2018

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY

MINUTES



HOUSE SELECT COMMITTEE ON SCHOOL SAFETY

2017-2018 Session

REPRESENTATIVE DAVID LEWIS, Chair
REPRESENTATIVE JOHN TORBETT, Chair

Viddia Torbett, **Committee Assistant**

House Select Committee On School Safety

STUDENT PHYSICAL SAFETY WORKING GROUP

	4/17	5/2
Representative David Lewis, Chair	✓	
Representative John Torbett, Chair	✓	✓
Representative John Bell, Chair	✓	✓
Representative Garland Pierce, Vice-Chair	✓	✓
Representative Larry Bell		
Representative Jamie Boles	✓	✓
Representative Bill Brawley	✓	✓
Representative Dana Bumgardner	✓	✓
Representative Justin Burr	✓	
Representative Carla Cunningham	✓	✓
Representative Ted Davis	✓	✓
Representative Jean Farmer-Butterfield		✓
Representative Susan Fisher	✓	✓
Representative John Faircloth	✓	
Representative Holly Grange	✓	✓
Representative Cody Henson	✓	✓
Representative Yvonne Holley	✓	✓
Representative Frank Iler	✓	✓
Representative Linda Johnson	✓	
Representative Brenden Jones	✓	✓
Representative Allen McNeill	✓	✓
Representative Rodney Moore		✓
Representative Stephen Ross	✓	✓
Representative Jason Saine	✓	
Representative Michael Speciale	✓	✓
Representative Larry Stricland	✓	✓
Representative Harry Warren	✓	✓
Shelby Armentrout, Speaker's Staff		
Leah Burns, Speaker's Staff		
Mark Coggins, Policy Advisor	✓	

Neal Inman, Committee Clerk	✓	✓												
Kara McCraw, Committee Counsel	✓	✓												
Jason Moran-Bates, Committee Counsel	✓	✓												
Susan Sitze, Committee Counsel	✓	✓												
Viddia Torbett, Committee Clerk	✓	✓												
Augustus Willis, Committee Counsel	✓	✓												
Samantha Yarborough, Committee Counsel	✓	✓												
Susan Horne, Committee Clerk	✓	✓												

House Select Committee On School Safety

	3/21	3/10												
Representative David Lewis, Chair	✓	✓												
Representative John Torbett, Chair	✓	✓												
Representative John Faircloth, Vice-Chair	✓	✓												
Representative John Bell	✓	✓												
Representative Larry Bell	✓	✓												
Representative Mary Ann Black	✓	✓												
Representative Jamie Boles	✓	✓												
Representative William Brawley	E	✓												
Representative Dana Bumgardner	✓	✓												
Representative Justin Burr	✓													
Representative Becky Carney	✓	✓												
Representative Carla Cunningham	✓	✓												
Representative Ted Davis	✓	✓												
Representative Jimmy Dixon	✓	✓												
Representative Josh Dobson	✓	✓												
Representative Nelson Dollar	✓	✓												
Representative Jeffrey Elmore	✓													
Representative Jean Farmer-Butterfield	E	✓												
Representative Susan Fisher	✓	✓												
Representative Elmer Floyd	✓	✓												
Representative Rosa Gill	✓	✓												
Representative Holly Grange	✓	✓												
Representative Charles Graham	✓	✓												
Representative Jon Hardister		✓												
Representative Pricey Harrison	✓	✓												
Representative Kelly Hastings	✓	✓												
Representative Cody Henson	✓	✓												
Representative Yvonne Holley	✓	✓												
Representative Craig Horn	✓													
Representative Pat Hurley	✓	✓												
Representative Frank Iler	✓	✓												

	3/25/10	
Representative Verla Insko	✓	✓
Representative Darren Jackson	✓	✓
Representative Linda Johnson	✓	✓
Representative Brenden Jones	✓	✓
Representative Donny Lambeth	✓	✓
Representative Marvin Lucas	✓	✓
Representative Chris Malone	✓	
Representative Allen McNeill	✓	✓
Representative Rodney Moore	✓	✓
Representative Garland Pierce	✓	✓
Representative Bobbie Richardson	✓	✓
Representative Stephen Ross	✓	✓
Representative Jason Saine	✓	
Representative Michael Speciale	✓	✓
Representative Sarah Stevens	✓	
Representative Larry Strickland	✓	✓
Representative Harry Warren	✓	
Representative Donna White	✓	✓
Shelby Armentrout, Speaker's Staff	✓	
Leah Burns, Speaker's Staff	✓	
Mark Coggins, Policy Advisor	✓	✓
Neal Inman, Committee Clerk	✓	✓
Kara McCraw, Committee Counsel	✓	✓
Jason Moran-Bates, Committee Counsel	✓	✓
Susan Sitze, Committee Counsel	✓	✓
Viddia Torbett, Committee Clerk	✓	✓
Augustus Willis, Committee Counsel	✓	✓
Samantha Yarborough, Committee Counsel	✓	✓
Shawn Middlebrooks		✓

House Select Committee On School Safety

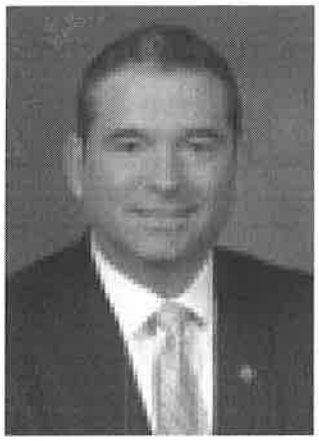
Student Health Working Group

	4-9	4-23
Representative David Lewis, Chair		✓
Representative John Torbett, Chair	✓	✓
Representative Josh Dobson, Chair	✓	✓
Representative Marvin Lucas, Vice-Chair	✓	✓
Representative Mary Ann Black	✓	✓
Representative Becky Carney	✓	
Representative Jimmy Dixon	✓	✓
Representative Nelson Dollar	✓	✓
Representative Jeffrey Elmore		
Representative Elmer Floyd	✓	✓
Representative Rosa Gill		✓
Representative C. Graham	✓	✓
Representative Jon Hardister	✓	✓
Representative Pricey Harrison	✓	✓
Representative Kelly Hastings		✓
Representative Craig Horn	✓	✓
Representative Pat Hurley	✓	✓
Representative Verla Insko	✓	✓
Representative Darren Jackson	✓	✓
Representative Donnie Lambeth		
Representative Chris Malone		
Representative Bobbie Richardson	✓	✓
~~Representative Michael Speciale~~	✓	
Representative Sarah Stevens	✓	
Representative Donna White	✓	✓
Shelby Armentrout, Speaker's Staff	✓	
Leah Burns, Speaker's Staff		
Mark Coggins, Policy Advisor	✓	✓
Neal Inman, Committee Clerk	✓	✓
Kara McCraw, Committee Counsel	✓	✓

Jason Moran-Bates, Committee Counsel	✓	✓												
Susan Sitze, Committee Counsel		✓												
Viddia Torbett, Committee Clerk	✓	✓												
Augustus Willis, Committee Counsel	✓	✓												
Samantha Yarborough, Committee Counsel	✓	✓												
Julie Ryan, Committee Clerk	✓	✓												
Shawn Middlebrooks	✓	✓												

House Select Committee on School Safety
2017-2018 SESSION

Clerks: Viddia Torbett, Susan Horne, Julie Ryan



David Lewis, Chair



John Torbett, Chair



John Faircloth, Vice-Chair



John Bell, Sub-Chair



Josh Dobson, Sub-Chair



Marvin Lucas, Sub-Vice-Chair



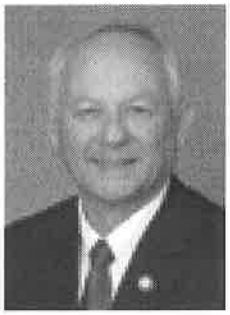
Garland Pierce, Sub-Vice Chair



Larry Bell



Mary Ann Black



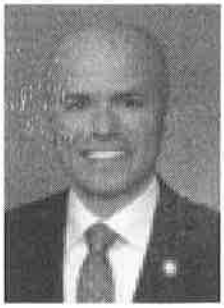
Jamie Boles



Bill Brawley



Dana Bumgardner



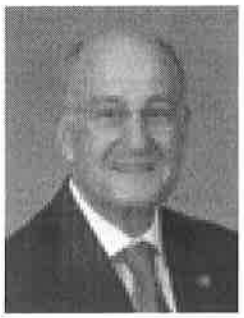
Justin Burr



Becky Carney



Carla Cunningham



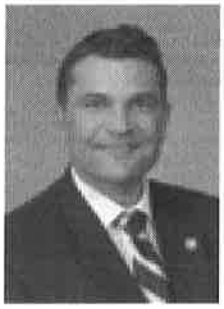
Ted Davis



Jimmy Dixon



Nelson Dollar



Jeffrey Elmore



Jean Farmer-Butterfield



Susan Fisher



Elmer Floyd



Rosa Gill



Holly Grange



Charles Graham



Jon Hardister



Pricey Harrison



Kelly Hastings



Cody Henson



Yvonne Holley



Craig Horn



Pat Hurley



Frank Iler



Verla Insko



Darren Jackson



Linda Johnson



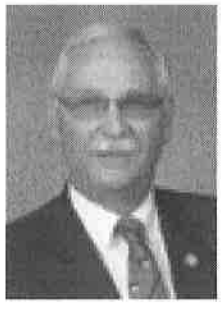
Brenden Jones



Donny Lambeth



Chris Malone



Allen McNeill



Rodney Moore



Bobbie Richardson

House Select Committee on School Safety
2017-2018 SESSION

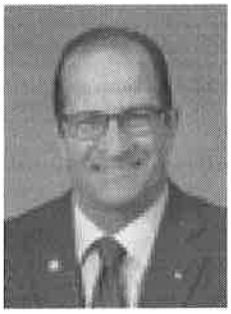
Clerks: Viddia Torbett, Susan Horne, Julie Ryan



Stephen Ross



Jason Saine



Michael Speciale



Sarah Stevens



Larry Strickland



Harry Warren



Donna White

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HOUSE SELECT COMMITTEE ON SCHOOL SAFETY

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Representative Frank Iler
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Representative Brenden Jones
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Representative Chris Malone
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Representative Rodney Moore
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Anna Meadows, LA 1217 LB

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY

Representative Stephen Ross
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Tammy Ross, LA 635 LOB

Representative Jason Saine
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O (919) 733-5782 H
Stephen Wiley, LA 1326 LB

Representative Michael Speciale
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Hazel Speciale, LA 1008 LB

Representative Sarah Stevens
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Lisa Brown, LA 419 LOB

Shelby Armentrout, Speaker's Staff
Leah Burns, Speaker's Staff
Mark Coggins, Policy Advisor
Neal Inman, Committee Clerk
Kara McCraw, Committee Counsel
Jason Moran-Bates, Committee Counsel
Susan Sitze, Committee Counsel
Viddia Torbett, Committee Clerk
Augustus Willis, Committee Counsel
Samantha Yarborough, Committee Counsel

Representative Larry Strickland
P.O. Box 700
Pine Level, NC 27568
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O (919) 733-5849 H
KJ Stancil, LA 602 LOB

Representative Harry Warren
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Harry.warren@ncleg.net
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Cristy Yates, LA 611 LOB

Representative Donna White
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Donna.white@ncleg.net
O (919) 733-5605 H (919) 889-1239
Susan Mullins, LA 306A2 LOB

Office of the Speaker
North Carolina House of Representatives

TIM MOORE
SPEAKER

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY
TO THE HONORABLE MEMBERS OF THE
NORTH CAROLINA HOUSE OF REPRESENTATIVES

Section 1. The House Select Committee on School Safety (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6(a1) and to Rule 26(a) in Section 1 of the Rules of the House of Representatives of the 2017 General Assembly.

Section 2. The Committee consists of forty-nine members appointed by the Speaker of the House of Representatives. The membership of the Committee shall include legislators as specified below. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time. Vacancies are filled by the Speaker of the House of Representatives. A Chair, Vice Chair, or other member of the Committee continues to serve until a successor is appointed. The Committee shall meet upon the call of its Co-Chairs.

Representative David Lewis, Co-Chair	Rep. Jean Farmer-Butterfield	Representative Brenden Jones
Representative John Torbett, Co-Chair	Representative Susan Fisher	Representative Donny Lambeth
Representative John Faircloth, Vice-Chair	Representative Elmer Floyd	Representative Marvin Lucas
Representative John Bell	Representative Rosa Gill	Representative Chris Malone
Representative Larry Bell	Representative Holly Grange	Representative Allen McNeill
Representative Mary Ann Black	Representative Charles Graham	Representative Rodney Moore
Representative Jamie Boles	Representative Jon Hardister	Representative Garland Pierce
Representative William Brawley	Representative Pricey Harrison	Representative Bobbie Richardson
Representative Dana Bumgardner	Representative Kelly Hastings	Representative Stephen Ross
Representative Justin Burr	Representative Cody Henson	Representative Jason Saine
Representative Becky Carney	Representative Yvonne Holley	Representative Michael Speciale
Representative Carla Cunningham	Representative Craig Horn	Representative Sarah Stevens
Representative Ted Davis	Representative Pat Hurley	Representative Larry Strickland
Representative Jimmy Dixon	Representative Frank Iler	Representative Harry Warren
Representative Josh Dobson	Representative Verla Insko	Representative Donna White
Representative Nelson Dollar	Representative Linda Johnson	
Representative Jeffrey Elmore	Representative Darren Jackson	

16 WEST JONES ST. • (919) 733-3451 • RALEIGH, NC 27601

Section 2.1 The following working groups are established and shall meet upon the call of the Co-Chairs of the committee. These working groups may conduct hearings, call witnesses, and inquire into any matters designated by the committee Co-Chairs. The working groups shall have the powers, duties, and privileges of the Committee pursuant to sections three through eight of this letter, subject to the supervision and direction of the Co-Chairs of the Committee.

