence that would be considered High Risk?***

- a. Response _____
- b. Result _____

(Q39) What is the response to any identified threat of a ***risk of violence that would be considered Imminent Risk?***

- a. Response _____
- b. Result _____

(Q40) Describe the typical response and result of any identified threat of a ***risk of other harm to self that would be considered Low Risk?***

- a. Response _____
- b. Result _____

(Q41) Describe the typical response and result of any identified threat of a ***risk of other harm to self that would be considered Moderate Risk?***

- a. Response _____
- b. Result _____

(Q42) Describe the typical response and result of any identified threat of a ***risk of other harm to self that would be considered High Risk?***

- a. Response _____
- b. Result _____

(Q43) Describe the typical response and result of any identified threat of a ***risk of other harm to self that would be considered Imminent Risk?***

- a. Response _____
- b. Result _____

Threats of a Risk of Other Harm to Others

(Q44) Describe the typical response and result of any identified threat of a ***risk of other harm to others that would be considered Low Risk?***

- a. Response _____
- b. Result _____

(Q45) Describe the typical response and result of any identified threat of a ***risk of other harm to self that would be considered Moderate Risk?***

- a. Response _____
- b. Result _____

(Q46) Describe the typical response and result of any identified threat of a **risk of other harm to self that would be considered High Risk?**

- a. Response _____
- b. Result _____

(Q47) Describe the typical response and result of any identified threat of a **risk of other harm to self that would be considered Imminent Risk?**

- a. Response _____
- b. Result _____

(Q48) Provide the following about any threats of other harm to others that have been identified by the system(s) implemented by the PSU and had or has in place.

- a. How many Low Risk? _____
- b. How many Moderate Risk? _____
- c. How many High Risk? _____
- d. How many Imminent Risk? _____
- e. Implementation date _____

(Q49) Does each school within the PSU have a School Risk Management Plan?

- a. All schools
- b. Some schools
 - i. Please Explain _____
- c. No schools (**SKIP to 51**)
 - i. Please Explain _____

(Q50) Provide the following details about School Risk Management Plans for schools.

- a. Elementary Schools (Kindergarten – Grade 5 configurations)
 - i. How many schools have a plan? _____
 - ii. How many schools do not have a plan? _____
 - iii. What is the average number of drills conducted each year?

- b. Elementary/Middle Schools (Kindergarten – Grade 8 configurations)
 - i. How many schools have a plan? _____
 - ii. How many schools do not have a plan? _____
 - iii. What is the average number of drills conducted each year?

- c. Middle Schools (Grade 6 – Grade 8 configurations)
 - i. How many schools have a plan? _____
 - ii. How many schools do not have a plan? _____
 - iii. What is the average number of drills conducted each year?

- d. Middle/High Schools (Grade 6 – Grade 13 configurations)
 - i. How many schools have a plan? _____
 - ii. How many schools do not have a plan? _____
 - iii. What is the average number of drills conducted each year?

- e. High Schools (Grade 9 – Grade 13 configurations)
 - i. How many schools have a plan? _____

- ii. How many schools do not have a plan? _____
- iii. What is the average number of drills conducted each year?

f. High Schools (Grade 9 – Grade 13 configurations)

- i. How many schools have a plan? _____
- ii. How many schools do not have a plan? _____
- iii. What is the average number of drills conducted each year?

(Q51) Is there anything the PSU would like the Center for Safer Schools to know?