Section 2.2 Working Group Membership

Student Health Working Group

Chairman: Representative Lewis	Representative Gill	Representative Malone
Chairman: Representative Torbett	Representative C. Graham	Representative B. Richardson
Chairman: Representative Dobson	Representative Hardister	Representative Speciale
Vice Chair: Representative Lucas	Representative Harrison	Representative Stevens
Representative Black	Representative Hastings	Representative White
Representative Carney	Representative Horn	
Representative Dixon	Representative Hurley	
Representative Dollar	Representative Insko	
Representative Elmore	Representative Jackson	
Representative Floyd	Representative Lambeth	

Student Physical Safety and Security Working Group

Chairman: Representative Lewis	Rep. Farmer-Butterfield	Representative McNeill
Chairman: Representative Torbett	Representative Fisher	Representative R. Moore
Chairman: Rep. John Bell	Representative Faircloth	Representative Ross
Vice Chair: Rep. Pierce	Representative Grange	Representative Saine
Representative L. Bell	Representative Henson	Representative Strickland
Representative Boles	Representative Holley	Representative Warren
Representative Brawley	Representative Iler	
Representative Bumgardner	Rep. Cunningham	
Representative Burr	Representative Johnson	
Representative Davis	Representative B. Jones	

Section 3. The Committee and its working groups, while in the discharge of their official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Committee and its working groups may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02. The Committee and its working groups shall examine the current safety standards and procedures throughout North Carolina's elementary, middle and high schools and make recommendations on statutory and non-statutory changes in order to ensure the highest level quality of safety for North Carolina students, teachers and other school personnel. In light of recent devastating national events that have threatened school safety, the Committee and its working groups may consult with local governments and LEAs on processes and procedures that have proven to be useful in unsafe

situations in our schools. The Committee and its working groups may seek information from experts in the fields of education, law enforcement, mental health, crisis management and any others deemed appropriate by the Co-Chairs of the Committee. In addition, the Co-Chairs of this Committee may use their discretion in identifying other relevant topics to enhancing and ensuring safety in our schools.

Section 4. Members of the Committee and its working groups shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1.

Section 5. The expenses of the Committee and its working groups including per diem, subsistence, travel allowances for Committee and working group members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations. Individual expenses of $5,000 or less, including per diem, travel and subsistence expenses of members of the Committee and working groups, and clerical expenses shall be paid upon the authorization of any Chair of the Committee. Individual expenses in excess of $5,000 shall be paid upon the written approval of the Speaker of the House of Representatives.

Section 6. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee and its working groups in their work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee and its working groups.

Section 7. The Committee and its working groups may meet at various locations around the State in order to promote greater public participation in its deliberations.

Section 8. The working groups may submit recommendations to the Committee at any time upon the direction of the Co-Chairs of the Committee. The Committee may submit an interim report on the results of its findings, including any proposed legislation, to the members of the House of Representatives at any time. The Committee may submit a final report on the results of its findings, including any proposed legislation to the members of the House of Representatives on or before December 31, 2018. The Committee may advise the House to concur or not to concur on legislation within the Committee's possession. Reports shall be submitted by filing a copy of the report with the Office of the Speaker of the House of Representatives, the House Principal Clerk, and the Legislative Library. The Committee terminates on December 31, 2018, or upon the filing of its final report, whichever occurs first.

Effective this 3rd day of April 2018.

Tim Moore, Speaker

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Wednesday, March 21, 2018
TIME: **9:00 AM**
LOCATION: **643 LOB**
COMMENTS: **THE COMMITTEE WILL RECESS FOR LUNCH AT 12:00PM AND RECONVENE AT 2:00PM**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 9:13 AM on Wednesday, March 07, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

North Carolina General Assembly

Select Committee on Safer Schools

State Legislative Office Building
Raleigh, NC 27601

March 21, 2018

643 LOB

9:00 AM

Rep. John Torbett, Co-Chair Representative David R. Lewis, Co-Chair

PRELIMINARY AGENDA

i. Call Meeting to Order and Introductory Remarks.

ii. Presentation from Task Force for Safer Schools Chairman Sheriff Robert Holland and Kym Martin, Center for Safer Schools.

iii. Presentation from John Dorman, NC Emergency Management and Task Force for Safer Schools Member.

iv. Presentation from State Bureau of Investigation Senior Analyst Jody Marks and Acting Special Agent in Charge Elliott Smith.

v. Presentation from Greta Metcalf, Meridian Behavioral Health Services and Chair of the Mental Health Committee of the Task Force for Safer Schools.

vi. Presentation from Dr. Jim Deni, N.C. School Psychology Association.

vii. Presentation from Caroline Daily, 8th Grade English Teacher, Vice-Chair of Task Force for Safer Schools regarding SPK UP NC reporting app.

viii. Presentation from Sarah Wallace Strickland and Riley Barnes, students and members of the Task Force for Safer Schools, on student perspectives on School Safety.

ix. Recess for Lunch (12:00 PM – 2:00 PM).

x. Committee Discussion (2:00 PM – 5:00 PM).

xi. Adjourn.

House Select Committee on School Safety
Wednesday, March 21, 2018 at 9:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Select Committee on School Safety met at 9:00 AM on March 21, 2018 in Room 643 of the Legislative Office Building. Representatives J. Bell, L. Bell, Black, Boles, Bumgardner, Burr, Carney, Cunningham, Davis, Dixon, Dobson, Dollar, Elmore, Faircloth, Fisher, Floyd, Gill, C. Graham, Grange, Harrison, Hastings, Henson, Holley, Horn, Hurley, Iler, Insko, Jackson, Johnson, Brenden Jones, Lambeth, Lewis, Lucas, Malone, McNeill, R. Moore, Pierce, B. Richardson, Ross, Saine, Speciale, Stevens, Strickland, Torbett, Warren, and White attended.

The meeting was called to order by Representative John Torbett who thanked everyone for being here and a special thank you to Secretary Eric Hooks from the North Carolina Department of Public Safety.
Opening Remarks were given by Speaker of the House Tim Moore:
Good morning and it's great to be here with you today. I want to welcome the public and members to this first meeting of the House Select Committee on School Safety. Since appointing this committee, I have received an absolutely, unprecedented level of interest from House members and the public. The people of this state share our sense of urgency for securing North Carolina classrooms and keeping children safe. The committee chairs have responded with a thorough, productive agenda before you today. This is a comprehensive effort. Today you're going to hear from the State Bureau of Investigation and Emergency Management Division. We're fortunate to have the Center for Safer Schools scheduled to speak with you. The School Psychology Association, and many others, are also here today. It's a great first day planned by our chairman and we look forward to this afternoon's committee discussion as well.
I appreciate your attendance today and the willingness of so many experts to provide input at our first meeting. As parents, our highest priority is keeping children safe. Yesterday, another shooting took place at a Maryland High School. There were bomb threats in Wake Forest, today, here in North Carolina. Threats to our schools are an appalling reality we have to confront. There is no single solution to the questions they raise. We're fortunate to have the Center for Safer Schools scheduled to speak with you. The School Psychology Association, and many others, are also here today. It's a great first day planned by our chairman and we look forward to this afternoon's committee discussion as well.
I appreciate your attendance today and the willingness of so many experts to provide input at our first meeting. As parents, our highest priority is keeping children safe. Yesterday, another shooting took place at a Maryland High School. There were bomb threats in Wake Forest, today, here in North Carolina. Threats to our schools are an appalling reality we have to confront. There is no single solution to the questions they raise. We have to confront the psychology of the madmen who commit these unspeakable atrocities. We are responsible for leading. We must make decisions that are in the best interests of the people of North Carolina. You are tasked with making decisions on behalf of children who might feel scared to go to school. Students are asking their loved ones if their classrooms are safe. We owe it to students to make North Carolina schools a space where students and educators can excel. That starts with understanding how state and local agencies work together to protect students and teachers. You're going to learn a lot about access control and response training for crisis situations in schools. But this committee will also prioritize behavioral and mental health. We have an obligation to be leaders for our children and create not just schools, but a society, where they are safe and able to succeed. We must do more to keep our kids safe every day in North Carolina schools. That's why we're here and I appreciate your willingness to serve. Thank you and I look forward to working with each of you throughout this committee process.

Opening remarks were then given by Mark Johnson, North Carolina Superintendent of Public Instruction:

Thank you for having me and I'll be brief. I also want to echo what the speaker just said and thank you all for signing up to be on this committee. I want to thank the Speaker for initiating this committee. I want to thank Chairman Torbett and Chairman Lewis for leading this committee. This is important work and it is going to be one of the top issues we talk about going into the short session. We owe it to every student to have the opportunity to go school, work hard, and succeed and part of that is making sure that when they go to school they go to a safe, welcoming environment. We owe it to parents and caretakers to get students to school safely and return them home safely. Everything that we will be talking about in this committee will be geared toward all the multiple efforts it's going to take to ensure that for our students and our families across the state. This will a top issue and priority for us in the Department of Public Instruction as well and we look forward very much to working with you as we find solutions to these issues. I also want to just point out what you will see in presentations that are coming before you. How well North Carolina has done through the 2013 legislation in actually putting forth training and measures to keep our students safe. We are on the right track and we know that we have to do more. These are great opportunities for us to have this true discussion.

Opening remarks by Representative John Torbett:
Ladies and Gentlemen this is not a new process. In 2013 we began on this journey and I look forward to getting to work to continue the process of making our schools as safe as we can. I would like to tell you that either Chairman Lewis, myself, or any member, there are no preconceived ideas or outcomes for this committee, however, like all of you, I have thoughts as to what might remedy, but I am willing to go the distance, hear from students and teachers, Moms and Dads, hear from you, my colleagues, hear from professionals to arrive at the best outcome and results. I too would like to thank all the folks for reaching out with their ideas and comments from across the state via email or phone calls. It truly has awakened the public and I assure you we feel very honored to have their inputs. I'd also like to say thank you to our schools for implementing, on an ongoing basis, security up fits, as needed, but let me just tell you why I say that. Just the other day, I visited our Superintendent of Schools in Gaston County. I just want everyone hearing me to know that I was very impressed and comforted to find out how "on top of things" my local school district is on school safety. I had no idea how much they do. It was very eye opening to take time and go over things with them. So, parents should take comfort, not saying if bad people want to bad things they are not going to, but, all in all, I would dare say, if my school district is doing all these things to make sure our schools are safe then yours probably are too. I would like to thank law enforcement for student resource officer operations, truly the front line. I would also like to say in future meetings we intend to have public comment and to hear from anybody about any issue that this committee will address in an effort to make our schools safer. This is not going to be your normal committee that you are used to, let's do some good work and start the process.

Opening remarks by Representative David Lewis:
Mr. Speaker and Superintendent Johnson, Chairman Torbett, I want to thank you for your leadership on this issue. I can think of no more important task than safeguarding our children and our children's future. It is my honor to serve as a chairman with Representative Torbett on this House Select Committee. I am hopeful of the work that this committee will embark on today and trust that we will work together to address the needs that face our children, our schools, and our communities. Most of all, I hope that the members of this committee will think of our task differently. Today, we will have a chance to listen to, interact with, and learn from experts in various fields and various aspects surrounding school safety. Later today, we will have a chance to truly brainstorm, to work on ideas that will meet the needs of our children. Once this committee reconvenes after lunch, I'll start a committee discussion that I want each of you to be mindful of as you listen to the presentations this morning. I'd like to hear this afternoon from each and every one of you about the concerns that you have in the areas of school safety. How we can make our schools safer. I would ask you to call upon your expertise and your experience. I envision this committee, after lunch, acting like a large working group that puts ideas on the table and truly advances the discussion. Again, I am going to challenge you for full participation in the committee this

afternoon and I hope that you will fully engage with me. A couple of last points I would like to make before we begin, we have had many members of the public engage with us to share ideas, provide recommendation, and offer their expertise as a tool for use on this committee and while we plan today to hear from several main presenters, we are hopeful that our stakeholder engagement will reach far beyond the presentations today. We want to listen, we are here to listen, and we are confident that stakeholders will provide us with the expertise necessary to fully dive into the issues that we define today. I have been asked in another setting why the Senate is not participating. I want to let you know that the Senate leadership is very concerned about this issue and has engaged with us, but for the record, we have over 40 members of the House on this committee and it logistically was not possible to hold a joint committee at this time, but in no way, have they not expressed a desire to engage and I would envision come participation from them at future meetings. Representative Sarah Stevens noted that Senator Norman Sanderson was in attendance. As short session is upon us, you should expect, that unlike other interim committees that meet, we will have the flexibility to provide recommendations as we develop them. I can assure that the Speaker has asked, and it is Chairman Torbett and my intentions to allow this committee to meet throughout the year and to continue to work on this ever evolving issue. I do thank you for your willingness to serve, I thank you for your attention and your care of this very important issue and look forward to getting to work with you.

A presentation from State Bureau of Investigation Senior Analyst Jody Marks and Acting Special Agent in Charge Elliott Smith was given (see attached and on committee website).

A presentation from Task Force for Safer Schools Chairman Sheriff Robert Holland and Kym Martin, Center for Safer Schools was given (see attached and on committee website).

A presentation from John Dorman, NC Emergency Management and Task Force for Safer Schools Member was given (see attached and on committee website).

A presentation from Greta Metcalf, Meridian Behavioral Health Services and Chair of the Mental Health Committee of the Task Force for Safer Schools was given(see attached and on committee website).

A presentation from Dr. Jim Deni, N.C. School Psychology Association was given (see attached and on committee website).

The committee recessed for lunch at 12:30p.m.and came back to order at 1:30p.m.

A presentation from Caroline Daily, 8th Grade English Teacher, Vice-Chair of Task Force for Safer Schools regarding SPK UP NC reporting app was given (see attached and on committee website).

A presentation from Sarah Wallace Strickland and Riley Barnes, students and members of the Task Force for Safer Schools, on student perspectives on School Safety was given (see attached and on committee website).

It was discussed and decided that there were immediate issues and preventative issues to be able to break the committee into two subsections, Student Health and Student Physical Safety and Security.
Much deliberation, ideas, and concerns were provided, including but not limited to:

The difference in rural and urban.
Principal and Superintendent communication.
Hear from North Carolina School Board Association.
Make sure we know what to do at point of catastrophe.
Expanded use of protective order.
Move playground, facility access.
Mental disorder funding/coordinate LME MCO and state.
School based clinic/health and mental health
Parents get training.
Bullying/Gang/Cyberbullying.
Peer to Peer.
HB 582
Use strategy to change stigma of mental health
No gun permit with mental illness.
The Wright School/long term treatment
Discipline changes
Legal changes/problem happening/what we can do?
DSS issues/take child out of abusive home
OSS/anything done?
Carolina Cares
Early childhood programs
Charlotte Meck and Moore County has own police department
Student/SRO ratio
School Bus safety/cameras
SRO redundancy
HHS/CALM program
School base clinician training
Armed security guards training
Certification for marshals
DPI curriculum for behavior management
Safe School Forums across the state
Status of alternative schools
Extreme risk protection order
Reward for expelling low number not good
Include all schools, public, private, and church
Keep the weapons out of hands of bad people
Florida legislation
Overlay of federal rules/IEP can't do anything because of disability
Denial of pistol permit between counties is communicated
Alliance LME MCO/School Based Pilot
Grants for SRO
Retired veterans and law enforcement for SRO/but overall training required and qualifications
Schematic of school/monitor that school by local EMS being able to turn on if needed
Stronger penalties for school treat
Psychologists, guidance counselors, social workers not enough especially in rural
Tele psychiatry through broadband
Children are afraid
Coordinate school/local law enforcement/SBI
Arming teachers
New construction requirements

911 Call center

The meeting adjourned at 5:00pm.

Representative John Torbett, Chair, Presiding

Viddia Torbett, Committee Clerk

NORTH CAROLINA
CENTER FOR SAFER SCHOOLS

301 N. Wilmington Street
Raleigh, NC 27601-2825
919-807-4001

I. School Incidents Findings:

- Most attackers had difficulty coping with loss/failure. Many considered suicide.
- Many attackers felt bullied/persecuted.
- Most attackers had access to weapons.
- Other students were often involved.
- Despite law enforcement response, most attacks stopped by other means.
- Violent incidents are rarely impulsive acts
- Prior to most incidents, others knew
- Most attackers did not directly threaten targets before the attack
- No useful "profile" of the attacker
- Most attackers engaged in behaviors that caused others to be concerned
- About 25% of the adolescent population is at high risk for psycho-social problems and poor developmental outcomes such as academic failure, alcohol and drug abuse, delinquency, and problems with the law and violence.
- 20% have a diagnosable mental health disorder at some time during adolescence, the highest rate for any age group through the life span
- A majority of school shooters displayed evidence of mental health symptoms, often undiagnosed or untreated. Criminologists note that mental illness is only part of the issue, however, and mass shooters tend to externalize their problems, blaming others and are unlikely to seek psychiatric help, even if available. Other scholars have concluded that mass murderers display a common constellation of chronic mental health symptoms, chronic anger or antisocial traits, and a tendency to blame others for problems

II. Facts about Threats:

- Violent incidents are rarely impulsive acts
- Prior to most incidents, others knew
- Most attackers did not directly threaten targets before the attack
- No useful "profile" of the attacker

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- Most attackers engaged in behaviors that caused others to be concerned
- Most attackers had difficulty coping with loss/failure. Many considered suicide.
- Many attackers felt bullied/persecuted.
- Most attackers had access to weapons.
- Other students were often involved.
- Despite law enforcement response, most attacks stopped by other means.

III. Characteristics of Individuals who followed through with threats:

- "Leakage" (considered to be one of the most important clues that may precede an adolescent's violent act)
- Low tolerance for frustration
- Poor coping skills
- Lack of resiliency
- Failed love relationship
- "Injustice Collector"
- Signs of depression
- Narcissism
- Alienation
- Dehumanizes others
- Lack of empathy
- Exaggerated sense of entitlement
- Exaggerated or pathological need for attention
- Masks low self-esteem
- Anger management problems
- Intolerance
- Inappropriate humor

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- Seeks to manipulate others
- Lack of trust
- Closed social group
- Change of behavior
- Rigid and opinionated
- Unusual interest in sensational violence
- Fascination with violent entertainment
- Negative role models
- Turbulent parent-child relationship
- Parents' acceptance of pathological behavior
- Access to weapons
- Family lack of intimacy
- Student "runs the show" in the home
- No limits or monitoring of TV and internet
- Student's attachment to school
- School tolerance for disrespectful behavior
- Inequitable discipline perceived at school
- Drugs and alcohol
- Outside interests
- The copycat effect
- Remember: no one or two traits or characteristics should be considered in isolation or given more weight than the others.
- Behavior is an expression of personality, but one bad day may not reflect a student's real personality or usual behavior pattern: That is why it is very important to **establish a baseline** (how he or she typically behaves most of the time)

Anonymous Tip Line Legislation

§ 115C-105.51. Anonymous tip lines and monitoring and response applications.

(a) Each local school administrative unit is encouraged to develop and operate an anonymous tip line, in coordination with local law enforcement and social services agencies, to receive anonymous information on internal or external risks to the school population, school buildings, and school-related activities. The Department of Public Safety, in consultation with the Department of Public Instruction, may develop standards and guidelines for the development, operation, and staffing of tip lines.

(b) The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools, in collaboration with the Department of Public Instruction, shall implement and maintain an anonymous safety tip line application for purposes of receiving anonymous student information on internal or external risks to the school population, school buildings, and school-related activities.

(c) The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools, in collaboration with the Department of Public Instruction and the North Carolina 911 Board, shall implement and maintain a statewide panic alarm system for the purposes of launching real-time 911 messaging to public safety answering points of internal and external risks to the school population, school buildings, and school-related activities. The Department of Public Safety, in consultation with the Department of Public Instruction and the North Carolina 911 Board, may develop standards and guidelines for the operations and use of the panic alarm tool.

(d) The Department of Public Safety shall ensure that the anonymous safety tip line application is integrated with and supports the statewide School Risk and Response Management System (SRRMS) as provided in G.S. 115C-105.49A. Where technically feasible and cost efficient, the Department of Public Safety is encouraged to implement a single solution supporting both the anonymous safety tip line application and panic alarm system.

(e) All data and information acquired and stored by the anonymous safety tip line application are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(f) Notwithstanding subsection (e) of this section, the Division may collect the annual aggregate number and type of tips sent to the anonymous tip line. The collection of this aggregate data shall not have any identifying information on the reporter of the tip, including, but not limited to, the school where the incident was reported and the date the tip was reported. (2013-360, s. 8.40; 2015-241, s. 8.26(d).)

School Threats & Violence

NORTH CAROLINA

Stoneman Douglas High School Shooting

On February 14, 2018, a mass shooting occurred at Marjory Stoneman Douglas High School in Parkland, Florida. Seventeen people were killed and seventeen more were wounded, making it one of the world's deadliest school massacres.



That afternoon, at 1:22 PM, Everytownresearch.org tweeted:

Everytown
@Everytown
Follow

Our hearts are with all those impacted by the shooting at Marjory Stoneman Douglas High School in Parkland, Florida today.

This is the 18th school shooting in the U.S. in 2018.



The Latest: Students describe shooting suspect as troubled
PARKLAND, Fla. (AP) — The Latest on the deadly shooting at a Florida high school (all times local): 9:55 p.m. Broward County Sheriff Scott Israel says
apnews.com

1:22 PM - 14 Feb 2018

831 Retweets 1,231 Likes

120 831 1.2K

... it quickly caught on.

Bernie Sanders
@SenSanders
Follow

Maybe, just maybe, after 18 school shootings in America in just 43 days of 2018 the Congress might want to consider common-sense gun safety legislation and save innocent lives.

1:58 PM - 14 Feb 2018

23,546 Retweets 53,400 Likes

3.1K 24K 53K

Cher
@cher
Follow

2018.There Have Been 18 School Shootings in 45 Days.
Women Can We Change This!?Is It Possible To Change It!?We Watch Children Walking,Hands In The Air,In Shock....It Happens Before Our Eyes,There's 48 Hr Constant Coverage,Dems Bitch & Moan,& Then The Cycle Starts Again.

7:43 PM - 14 Feb 2018

1,477 Retweets 6,827 Likes

546 1.5K 6.8K



News organizations — including MSNBC, ABC News, NBC News, CBS News, Time, MSN, the BBC, the New York Daily News and HuffPost — also used the number in their coverage. By Wednesday night, the top suggested search after typing "18" into Google was "18 school shootings in 2018."

“

Since 2013, there have been more than 300 school shootings in America — an average of about one a week.

”

EVERYTOWNRESEARCH.ORG

Though later discredited as being largely inflammatory, these statistics made national news, and have brought nation wide attention to the combating this crisis.

What about North Carolina?



OF THE 300 SCHOOL SHOOTINGS SINCE 2013 CITED BY EVERYTOWNRESEARCH.ORG...

2013

- 3 shooting incidents - 1 at a High School & 2 at Universities

2014

- 3 shooting incidents - 2 High Schools & 1 at University

2015

- 5 shooting incidents - 1 at an Elementary School & 4 at Universities
- 1 Gun Fired incident at an Elementary School:

ACTIVE SHOOTER SITUATION AVOIDED

On June 4th, 2015, Macon County Sheriff's Office arrested a male and female on multiple charges. Five loaded handguns were found on their person and on an empty school bus they had hijacked from the driver. The duo stated that they intended to shoot students and staff of a local Elementary school "if it was God's will"

2016

- 1 shooting incident at a University

2017

- 1 shooting incident at a High School

2018

- 1 shooting incident at a University

DPI CONSOLIDATED DATA REPORT

'15 - '16 School Year

ACT	# OF INCIDENTS
Possession of a Weapon	2,746
Possession of a Firearm or Powerful Explosive	118
Bomb Threat	69

'16 - '17 School Year

ACT	# OF INCIDENTS
Possession of a Weapon	2,745
Possession of a Firearm or Powerful Explosive	105
Bomb Threat	89

Primarily High Schools, then Middle schools, and finally Elementary schools. Significant percentages are committed by regular students.

10 YEAR TREND DECREASE OF POSSESSION OF A WEAPON (highest in '10-'11 reaching 3,954)

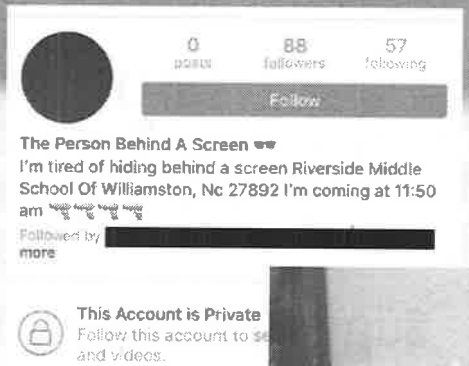
CURRENT TRENDS
INCREASED THREATS OF VIOLENCE

- Since the Parkland shooting, there has been a dramatic uptick in school related threats of violence.
- Law enforcement has faced incredible challenges in confronting rumors that spread rapidly over social media
- Specifically there was a recent bombing threat that spread nationwide through social media, so school bombing threats have received a lot of attention lately "THE SNAPCHAT THREATS"

THE SNAPCHAT THREATS

FEBRUARY 2018

Directly after the Parkland shooting, rumors began circulating on social media of a nationwide "list of schools" (nonexistent) that were going to have shooting events in the subsequent days. The early circulations often included a picture what appears to be a young white male (student aged) taking a selfie in a bathroom mirror holding a rifle.









RUMORS SPREAD

Students would state that they heard there would be a shooting at their school later that day, or the following day, often at a specific time. Sometimes the student would cite the rumored "list" and say their school was on it. The student would post this rumor to their Snapchat and/or Instagram story, others connected would see it and do the same, spreading it quickly.

THE SNAPCHAT THREATS

FEBRUARY 2018

- Law enforcement manpower and resources were greatly taxed during this time.
- Each school threat was treated as unique and fully investigated.
- The number of schools this rumor touched was truly astounding.
- NC ISAAC alone in 6 days' time assisted in almost 15 threats

OUTCOME:

- SC Teenager from the original rumored photo was arrested
- Several NC students who would add their school to the rumor and spread it anew were charged

CURRENT NEWS
FEBRUARY 28TH - PRESENT

- 2/28 - Knightdale High School student arrested after tweeting a rant against the school and posting a photo of himself pointing a gun
- 3/9 - Johnston County Sheriff's Office charged 7 teens who illegally entered West Johnston High School in Benson and got into an altercation with an SRO. School temporarily locked down
- 3/12 - Alexander Co Sheriff's Office arrested a woman who threatened to bomb East Alexander Middle School in Hiddenite
- 3/14 - Garner Magnet High South Campus student arrested for possession of handgun (unloaded, and not displayed threateningly)
- 3/15 - Cumberland County Sheriff's Office arrested a former student at Grays Creek High School in the parking lot with a gun
- 3/15 - Harnett County Sheriff's Office evacuated Triton High School after a note was found in a school bathroom indicated a bomb threat for Th/Fri. Case ongoing.
- 3/20 - Halifax County Community College bomb threat, school evacuated, K9 units deployed. Case ongoing.
- 3/20 - A male walked onto campus at Heritage Middle School in Wake Forest, NC threatening to come back at lunch and "shoot everybody". School locked down. Case ongoing.

PROACTIVE MEASURES

- Analysts utilize Research tools/technology
- Colleges & Universities Liaisons
- Center for Safer Schools Analyst
- FLO Program

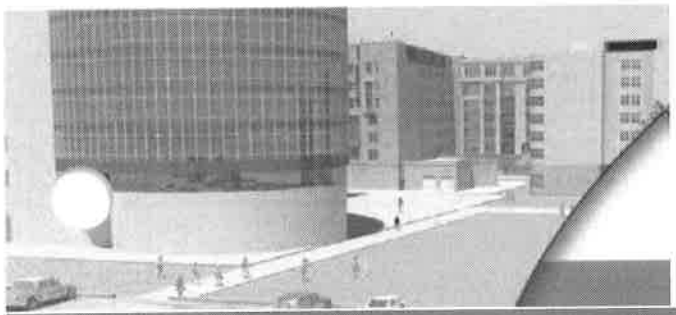
PROACTIVE MEASURES

1. Identify

2. Investigate

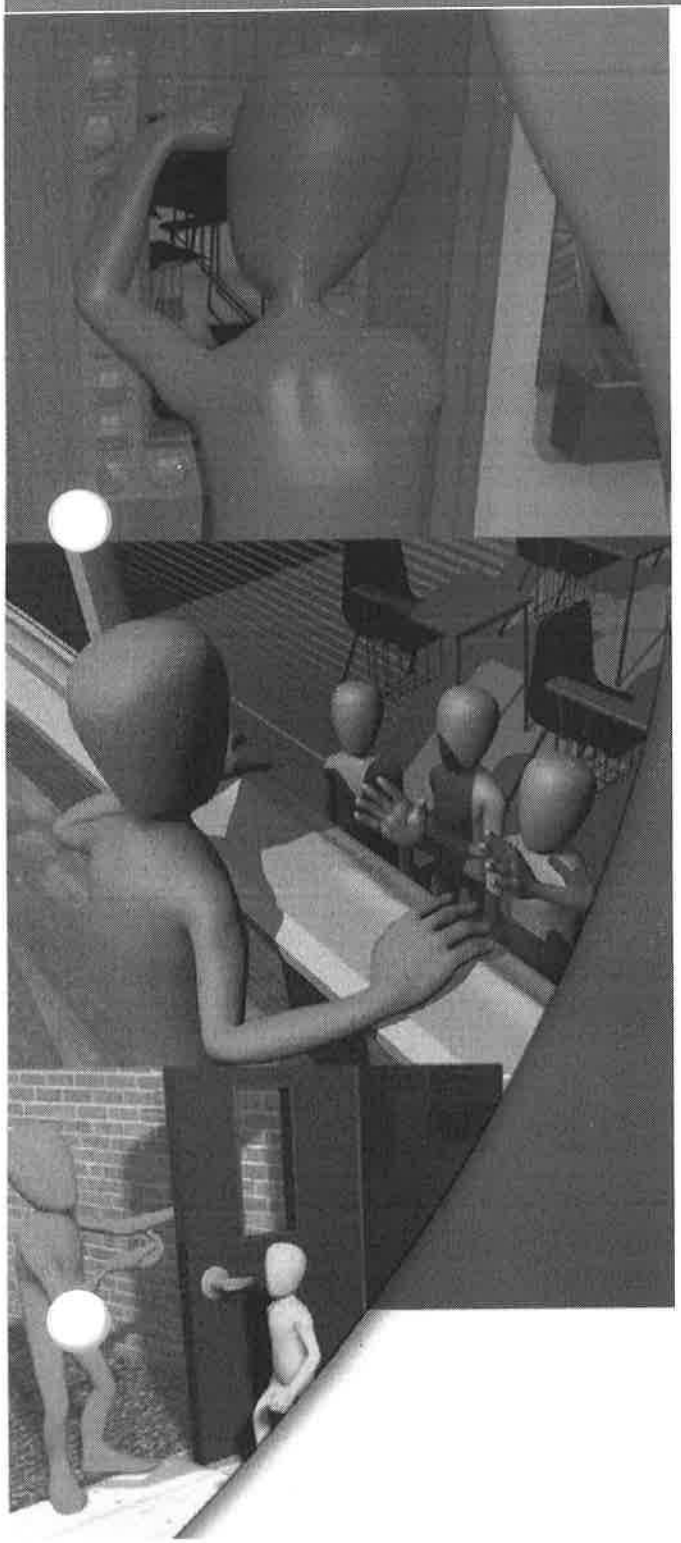
3. Evaluate

4. Manage



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

North Carolina Critical Incident Response for School Faculty and Staff



N.C. Center for Safer Schools

N★C DPS

NORTH CAROLINA DEPARTMENT OF JUSTICE

dhhs

January 27, 2015

Acknowledgments

This training was developed to increase awareness of Active Shooter and Armed Intruder situations and the three main response actions employed when responding to such threats, with the main focus on the lockdown action. This training is a model for responding to an intruder or active shooter critical incident. It is intended to augment the materials and resources already available to school personnel in developing plans, practicing evacuation, lockdown and shelter-in-place drills and responding to school emergencies, including critical incidents. This training should be used as a component of a comprehensive school safety prevention/mitigation, protection, response and recovery preparation program. Publications and other resources for developing a comprehensive Emergency Operations Plan (EOP), facilitating and practicing response drills, completing critical incident response scenarios and online training opportunities are also provided.

The NC Center for Safer Schools would like to thank the Virginia Department of Criminal Justice Services and the Virginia Center for School Safety and their partners who created the original version of this manual. We have adapted their document for use in North Carolina. We would also like to think our partners from the North Carolina Department of Public Instruction, Department of Justice, Department of Health and Human Services, Department of Public Safety, and the Governor's Task Force on Safer Schools.

Thanks to the Risk and Strategic Management Consulting (RSM) of Herndon, Virginia, graciously donated, as a charitable contribution, the production of the video, *Critical Incident Response for School Faculty and Staff,* which is an essential component of this training.

Please direct any questions about this training to:

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North Carolina Department of Public Safety
NORTH CAROLINA CENTER FOR SAFER SCHOOLS

Critical Incident Response for School Faculty and Staff

ACCOMPANYING MANUAL for TRAINING VIDEO

Table of Contents

Introduction and Purpose 4
OVERVIEW OF CRITICAL INCIDENT RESPONSE CURRICULUM 5
Three Main Response Actions 5
Lockdown 5
Evacuate 5
Shelter in Place 6
Decision Tree: Evacuate, Lockdown or Shelter in Place 7
ACTIVE SHOOTER PROCEDURE OVERVIEW 8
Hide, Run, Fight 8
Hide 8
Run 9
Fight 10
When Law Enforcement or Other First Responders Arrive 11
Summary 11
SELF-EST 13
Critical Incident Response Self-Test 13
Critical Incident Response Self-Test Answer Key 14
HANDOUTS and SAMPLE DOCUMENTS 15
Handout – FBI, The School Shooter: A Quick Reference Guide 15
Handout – Four-Phase Emergency Planning 16
Handout – Sample Drill Schedule 18
SUGGESTED TRAINING and SAMPLE VERBAL SCENARIOS 20
Suggested Training *(for school administrators, school staff and others as appropriate)* 20
Sample Verbal Scenarios *(for use in training school crisis teams or staffs)* 21
SUGGESTED PARTNERS and ADDITIONAL RESOURCES 22
EMERGENCY and CRISIS PLANNING DEFINITIONS 24

Introduction and Purpose

As a result of the great work of many caring professionals, students across our state are being taught and nurtured in schools every day. However, in our communities, violence is playing just as prevalent a role. In growing numbers, incidents of violence are impacting our students. Therefore, public safety personnel and public school divisions must work together to address these issues. Historically, North Carolina schools and schools in general are very safe places, but an emergency can alter the sense of calm and community we enjoy in a matter of seconds. The purpose of this training is to:

1. Provide an overview of:

- What may be occurring during an emergency situation, and appropriate response actions.
- The three main response actions school staff and students may need to employ in an emergency situation: lockdown, evacuate, and shelter in place.
- What is an Active Shooter.

2. Provide more detailed information related to:

- The steps that can be taken to identify, prevent, or mitigate an Active Shooter threat.
- Who to contact for additional information on this subject.

3. Provide a source of additional resources, including:

- The FBI handout referenced in the training.
- Sample documents/schedules that may be helpful in school emergency planning.
- Definitions for terms used in this training, as well as other safety and emergency planning terms.
- Contact and website information for state and federal partners.
- Sample training agenda and verbal scenarios.

4. Self-test

- Provide an opportunity for a self-test in order to review the information covered in this training.

In order to support educational professionals, this manual and an accompanying online training course is available to provide the knowledge and skills necessary to understand, identify, and respond to potential threats.

The online training course can be found at: : http://vimeopro.com/rsmanimation/north-carolina-active-shooter *(Password: **rsmaccess**)*

OVERVIEW OF the NORTH CAROLINA CRITICAL INCIDENT RESPONSE CURRICULUM

Three Main Response Actions

Taking action before an emergency occurs can save lives, prevent injuries, and minimize property damage in the first moments during a crisis situation, whether this results from a natural disaster or a manmade crisis. Schools should update and practice crisis plans each year. Teachers should understand these plans and their roles within them, allowing them to implement emergency response protocols with confidence and structure.

Although every school's needs and circumstances are different, based upon their layout, location, and population, there are three basic response actions available in an emergency situation: **Lockdown, Evacuate, and Shelter in Place** – or a combination of these actions.

A very effective way to prepare to use one or more of these actions is to fully participate in the fire, lockdown, tornado, and earthquake drills schools conduct, and to practice them in varied settings to identify what vulnerabilities exist before an emergency occurs.

Lockdown

The first of the three actions is Lockdown. In a school setting there are several reasons a school might need to lockdown. One might be a visitor to the school who becomes irate and a danger to the school's occupants. Another might be a non-custodial parent or former spouse of a staff member who attempts to obtain access to a facility and do harm to others. Yet another, but highly unlikely, reason is an armed intruder or Active Shooter who may be a student, former student, parent, or indeed someone who is not affiliated with the school at all.

> **Tips for Lockdown drills:** Ask division staff, school resource officers, or other first responders to observe lockdown drills and provide constructive feedback and recommendations for improvement. Timing drills and working to improve times so that responses are both fast and effective are highly recommended. Teachers might also practice locating room keys quickly.

Evacuate

The second main response action to an emergency is to Evacuate. Schools have long practiced evacuating by way of fire drills. Evacuations occur when the school building is not safe, or they can occur once a lockdown situation is resolved.

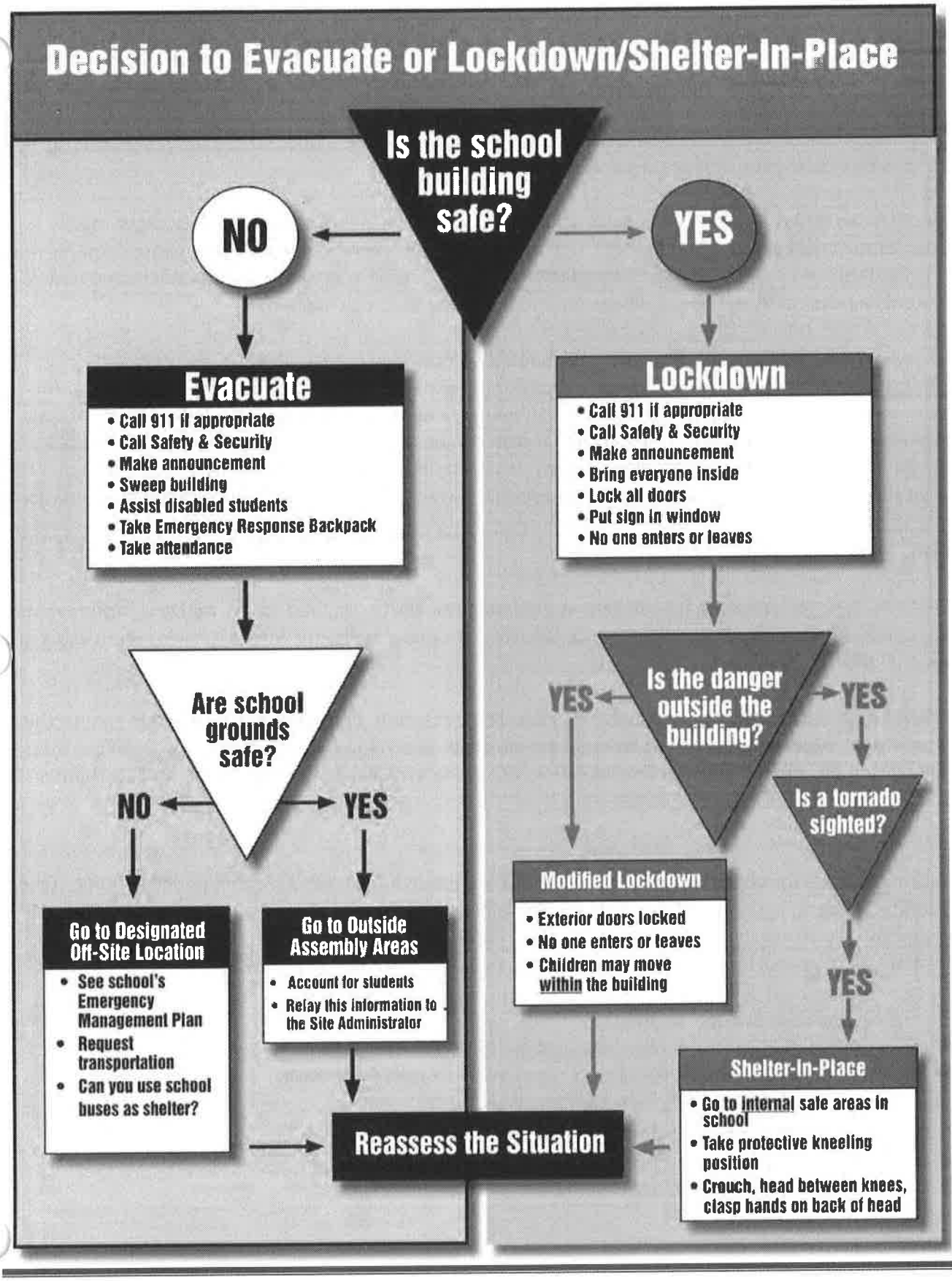
> **Tips for Evacuation Drills:** Ask division staff or fire department officials to observe evacuation drills and provide constructive feedback and recommendations for improvement. As with Lockdown, timing and working to improve response capabilities can increase confidence. You should again time drills and work on improving times so that you can respond quickly and with confidence. Conducting drills at inopportune times such as during lunch or break periods, or during an assembly are encouraged so that any vulnerabilities or hindrances can be identified before an actual emergency. Reverse evacuation drills can be practiced right after a fire drill. Reverse evacuation means to re-enter the building as quickly as possible after evacuation procedures are completed and students are accounted for, or while staff and students are outside on athletic fields or playgrounds.

Shelter in Place

The third option is to Shelter in Place. Sheltering in place is necessary when external conditions make it unsafe to leave the building, but where locking down in a classroom is not necessary. **A special shelter in place is conducted for tornadoes and severe weather conditions.** This is called *duck, cover, and hold*. A combination of shelter in place and then evacuation may be necessary during such situations as earthquakes.

> **Tips for Shelter in Place (Tornado or Earthquake) Drills:** Participating in the statewide Tornado drill which is conducted each March provides an opportunity to practice sheltering in place by simulating a tornado. Further practice for this type of response action is for a school administrator to announce and verbally simulate an earthquake drill. Staff and students should then shelter in place, pausing to ensure conditions (described over the intercom by the school administrator) are safe before evacuating. First responders and division staff can make recommendations about specific places to evacuate to during an earthquake in order to avoid danger from overhead power lines, broken lights, or fallen trees. Also, to avoid further safety hazards avoid evacuating to locations near water pipes, which may burst.

Decision Tree: Evacuate, Lockdown or Shelter in Place



ACTIVE SHOOTER PROCEDURE OVERVIEW

The term "Active Shooter" is used by law enforcement officials to describe a situation where a person participates in a random or systematic shooting spree in a confined or populated area. In most cases, the Active Shooter uses firearms and there is no pattern or method to the selection of their victims. Active Shooters can include unstable persons, whether they are unknown to the school, or are other students, armed criminals, or in rare cases domestic or international terrorists.

Active Shooters can target a school, university, or childcare center. Active Shooters can also target social venues such as sporting events, museums, rail and bus stations, and recreational facilities where students may visit during field trips. As such, staff must be vigilant and aware of their surroundings and understand how to respond should a physical threat occur, whenever and wherever that may happen.

While Active Shooter situations are very rare, staff should be prepared to respond appropriately and effectively if they ever find themselves in such a situation, to protect students and themselves should a physical threat occur. Active Shooter situations are seemingly unpredictable and often evolve quickly. Rarely do individuals simply "snap" and there are signs that staff can be aware of to potentially prevent an attack. This can include suspicious people watching a facility or taking photographs, or strange calls and unusual behavior by students, staff, parents, or visitors. You should never feel embarrassed to report this information.

Hide, Run, Fight

There are three steps to survival that have been provided nationally in response to the Active Shooter events that have occurred in schools, universities, movie theatres, shopping malls and work places in recent years are **Hide, Run or Fight.**

The standard lockdown procedure is to remain in a secured classroom, or to find one quickly and go into the lockdown protocol. However, if you are alone or have no other alternative, you should be aware of the other options of evacuating yourself and students to safety, or, as the ***very last resort,*** fighting to protect them and yourself.

Hide

Hide is essentially an extreme version of a routine lockdown procedure and the recommended action to take in a no warning incident, versus a lockdown that is announced over an intercom. If evacuating is not possible, then you and your students should find a place to hide where the Active Shooter is less likely to find you. You may be at the school or sports field, or you may be on a field trip. Your hiding places should:

- Be out of the Active Shooter's view.
- Provide protection if shots are fired in your direction,
- Be away from doors and windows as bullets can pass through these easily.
- Not trap you, or restrict your options for escape if that is possible.
- To prevent an Active Shooter from entering your hiding place, you should:
    - Lock the door.
    - Blockade the door with heavy furniture.

If the Active Shooter is nearby:

- Lock the door.
- Silence your cell phone or pager.
- Turn off any source of noise, such as radios and televisions.
- Hide behind large items such as cabinets and desks.
- Remain quiet and ask those around you to also remain quiet.

If evacuation and hiding are not possible, then:

- Remain calm.
- Dial 911, if possible in order to alert police to the Active Shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen to what is happening.

Based on the plans in place in your locality you can use the *notification card system* as well to alert the responding police to your situation. Placing a **RED** colored card under the door or in the window can convey predetermined alerts, as indicated below. For uniformity and consistency, no other colored cards should be used due to confusion caused as multiple colored cards get spread around hallway floors during response.

- **RED Card** – there is a casualty and medical treatment is required, or there is an immediate threat from the Active Shooter.

Run

Typically, students and staff should only deviate from the practiced lockdown procedure when instructed to by law enforcement officers, or other first responders that it is safe to do so. However, in an extreme case when there is no other option and the threat is imminent and unavoidable, the situation may dictate that you "run".

If it is safe to do so, you should seek to evacuate the premises, telling your students which route to take, where they should go, and moving them well away from the school to a safe location. You should be sure to:

- Have an escape route and plan in your mind before you start to move.
- Ensure you account for all of the students, having a teacher's aide lead the students out, while you check the last student out of the room or area, if possible.
- Leave your belongings behind, telling students to do the same.
- Break windows to escape if you are on the ground floors, clearing away glass and laying mats or clothing over the windowsill to prevent injury.
- You should have an adult climb out first to help students exit the window safely if this is possible.
- Prevent individuals from entering an area where an Active Shooter may present a threat.
- You should warn people to stay away without endangering yourself or your students.
- Keep your hands visible if police officers are outside.
- Follow the instructions of any police officer.
- Not attempt to move wounded people.
- Call 911 when you are safe.
- Listen for special instructions over the intercom.

Fight

As the very last resort, and only when your life or the lives of those around you are in imminent danger, you may decide to attempt to disrupt or incapacitate the Active Shooter by attacking or distracting them. Some options may include:

- Throwing items and improvising weapons such as a chair, a phone, laptop, tablet, stapler, file, book, or another easily accessible object.
- Yelling or shouting at the aggressor in order to distract or frighten them.
- Seeking control of the aggressor's hands in order to limit their ability to use a weapon.
- Briefing the students to escape while you are attacking or distracting the Active Shooter.

When Law Enforcement or Other First Responders Arrive

When the police or other first responders arrive, it is important to respond in a manner which does not present a risk to yourself or the students.

Police officers will proceed directly to the area where the last shots were heard. Teachers or others with student responsibility should brief students, especially if they are older, what to do when the police arrive. In such incidents, it is important:

- To remain calm, and **follow the officers' instructions**.
- To avoid startling the officers or taking actions that might be misinterpreted as being hostile.
- To put down any items in your hands and tell students to do the same.
- To immediately raise hands and spread fingers, instructing the students to do the same.
- To keep hands visible at all times as the police will not know who the threat is and they are trained from the perspective that "hands kill".
- To avoid making quick movements toward officers and do not attempt to hold on to them for safety.
- To avoid pointing, screaming, or yelling.
- Not to stop and ask for help or directions when evacuating.

Summary

In summary, there are things that can and should be done *before, during, and after* an emergency to lessen the impact. Key **BEFORE** actions include **PREVENTION** and **TRAINING**. Important things to note regarding prevention include:

- Not dismissing something that doesn't seem right. As we encourage students with bullying prevention, it is important not to be a bystander!
    - **If you see something that does not look right, tell someone.**
- Being very cognizant of the climate within the school.
    - **Being aware of changes in student and staff behavior can prevent violence. Please report to a member of your threat assessment team if someone exhibits a behavior or series of behaviors that is concerning to you.**

BEFORE actions also include **TRAINING**. This curriculum is an important element of training and should be part of a larger discussion with school administration and local first responder partners. For instance, an emergency planning in-service might include an overview of the procedures and then an open discussion imagining an emergency occurring while staff and students are outside or in the cafeteria, then what you would do. Deepening discussions about each response action, including Active Shooter, is an important next step in preparing for an emergency.

Important **DURING** actions are the Lockdown, Evacuate and Shelter in Place **RESPONSE** actions previously discussed in this training.

AFTER the emergency there will be special considerations such as activating a reunification plan, setting up a Family Assistance Center, and facilitating physical and psychological recovery. Getting families reunited and getting back to the business of work and school as quickly as possible is a key step in recovering from an

emergency. Readers of this manual are encouraged to also view the accompanying Critical Incident Response video training. Use the password: *rsmaccess*.

The North Carolina Center for Safer Schools seeks to provide a safe and positive school environment for all students. Although none of us likes to think about anything bad happening, planning for emergencies, and training and partnering with others is the best way to ensure that the emergency is resolved as quickly and safely as possible.

While every emergency situation will be different, knowing what the threat is and whether to lockdown or hide, evacuate or shelter in place and in an extreme emergency to hide, run or fight is critical in keeping yourself and others safe.

SELF-TEST

Critical Incident Response Self-Test

The following provides a useful self-test for educational professionals when considering the response to an emergency event:

1. An emergency or critical incident can occur at what types of locations?

2. The three main response actions in an emergency or critical incident include?

3. In an extreme situation when an Active Shooter is present, additional actions may be necessary. These actions are _____, _____, and _____?

4. Whenever possible, staff and students are urged to follow practiced lockdown/hide procedures. However, as a last resort, or in life threatening circumstances _____ or _____ may be necessary.

5. It is important to practice plans and take drills seriously. True or False?

6. It is important that schools have emergency plans that address all types of emergencies that can occur including man-made, weather related, and health related. This type of planning is called?

7. An Active Shooter event is likely. True or false.

8. Active Shooter incidents are impossible to prevent because usually people just snap. True or False?

9. When law enforcement officers arrive on scene you should run to them. True or False?

10. If you are in lockdown and think it is safe to come out, you should do so. True or False?

Critical Incident Response Self-Test Answer Key

1. An emergency or critical incident can occur: *inside the school, on an athletic field or playground, while students are on the bus or on a field trip*

2. The three main response actions in an emergency or critical incident are: *lockdown, evacuate, or shelter in place (or a combination of these)*

3. In an extreme situation when an Active Shooter is present, additional actions may be necessary. Those actions are: H*ide, run, fight*

4. Whenever possible, staff and students are urged to follow practiced lockdown/hide procedures. However, as a last resort, or life threatening circumstances, _____ or _____ may be necessary: *running, fighting*

5. It is important to practice plans and take drills seriously. True or False. *True*

6. It is important that schools have emergency plans that address all types of emergencies that can occur including man-made, weather related, and health related. This type of planning is called: *All hazards planning*

7. An Active Shooter event is likely. True or False? *False*

8. Active Shooter incidents are impossible to prevent because usually people just snap. True or False *False. Rarely do individuals simply "snap" and there are signs that staff can be aware of to potentially prevent an attack.*

9. When law enforcement officers arrive on scene you should run to them. True or False *False*

10. If you are in lockdown and think it is safe to come out, you should do so. True or False *False Unless there is an Active Shooter situation and there is no other choice you should remain in lockdown until released by a first responder.*

HANDOUTS and SAMPLE DOCUMENTS

Handout – FBI, The School Shooter: A Quick Reference Guide

The School Shooter: A Quick Reference Guide

BAU-2 (703) 632-4800

REMEMBER

- There is not a "profile" of a school shooter- instead the students who carried out the attacks differed from one another in numerous ways.
- School shootings are rarely impulsive acts.
- They are typically thought out and planned in advance.
- Prior to most school shootings other students knew the shooting was going to occur but failed to notify an adult.
- Very few of the attackers ever directed threats to their targets before the attack.
- The most common goal was retribution. The justifications and excuses offered indicated this stemmed not from an absence of values but from a well-developed value system in which violence was acceptable.
- In many cases, other students were involved in the attack in some capacity.
- Many offenders experienced a significant personal loss in the months leading up to the attack, such as a death, breakup, or divorce in the family.
- Many offenders engaged in repetitive viewing of violent media and were often fascinated with previous school shootings. Repeated viewing of movies depicting school shootings, such as "Zero Day" and "Elephant," may indicate a fascination with campus attacks.
- Be aware of the subject's online videos, blogs, and social networking activities.

Assessing Threatening Communications - Five Dimensions (Mohandie, 2000)

- Organized vs. disorganized thought processes
- Fixed vs. variable themes
- Focused vs. general target identification
- Violent action imperative vs. alternative coping means
- Short time imperative vs. lack of urgency

Threat assessment - 11 Key Questions (U.S. Secret Service, 2002)

- What are the student's motive(s) and goals?
- Have there been any communications suggesting ideas or intent to attack?
- Has the student shown inappropriate interest in school attacks, weapons, and/or mass violence?
- Has the student engaged in any attack-related behaviors?
- Does the student have the capacity to carry out an act of targeted violence?
- Is the student experiencing hopelessness, desperation and/or despair?
- Does the student have a trusting relationship with at least one responsible adult?
- Does the student see violence as an acceptable/desirable way to solve problems?
- Is the student's version of events consistent with his/her actions?
- Are other people concerned about the student's potential for violence?
- What circumstances might affect the likelihood of an attack?

Motives

- 24% motivated by desire for attention or recognition.
- 27% motivated by suicide or desperation.
- 34% motivated by attempt to solve a problem.
- 54% had multiple motives.
- 61% motivated by desire for revenge.
- 75% felt bullied/persecuted/threatened by others.

Statistics

- 27% of attackers exhibited interest in violent movies.
- 37% of attackers exhibited interest in violence in their own writings, poems, essays, and journal entries.
- 59% of attacks occurred during the school day.
- 63% of attackers had a known history of weapons use.
- 68% acquired the weapon used from their own home or that of a relative.
- 93% of attackers engaged in some behavior prior to the attack that caused others to be concerned.
- 93% of attackers planned out the attack in advance.
- 95% of attackers were current students.
- Odds are one in 1 million that a student will die at school as a result of a violent act.

Warning Signs

- Investigators should probe to discover if the subject has engaged in research, planning, or preparation (e.g., researched weapons or made attempts to obtain a weapon). Movement from thought to action represents a severe escalation of the risk of violence.
- In around 80% of school shootings at least one person had information that the attacker was thinking about or planning the school attack. In nearly 2/3, more than one person had information about the attack before it occurred. In nearly all of these cases, the person who knew was a peer, a friend, schoolmate, or sibling.
- Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention.
- Be conscious of the "Werther Effect", defined as a duplication or copycat of another suicidal act. School shootings are typically well-publicized, sensationalized events that can trigger an increase in similar acts for roughly days or weeks after the attack.

Resources

- www.fbi.gov
- www.safetyzone.org (DOE and DOJ)
- www.ncirs.org/school_safety
- www.ed.gov/offices/OESE/SDFS
- www.secretservice.gov/ntac.htm
- www.keepschoolssafe.org

Information compiled from the *Safe School Initiative Report*, United States Secret Service and Department of Education, (2002); *School Violence Threat Management*, Dr. Kris Mohandie, (2000); *The School Shooter: A Threat Assessment Perspective*, CIRG/NCAVC, (1999).

Link for The School Shooter: A Quick Reference Guide.

Handout – Four-Phase Emergency Planning

To ensure that plans align with the structure, policies and activities of first responders, K-12 schools and institutions of higher education should be familiar with the four interconnected phases of emergency management: *Prevention-Mitigation, Preparedness, Response, and Recovery*. Also known as *Before, During and After* actions, these can easily be incorporated into school, district, or campus emergency management planning and plans. *(Source: Readiness and Emergency Management for Schools)*

BEFORE **DURING and AFTER** Mitigating or preventing an emergency should be part of all phases of planning and an actual emergency. During an emergency, proper planning will help ensure the emergency is resolved quickly and damages are minimal.	***What is Prevention/Mitigation?*** Identifying all potential hazards and vulnerabilities and reducing the potential damage they can cause. **Prevention** decreases the likelihood that an emergency will occur. **Mitigation** actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented. The Prevention/Mitigation Phase is an opportunity to enhance school and workplace climate, and put processes into place that reduce or eliminate the opportunities for bullying, crime, and other negative or harmful behaviors. Assembling a threat assessment team and recognizing individuals who may present a threat is a key "Before" action and can prevent school violence.
BEFORE Knowing what could go wrong, and preparing for it, is critical to effectively responding if an emergency occurs. Since identifying every possible nuance of every possible threat is not feasible, focusing on the most likely events is the most practical. Effectively using local experts and reaching out to others, utilizing available equipment and resources, planning , training, and communicating often not only ensures quality preparedness, it is a great way to mitigate and even prevent certain emergencies from occurring at all.	***What is Preparedness?*** Collaborating with community partners to develop plans and protocols to prepare for the possibility that the identified hazards, vulnerabilities, or emergencies will occur. Preparedness actions include: • Ensuring plans are updated and contain necessary components to effectively responding to a threat, crisis or emergency that impacts the school or community • Assembling teams, emergency contact lists, and draft media responses/letters home • Identifying evacuation sites, one within walking distance, one that is accessible by bus • Developing a reunification plan and Family Assistance Center • Learning vulnerabilities that exist within the school and local area • Conducting safety audit inspections • Developing emergency policies and protocols • Conducting drills and testing plans Preparedness is designed to strengthen the school community by coordinating with community partners through: • Adopting the principles of the Incident Command System (ICS) • Conducting staff training and drills

	• Conducting and assessing emergency response exercises
DURING During a high impact, no warning emergency, staff should be able to rely on training they have received (in the preparedness phase), but also be given "permission" (ahead of time) to use best judgment in a life threatening situation.	***What is Response?*** Working closely with first responders and community partners to effectively contain and resolve an emergency in, or around, a school or campus. The Response phase is critical when emergency management plans are activated to effectively contain and resolve an emergency or potentially harmful incident. Although typical response includes one of the three basic actions: lockdown, evacuate or shelter in place (or some combination of such), much of the daily response in schools is a result of issues surrounding student behavior and well-being, conditions that exist outside of school and technology. Having response plans in place (and testing those plans with first responders) for high impact, worst case scenarios is a necessary component of school safety.
BEFORE **DURING and AFTER** Effectively recovering, and helping others recover, from a major emergency must be cyclical and something that is considered from the onset of emergency discussions and when an emergency occurs.	***What is Recovery?*** Teaming with community partners to assist students and staff in the healing process, and restore a healthy and safe learning environment following an emergency event. The Recovery phase is designed to: assist students and staff, as needed, with healing and coping, and restore educational operations in schools.

Handout – Sample Drill Schedule S A M P L E

DRILL SCHEDULE

Drill	*Description/Notes*
SEPTEMBER	
Fire/Evacuation Drill	1 drill each week for first month of school
Intruder/Lockdown Drill	1 drill in September
Reverse Evacuation (outside to inside)	1 drill in September (time coming in from Fire Drill)
OCTOBER	
Earthquake Drill	1 drill annually - conducted in cooperation with FEMA
Fire/Evacuation Drill	1 drill per month
NOVEMBER	
Fire/Evacuation Drill	1 drill per month
DECEMBER	
Fire/Evacuation Drill	1 drill per month
JANUARY	
Fire/Evacuation Drill	1 drill per month
Intruder/Lockdown Drill	1 drill in January
FEBRUARY	
Fire/Evacuation Drill	1 drill per month
Shelter in Place	1 drill in February

MARCH

Fire/Evacuation Drill	1 drill per month
Tornado Drill/Duck and Cover	1 drill in March

APRIL

Fire/Evacuation Drill	1 drill per month

MAY

Fire/Evacuation Drill	1 drill per month
Reverse Evacuation (outside to inside)	1 drill in September (time coming in from Fire Drill)

JUNE

Fire/Evacuation Drill	1 drill per month

SUMMARY

Earthquake Drill	1 drill annually - conducted in cooperation with FEMA (Recommended)
Fire/Evacuation Drill	1 drill per week first month of school, once monthly thereafter (Required by Fire Code)
Intruder/Lockdown Drill	Minimum 2 drills per year
Reverse Evacuation	Minimum 1 drill per year (Recommended)
Shelter in Place	Minimum 1 drill per year (Recommended)
Tornado Drill/Duck and Cover	Minimum of 1 drill per year conducted in cooperation with NCEMD (Recommended)

SUGGESTED TRAINING and SAMPLE VERBAL SCENARIOS

Suggested Training *(for school administrators, school staff and others as appropriate)*

- Emergency Management for Schools (Online training series offered free of charge by Readiness and Emergency Management for Schools (REMS)) http://rems.ed.gov

- Safe Schools: Assessing School Safety (International Association of Police Chiefs (IACP) Online Training Series offered free of charge) http://elearning-courses.net/iacp

- Critical Incident Response Video (Accompanying Video for this manual, password: rsmaccess) : http://vimeopro.com/rsmanimation/north-carolina-active-shooter

- National Incident Management System (NIMS) and Incident Command System (ICS) http://www.training.fema.gov/EMI/

- Training offered by the North Carolina Center for Safer Schools. Look for the **Training** link at http://www.nccenterforsaferschools.org *(As of April 2014, training programs are being developed. Please return to our web page to see what new training opportunities are finalized.)*

Sample Verbal Scenarios *(for use in training school crisis teams or staffs)*

For each scenario, identify roles and key issues and actions. Discuss whether there is a need to evacuate, lockdown, or shelter in place. Discuss communication that would need to occur, with whom, and determine an overall action plan. These scenarios can be expanded or contracted based on time constraints and roles of participating staff.

SAMPLE Elementary School Scenarios	SAMPLE Middle School Scenarios	SAMPLE High School Scenarios
• A seven-year-old boy playing near a stairwell falls two stories inside the school. Classmates witness it. The child, seriously injured, is taken to the hospital by paramedics. Students are scheduled to be dismissed in 20 minutes. • A bus carrying elementary students home one afternoon stops at an intersection where students looking out the bus see a young male shot in a drive-by shooting. The young man is a cousin of a student on the bus. • It is a rainy Tuesday morning and, nearby, a truck has overturned releasing toxic fumes. The Fire Department has just ordered that your 600-student elementary school be evacuated immediately. • A non-custodial parent, whose spouse has a restraining order against them, comes to pick up their child, bypassing the front desk and heads straight to the cafeteria.	• A student at your school has contracted meningitis and is hospitalized in critical condition. Health Department authorities have initiated procedures for immunization of classmates. There is an unconfirmed report that a cafeteria worker who coincidentally was hospitalized the same day is a carrier. • At an away basketball tournament in a nearby city, a member of the team collapses. Through social media information about the incident is already being passed around. The school has just been notified that the student is in critical condition, but the family has not yet been reached. Students, including the student's sister, who have heard it from others, are coming to the office to ask what has happened.	• A 12th grade student driving home after a football game one Friday night fails to stop at an intersection and the accident results in the death of a classmate's mother. The student may have been drinking. • You hear on the 11 PM news on a Sunday night that a 10th grade girl at your school is reported missing; she was not home when parents came home from a weekend trip. Minutes after the broadcast a staff member calls and reports that foul play is suspected. You know that she and her boyfriend who is a senior had a loud fight in front of many students on Friday afternoon as buses were loading. • A student whose name has been passed along to the school's crisis team, but they have not convened to discuss, threatens a teacher. The teacher is not comfortable having the student in class.

SUGGESTED PARTNERS and ADDITIONAL RESOURCES

The following are suggested partners and resources you should leverage for your emergency planning and risk management planning measures.

Suggested Partners/Resources

- **Local:**
  - o Fire/Emergency Management Services/Rescue
  - o Law Enforcement
  - o Child Protective Services (CPS) and Emergency Family Services
  - o Community resources (shelter/housing, food/clothing, counseling services)
  - o Health Services/Clinics
  - o Hotlines, Self Help, and Bilingual Resources
  - o Mental Health
  - o Other schools

- **State:**
  - o Office of the Attorney General
  - o North Carolina Center for Safer Schools
  - o NC Department of Health and Human Services, Division of Children and Youth
  - o NC Department of Public Safety
  - o NC Division of Emergency Management
  - o NC Department of Public Instruction
  - o NC Division of Public Health
  - o NC Division of Juvenile Justice

- **Federal/National:**
  - oBureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
  - o Centers for Disease Control - Division of Adolescent and School Health (CDC)
  - o Department of Homeland Security (DHS)
  - o Department of Justice (DOJ)

- Federal Bureau of Investigation (FBI)
- Federal Emergency Management Agency (FEMA)
- National Center for Education Statistics (NCES)
- National Registry of Evidence-Based Programs and Practices (NREPP)
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- Office of Safe and Drug Free Schools (OSDFS)
- Readiness and Emergency Management for Schools (REMS)
- Safe Schools, Health Students Initiative (SSHS)
- U.S. Department of Education (USDOE)
- U.S. Secret Service Safe School Initiative (Threat Assessment Final Report)

Additional Resources

- Best Practices in Bullying Prevention and Intervention (Stopbullying.gov)
- Earthquake Guide
- Emergency Supplies for Schools – Red Cross Recommendations
- Parent Tips for Helping School Aged Children After Disasters
- School Food Services: A Biosecurity Food Checklist

EMERGENCY and CRISIS PLANNING DEFINITIONS

All Hazards Planning

To properly prepare for all hazards that might occur, consideration should be given to the possibility of all types of threats. These threats include high probability (fights, injuries while at school) and low probability and high impact threats such as a school shooting or a terrorist event. An all-hazards approach enhances the ability to respond quickly and as effectively as possible to all manner of threat including:

- Health related incidents and emergencies such as lice, influenza, pandemic, MRSA, food poisoning, exposures to hazardous substances;
- Man-Made incidents and emergencies such as bomb, gun, knife, or other weapon threat; the presence of unauthorized persons or trespassers; the loss, disappearance, or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and suicide;
- Weather incidents and emergencies such as natural disasters, including earthquake, fire, flood, or severe weather; and/or
- Other incidents and emergencies such as: loss or disruption of power, water, communications, or shelter, bus or other accidents, student or staff member deaths, explosions.

Command Center

The operations location of the crisis team during a crisis or drill housing representatives of school staff, law enforcement, Fire/EMS, medical personnel and other appropriate service agencies with access to communication, keys, school maps, etc. Because the office may be compromised in an emergency, a secondary command center should also be established and adequately equipped.

Emergency

An emergency is any event or situation that forces school closure or schedule changes, or that directly threatens the safety or well-being of any students, faculty, staff, or members of the community and requires immediate action for resolution. Examples include severe weather, loss of utilities, bomb threats or terrorist acts, violent crime, release of hazardous materials, and others, and need not occur on school property.

Evacuate/Evacuation

To withdraw, relocate, or move students/people in an orderly manner from an insecure or unsafe area to an area/place determined to further ensure their personal safety.

Family Assistance Center/Reunification Plan

The ***family assistance center (FAC)*** is a facility that is established as the result of a ***mass casualty/fatality incident,*** wherein a significant number of victims and/or family members are expected to request information and assistance. A FAC is an organized, calm, professional, and coordinated method of assistance delivery in a safe and secure environment following an incident or accident. A FAC is staffed by trained personnel.

Previously, when students and staff have been evacuated to an alternate site after a ***non-catastrophic incident,*** school administrators or the crisis response team implemented the school's student-parent ***reunification*** plan for releasing students to their parents and guardians.

These two terms are sometimes used interchangeably, however the term "reunification plan" is being phased out. For the purposes here, the term FAC will be used.

A well thought out FAC plan will:

- Define a mechanics to personally contact/assist parents/family members of directly impacted students;
- Outline parental notification methods such as the use of calling trees, local media channels or an electronic notification system;
- Designate assistance sites and outline the procedures for releasing students/providing information to parents and family members; and
- Maintain updated student emergency information that details students' special needs and any medical or custody issues, and incorporate guidelines for storing the information in a secure location accessible to authorized personnel.

Lockdown

When all staff and students are directed by the administration to report to or to remain in the classrooms or to "shelter in place" when in an open classroom or playground area, Teachers lock their doors and account for all students under their care while having students sit away from windows and against solid walls.

Mitigation/Prevention

What can be done to reduce or eliminate the risk to life and property from a hazardous event, crisis or emergency. (Reduce the need for Response) Practice drills, establish safety procedures (e.g. all visitors report to office), train staff and students, practice checking locked doors, examine discipline policies, identify security issues (i.e. develop a "locked door" policy).

National Incident Management System (NIMS) and Incident Command System (ICS)

On February 28, 2003, President Bush issued Homeland Security Presidential Directive-5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents (www.fema.gov).

Through Incident Command System (ICS) training, NIMS provides a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid and resource management. Utilization of NIMS and ICS in schools helps to ensure management of emergencies in the same manner as our local, state and federal partner agencies.

The following courses are recommend for school personnel and may be completed online at no charge through the following links:

IS 700: National Incident Management, An Introduction http://training.fema.gov/EMIWeb/IS/IS700a.asp

IS 800: National Response Framework, An Introduction http://training.fema.gov/EMIWeb/IS/IS800b.asp

IS 100: Introduction to Incident Command–for Schools http://training.fema.gov/EMIWeb/IS/IS100SCA.asp

IS 200: ICS for Single Resources and Initial Action Incidents http://training.fema.gov/EMIWeb/IS/IS200a.asp

IS 907: Active Shooter: What Can You Do (Suggested course for Crisis Teams)
http://emilms.fema.gov/IS907/AS0101000.htm

Preparedness

Focus on the process of planning for the worst-case scenario. Expect surprises. Establish the Emergency and Crisis Management Plan empowering all necessary resource and school personnel. Communication, Training and Equipment are key elements of Preparedness. Command Center and Classroom Go-Kits play an important role in school preparedness.

Recovery

Restoring the learning and teaching environment after a crisis and returning to the business of school. This includes debriefing, emotional needs assessment, clean up or repair of the building, and long and short-term stress management for all concerned. Recovery involves psychological and structural components.

Response

Immediate implementation of the Emergency and Crisis Management Plan during a crisis. It is important to follow the designed plan and not try to invent a new plan in the middle of a crisis!

Reverse Evacuation

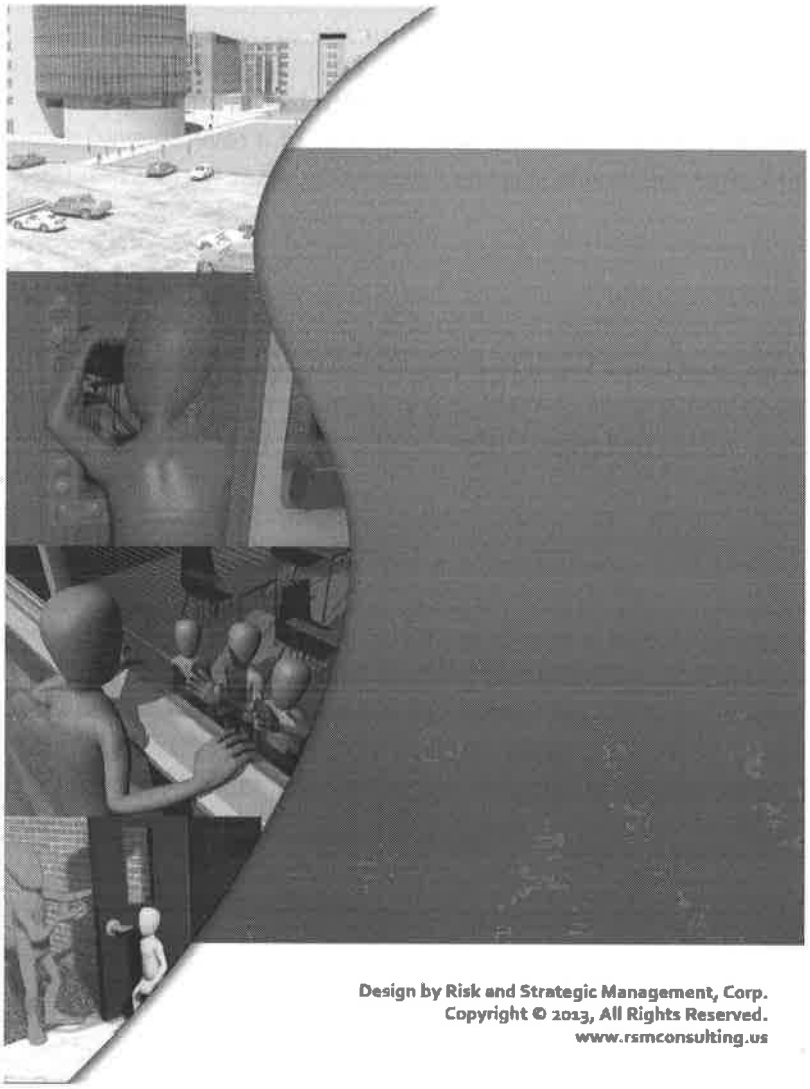
Reverse Evacuation is a mechanism to promptly return students who are outside into to the building in an organized fashion. While most school staff are already familiar with the basic concept of a reverse evacuation, very few understand it as a formal procedure and often delay action while considering what to do when they need to return to the building quickly.

Secure the Perimeter/Secure the Building

Secure the building or secure the perimeter can be used when the threat is external versus an immediate threat to the campus. This is an alternative to a lockdown when the threat is in the community rather than inside the school, but may still pose a threat to the school or campus. Staff and students should report to or to remain inside the school, but may continue instruction.

Shelter in Place

Sheltering in place means to seek safe shelter or safe physical concealment from harm in an open area such as a cafeteria or gym, but can also mean to remain inside the school for an extended period of time. To shelter in place in a classroom means having students sit against a solid wall, away from windows. Have employees familiar with the building's mechanical systems turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air. These systems, in particular, need to be turned off, sealed, or disabled.



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NC Center for Safer Schools



TASK FORCE

Greta Metcalf
Meridian Behavioral Health Services
Chief Officer of Community Engagement

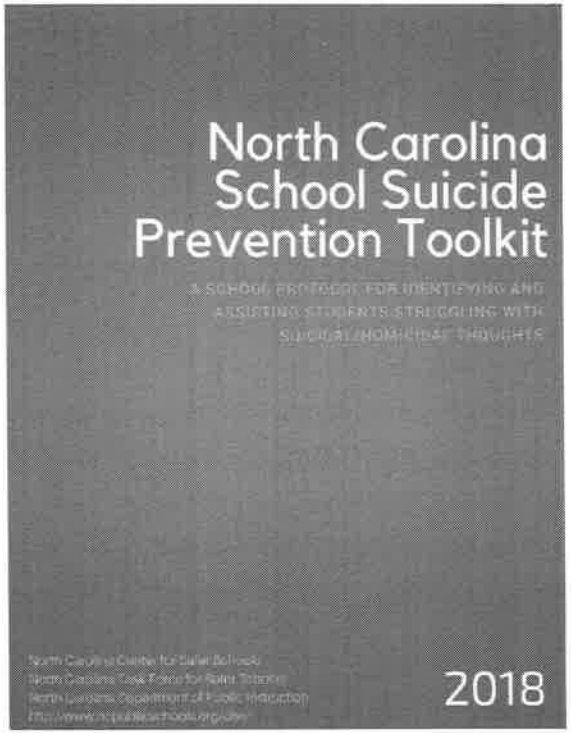
Comprehensive School Based Mental Health Model

- Schools/Mental Health Provider Partnerships
- School mental health programs supported by university training programs
- School-based health clinics with behavioral health component
- School employees provide counseling services and increasing Student Assistant Programs.
- Memorandum of agreements with community mental health providers for mobile crisis services within schools
- Trauma Sensitive and Resiliency Schools



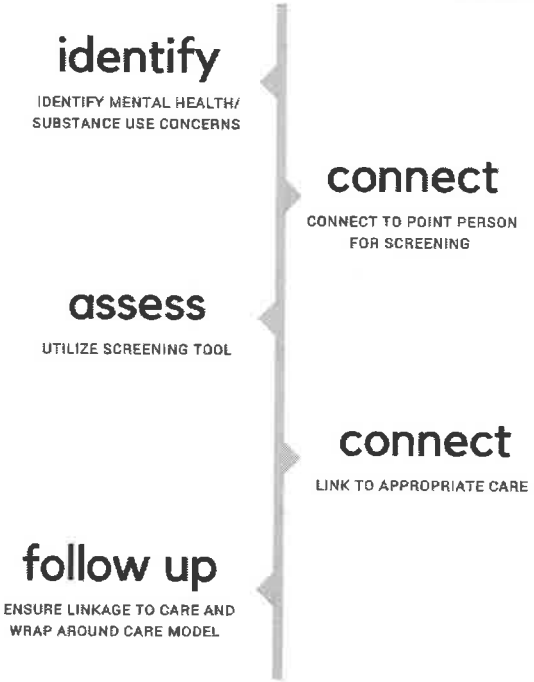
Toolkit Components

- Prevention and Identification
- Screening
- Access to Care Protocol
- Suicide Risk Intervention Documentation
- Action/Monitoring Plan
- Safety Plan
- Resource guides and Crisis Intervention
- Caregiver Tips
- Parent Notification form



Access to Care Protocol

TO MANAGE BEHAVIORAL HEALTH AND SUICIDAL/HOMICIDAL CONCERNS IN SCHOOLS



1. **Identify**: All school faculty members and staff need to be equipped to identify warning signs of at-risk behaviors
2. **Connect**: Schools should have one or two point persons at each school to receive referrals of identified students presenting warnings signs
3. **Assess:** An evidence-based, cost-effective, user-friendly screener is essential
4. **Connect:** Linkage to care is essential when students present urgent/emergent, while preventative/routine care is equally important for those who do not present as urgent/emergent
5. **Follow-up:** Ensuring linkage to care occurs and there is a wrap-around-care model in place

Threat and Risk Assessments

Violence Risk Assessment

- Behavior Assessment Systems for Children
- Rapid Assessment for Adolescent Prevention Services

Threat Assessment Tools

- Seattle Youth Violence Prevention Initiative Risk Assessment Tool & Youth Check-In

Youth Mental Health First Aid

- 1 in 5 children live with a mental health condition, many of which go undiagnosed
- YMHFA is a public education program introducing participants to risk factors and warning signs of mental illnesses and substance use.
- As of November 2017, North Carolina has:
  - 588 certified instructors (432 MHFA, 310 YMHFA)
  - 46,316 Mental Health First Aiders



North Carolina School Suicide Prevention Toolkit

A SCHOOL PROTOCOL FOR IDENTIFYING AND ASSISTING STUDENTS STRUGGLING WITH SUICIDAL/HOMICIDAL THOUGHTS

North Carolina Center for Safer Schools
North Carolina Task Force for Safer Schools
North Carolina Department of Public Instruction
http://www.ncpublicschools.org/cfss/

2018

North Carolina School Suicide Prevention Toolkit

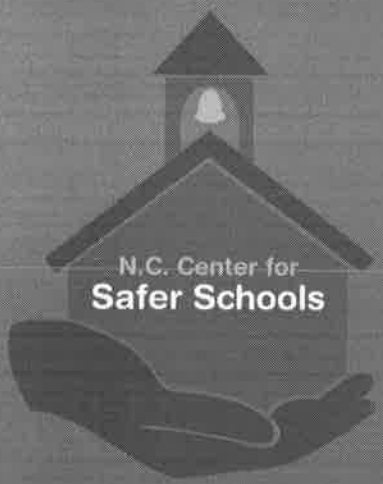


Table of Contents

Toolkit Overview	3
Special Remarks	5
Introduction	6
Protocol Chart	7
Protocol Description	8
Suicide Risk Intervention Form	13
COLUMBIA-SUICIDE SEVERITY RATING SCALE (C-SSRS)	15
Information Cards	16
Assessed Level of Suicide Risk	17
Action/Monitoring Plan	18
Safety Plan	19
Caregiver Tips	21
Parent Notification Form	24

2018

This toolkit is a result of a 2016-2017 collaborative work between the NC Center for Safer Schools and the Task Force for Safer Schools' Committee on Mental Health and the Special Needs of Students. The subject matter experts on the committee include representative from North Carolina Department of Public Instruction, North Carolina Department of Health and Human Services, and community stakeholders, including but not limited to, clinical psychologists, school administrators, teachers, and statewide experts on mental health and suicide prevention.

The North Carolina School Suicide Prevention Toolkit is designed to be a straight forward and practical resource to assist schools in properly identifying students with suicidal ideation and behaviors, action steps to ensure their safety, protocols for referrals to appropriate professional care, and continuous follow up to ensure wraparound services. This toolkit incorporates existing material, research findings, and templates that have been compiled by the consensus of subject matter experts as an effective and efficient resource for the prevention and intervention of suicide among children and adolescents in a school setting.

Special Thanks

Greta Metcalf. Under her leadership as chair of the Mental Health and Special Needs of Students Committee for the NC Task Force for Safer Schools, Mrs. Metcalf and her team of experts identified the need of schools for streamlined information and effective resources around suicide. This toolkit was developed with the intent to fulfill this need.

Many thanks to the following for granting permission to reproduce their documents: Cherry Creek School District, New York State Psychiatric Institute, Brock & Sandoval & Rockingham County Schools (NC), Greta Metcalf, LPC.

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North Carolina Department of Public Instruction

Cite as:

North Carolina Center for Safer Schools, and Task Force for Safer Schools 2018. School Suicide Prevention Toolkit: A School Protocol for Identifying and Assisting Students Struggling with Suicidal/Homicidal Thoughts.

Additional Resources

Preventing Suicide: A Toolkit for High Schools

Substance Abuse and Mental Health Services Administration. Preventing Suicide: A Toolkit for High Schools. HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, 2012. https://store.samhsa.gov/shin/content/SMA12-4669/SMA12-4669.pdf

After a Suicide: A Toolkit for Schools

American Foundation for Suicide Prevention and Suicide Prevention Resource Center. 2011. After a Suicide: A Toolkit for Schools. Newton, MA: Education Development Center, Inc. http://www.sprc.org/webform/after-suicide-toolkit-schools

National Institute of Mental Health

https://www.nimh.nih.gov/health/statistics/suicide.shtml

Suicide Prevention Resource Center

http://www.sprc.org/

American Foundation for Suicide Prevention

https://afsp.org/

SPECIAL REMARKS

Suicide is the second leading cause of death among teens and young adults between the ages of 15 and 24, and the third leading cause of death for individuals between the age of 10 and 14 (NIH). It is therefore critical for those working with children and adolescents to be informed and well prepared to address suicide prevention and intervention. This is certainly true for school personnel who may be called upon to provide time sensitive and informed assistance to students presenting with suicidal ideation and behaviors. This toolkit was developed with the purpose of assisting school officials in their development of protocols and practical resources for helping students who may be experiencing suicidal/homicidal thoughts. It is our hope that schools find the information included in this toolkit to be a helpful guide and resource in their pursuit toward the care and safety of their students.

Kym Martin
Executive Director
North Carolina Center for Safer Schools
North Carolina Department of Public Instruction

The Safer Schools Task Force works tirelessly to promote the safety of our kids. Equipping schools with tools to aid in the emotional and mental health of our students is of utmost importance. Teen suicide is not going away. With this toolkit, schools can better prepare their employees for teen suicide situations, ensuring the safety of our most precious resource.

Sheriff Robert Holland, Chair
Caroline Daily, Vice Chair
North Carolina Safer Schools Task Force

INTRODUCTION

WHAT? This is a Suicide Prevention Toolkit, a protocol that can be implemented in any school to help identify students struggling with suicidal or homicidal thoughts and feelings. It gives schools steps to take to screen a student for suicide risk, document concerns, develop safety plans, and connect the student to mental health care. It was developed by North Carolina's Center for Safer School's Subcommittee on 'Students with Mental Health and Special Needs' in 2017.

WHO? Any school can utilize the process protocol, resources, sample forms, and screening tools and adapt them to a school's individual needs and available resources. It is preferred that personnel-faculty from the support services team administer the screening tools, and if possible have some experience or training in working with students with mental health concerns.

WHEN? The toolkit can be implemented anytime by a dedicated workgroup at your school.

HOW? An explanation of each tool:

B. **Prevention, Screening, and Access to Care Protocol to Manage Behavioral Health and Suicidal/Homicidal Concerns in Schools**-This document gives you an outline of steps to take to implement preventative measures for students who are struggling; a suicide screening tool, connecting the student to a suicide assessment, then follow up strategies.

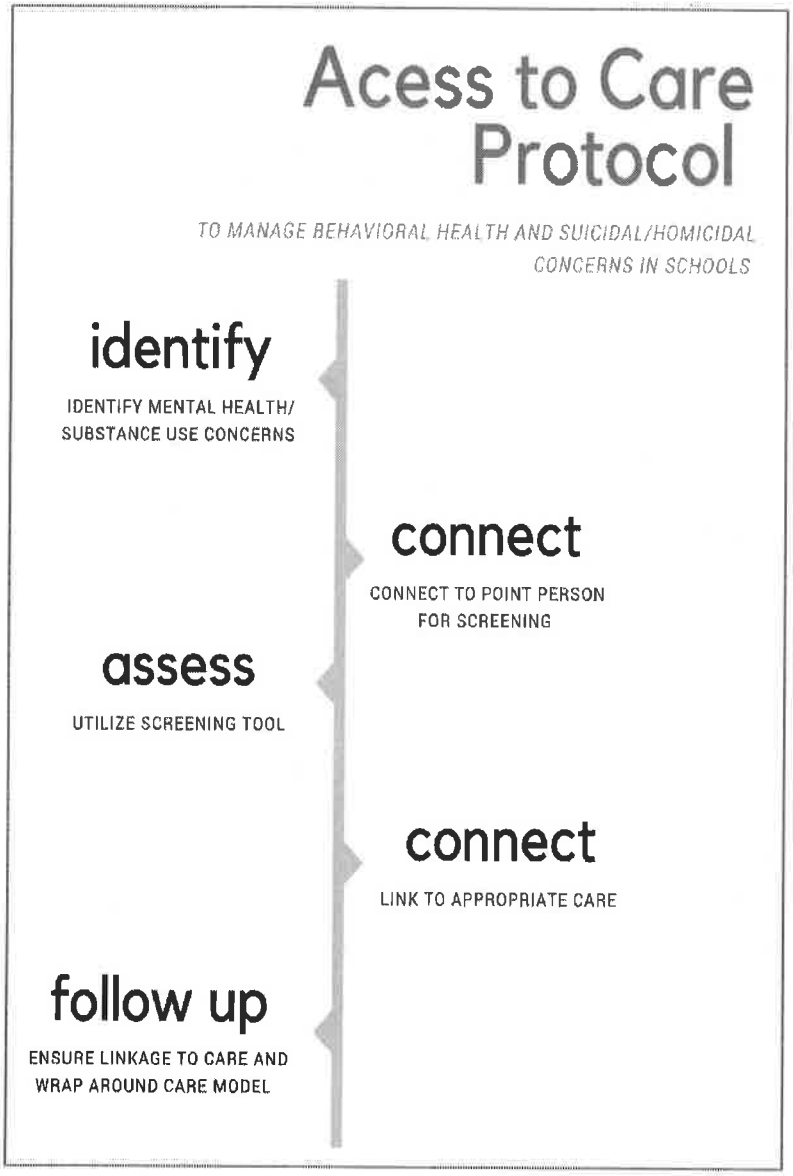
C. **Protocol Description**-A description of the first document and recommended resources by the subcommittee.

1. **Documentation of Suicide Risk Intervention**-Checklist for steps to take and logging the incident.
2. **Columbia-Suicide Rating Scale**-An evidenced based screener for suicide risk that results in either emergent, urgent, or routine dispositions.
3. **Columbia-Suicide Rating Scale Tri-Fold**-Folded, a useful pocket-sized form of the screener and resources.
4. **Suicide Risk Action Safety Plan**-Describes each level of risk and how to respond to each, offers a monitoring/action plan, and a safety plan for students and families.
5. **Parent Tips in Keeping your Child Safe**-a guideline of safety tips for caregivers and supports.
6. **Notification of Emergency Contact and Needs**-A form to use to document the caregivers were notified of the concern and need for mental health services.

Prevention, Screening, Access to Care Protocol to Manage Behavioral Health and Suicide/Homicidal Concerns in Schools

Prevention/Identifying Mental Health and Substance Abuse Concerns	Screening	Access to Care-Urgent/Emergent	Access to Care-Routine/Prevention	Follow up
All school faculty, students, and community members need to be equipped to identify warning signs of at-risk behaviors. Education is key and must be provided in varying venues.	Schools need to have one or two faculty who will be the point person to receive referrals from identifying warning signs at each school.	Linking to care is essential when the student presents as urgent or emergent. CSSR rating scale 3 to 6.	If CSSR rating scale is 1 to 2, refer to preventative/routine care.	Ensure linkage to care occurs and there is a wraparound care model in place
• Choose what works for your school: • Anonymous APP SPK^ • Rapid Assessment for Adolescent Preventative Services Screener • Youth Mental Health First Aid • PEACE Protocol-for school-based providers to implement • Anonymous Drop Boxes • Compassionate Climate Culture • Monitor Social Media • Suicide Hotlines • 'CALM' Counseling on Access to Lethal Means • Restorative Justice Practices	• Obvious point persons: School social worker, guidance counselor, nurse, or vice principal. Must be visible/accessible. • Decide how point person/s will receive referral and advertise very well • Utilize Screening Tools: • Columbia Suicide Severity Rating Scale (CSSRS) • Gather information from a variety of sources to help make a decision. • If Threat-Notify SRO and follow the Secret Service School Threat Assessment: https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf	• An assessment must take place within 2 hours if considered emergent: CSSRS rating scale of 3 to 6. • Inform the parent/LRP asap • Use suicide notification form • Contact local provider who can provide rapid access or mobile crisis management • Always inform the SRO if determined a Threat • Provide direct supervision of the student until linkage to care has been achieved. Use trifold interventions	• School social worker or guidance counselor caseload to monitor • Refer to school skill building group if available • Refer to community prevention program • Use 'At-Risk Teams' 'Care Teams,' or 'Child and Family Student Support Teams' to monitor • Refer to local provider for MH services. http://www.ncdhhs.gov/providers/lme-mco-directory	• With consent to release of information in place, letter from the provider summarizing findings/recommendations is helpful. At min, this can be verbally communicated. • Point Person needs to relay recommendations to teaching staff and check in with the student on a regular basis. • The school point person needs to ensure linkage to care occurred once referred.

PREVENTION, SCREENING, ACCESS TO CARE PROTOCOL
TO MANAGE BEHAVIORAL HEALTH AND SUICIDE/HOMICIDAL CONCERNS IN SCHOOLS



1.
Develop partnerships with local mental health providers who can provide rapid access to care and/or mobile crisis management.

2.
Develop Memorandum of Agreements to outline process.

3.
Solicit the help of your Manage Care Organization/Local Management Entity.

Questions? Contact Greta Metcalf at 828-399-1399

PROTOCOL DESCRIPTION

I. PREVENTION

There are various methods for faculty and students to identify behavioral health concerns including suicidal/homicidal concerns of students. Schools are encouraged to choose activities best suited for their local needs. Below are recommendations:

Anonymous APP SPK^:

SPK UP NC is a school safety program for students that enables them to send anonymous tips about school safety concerns from an app they download on their phone, iPad, MacBook, or other mobile and web-based technology. The tips will be received by school administration who will respond appropriately based on the type of tip. The SPK UP NC program combines the school safety prevention, intervention and response expertise of the N.C. Center for Safer Schools.

Rapid Assessment for Adolescent Preventative Services Screener:

The Rapid Assessment for Adolescent Preventive Services (RAAPS) is an evidence-based, web-based screening tool used by schools and healthcare professionals across the U.S. as well as a dozen other countries. It can efficiently and effectively identify the risky behaviors of youth that contribute to adolescent morbidity, mortality, and social problems. https://www.raaps.org

Youth Mental Health First Aid:

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situation.

Prevention of Escalating Adolescent Crisis Events (PEACE):

A protocol that can be integrated into the school culture to help manage crisis events. To learn more contact Dr. Kurt Michael at Kurt Michael michaelkd@appstate.edu

Anonymous Drop Boxes:

A way for students to anonymously report incidents of bullying and other safety risk.

Compassionate Climate Culture and Trauma Informed Schools

Develop a culture where students feel safe and their peers are taught to support one another. http://traumasensitiveschools.org/

PROTOCOL DESCRIPTION

Monitor Social Media

Students reach out for help on social media. Develop a monitoring system or purchase software that will mine for unsafe posts.

Suicide Hotlines

Post the National Suicide Prevention Lifeline. 1 (800) 273-8255

'CALM' Counseling on Access to Lethal Means:

a program which aims to train helping professionals to counsel high-risk individuals and their families to temporarily reduce access to firearms and dangerous medications. To learn more contact Dr. Kurt Michael at Kurt Michael michaelkd@appstate.edu.

Restorative Justice Practices

Restorative Justice practices strives to bring victims and offenders together using restorative justice practices in an effort to foster collaborative healing, rather than specifically seeking punishment. Bring Restorative Practices to your school by contacting the Restorative Justice Clinic at Campbell Law School. http://law.campbell.edu/page.cfm?id=587&n=the-restorative-justice-clinic or call at 919-865-4692.

PROTOCOL DESCRIPTION

II. SCREENING

Schools need to have one or two faculty who will be the point person to receive referrals from identifying warning signs at each school. Offer both an anonymous and a face to face method. Students will use both.

Obvious point persons

- School social worker, guidance counselor, nurse, or vice principal are obvious point persons. In other cases, the SRO, principal, or lead teacher works better. They must be visible, accessible, and approachable.
- Decide how point person/s will receive referrals and advertise in varying methods. (Announce at faculty meetings, assemblies, post on website, newsletters, student letters, classroom teaching, guidance teaching are just some methods)

Utilize Screening Tools:

- Columbia Suicide Severity Rating Scale (CSSRS) brief version. This is a well-validated 6-item screening instrument to identify individuals at risk of suicide. It was developed as part of the National Adolescent Attempter's study to develop an instrument that predicts suicide based both on behavior and ideation. There is a short online training. Anyone can administer it. Gather information from a variety of sources to help make a decision. Always follow your instinct and choose the conservative route. http://cssrs.columbia.edu/training/training-options/
- If a student expresses a Threat-Notify SRO and follow the Secret Service School Threat Assessment Protocol: https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf

III. LINKAGE TO CARE

After screening, the CSSRS produces an objective result that levels the severity and immediacy of the concern. With each result, a pathway to care and helpful interventions are noted. At this time, the student can be linked to care from the available local resources. For example, if a student is in need of an emergent suicide assessment, the student will be connected to a local provider whom can address this need within two hours of referral.

Access to Care-Urgent/Emergent: Linking to care is essential when the student presents as urgent or emergent. CSSR rating scale 3 to 6.

- Assessment must take place within 2 hours if considered emergent (HIGH RISK)/within 24 hours if determined urgent (MEDIUM RISK): CSSRS rating scale of 3 to 6.
- Inform the parent/caregiver asap
- Complete 'Documentation of Suicide Intervention' form and all related steps and forms included in packet.
- Contact local provider who can provide rapid access or mobile crisis management
- Always inform the SRO if determined a Threat
- Provide direct supervision of the student until linkage to care has been achieved. Use trifold interventions

Access to Care-Routine/Prevention: If CSSR rating scale is 1 to 2, refer to preventative/routine care.

a. School social worker or guidance counselor caseload to monitor
b. Refer to an internal school skill building/guidance group if available
c. Refer to community prevention program
d. Use 'At-Risk Teams' 'Care Teams,' or 'Child and Family Student Support Teams' to monitor
e. Refer to local provider for MH services. http://www.ncdhhs.gov/providers/lme-mco-directory

V. FOLLOW UP

Ensure linkage to care occurs and there is a wraparound care model in place so students don't fall through the cracks. Students exhibiting behavioral health and/or crisis concerns need a lot of natural supports from the school community.

- With consent to release of information in place, letter from the provider summarizing findings/recommendations is helpful. At min, this can be verbally communicated.
- Point Person needs to relay recommendations to teaching staff and check in with the student on a regular basis.
- The school point person needs to ensure linkage to care occurred once referred.

DOCUMENTATION OF SUICIDE RISK INTERVENTION

Permission to reproduce granted. Adapted from Cherry Creek School District 2008

Student Name: _____ **Date/Time:** _____
Date of Birth: _____ Grade: _____ **Gender:** M F
Ethnicity: ___American Indian ___Asian ___Black ___White ___Hispanic
Special Education: Y N **Disability Category:** _____

School: _____
Form completed by: _____
Referred by: _____

Reason for Suicide Screening:

_____
_____
_____

Required Actions:
Provide direct supervision of student until screening and plan is completed and student is released according to action/monitoring plan. Contact the caregivers to include them in the process immediately.

- ❑ Complete the Columbia-Suicide Severity Rating Scale Screener
- ❑ Utilize the 'Assessed Level of Suicide Risk' for action plan instructions
- ❑ Complete action/monitoring plan steps according to level of risk
- ❑ Student supervised until released
- ❑ Student released
  - To caregiver _____ Transported by: _____
  - Therapist _____ Transported by: _____
  - ER/hospital _____ Transported by: _____
  - Other _____
  - Returned to class (low risk only and w/ parent permission) _____
- ❑ Caregiver notified Time: _____ Spoke to: _____
- ❑ If Moderate Risk, copies of screener/safety plan given to parent
- ❑ Notification of Emergency Contact and Needed Services signed
- ❑ Discussion of home safety/supervision (access to weapons, drugs, Rx's, etc.)
- ❑ "Tips for Keeping Your Child Safe" provided to caregiver
- ❑ Outpatient therapist/MD notified (if applicable)
- ❑ Other _____

COLUMBIA-SUICIDE SEVERITY RATING SCALE (C-SSRS)

(Overview)

For inquiries and training information contact: Kelly Posner, Ph.D.
New York State Psychiatric Institute, 1051 Riverside Drive, New York, New York, 10032; posnerk@nyspi.columbia.edu
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When a Student presents with suicidal warning signs	Screen with a Columbia Suicide Severity Rating Scale to determine the pathway of care
Description of Suicide Screening Tool	Columbia Suicide Severity Rating Scale (CSSRS) – brief version. This is a well-validated 6-item screening instrument to identify individuals at risk of suicide. It was developed as part of the National Adolescent Attempter's study to develop an instrument that predicts suicide based both on behavior and ideation.
Purpose of Screening Tool	The CSSRS is used when a quick assessment of an individual's suicidality should be performed to determine if there is a need for further assessment. It can be used with a variety of populations, including adolescents.
Person/s Designated to Utilize the Screening Tool	The CSSRS can be administered by non-professionals, including school resource officers, school guidance counselors, school social workers, principals, etc. and others after a brief 30-minute online training. It is recommended someone with behavioral health background administer the tool
Training Information	Free online training is available at http://cssrs.columbia.edu/training_cssrs.html. This training takes about 30 minutes. Training DVDs are also available for those without on-line access.
Costs	Although the "e" version of the CSSRS has a small cost, the paper version of the CSSRS is free of charge. The on-line training is similarly free of cost.
Challenges	Triage points, based on scores on the CSSRS, will need to be developed for each local system and updated as needed.
Strengths	It is very brief – six questions at most – and can be administered by a wide variety of individuals, after a brief training. It has simple scoring instructions with clear cutting scores. It has both good inter-rater reliability and predictive validity, yielding both low rates of false-positives and false-negatives.

COLUMBIA-SUICIDE SEVERITY RATING SCALE (C-SSRS)

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SUICIDE IDEATION DEFINITIONS AND PROMPTS	Past month	
Ask questions that are bolded and underlined.	**YES**	**NO**
Ask Questions 1 and 2		
1) Wish to be Dead: Person endorses thoughts about a wish to be dead or not alive anymore, or wish to fall asleep and not wake up. *Have you wished you were dead or wished you could go to sleep and not wake up?*		
2) Suicidal Thoughts: General non-specific thoughts of wanting to end one's life/commit suicide, *"I've thought about killing myself"* without general thoughts of ways to kill oneself/associated methods, intent, or plan. *Have you actually had any thoughts of killing yourself?*		
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
3) Suicidal Thoughts with Method (without Specific Plan or Intent to Act): Person endorses thoughts of suicide and has thought of a least one method during the assessment period. This is different than a specific plan with time, place or method details worked out. *"I thought about taking an overdose but I never made a specific plan as to when, where, or how I would actually do it....and I would never go through with it."* *Have you been thinking about how you might kill yourself?*		
4) Suicidal Intent (without Specific Plan): Active suicidal thoughts of killing oneself and patient reports having some intent to act on such thoughts, as opposed to *"I have the thoughts but I definitely will not do anything about them."* *Have you had these thoughts and had some intention of acting on them?*		
(5) Suicide Intent with Specific Plan: Thoughts of killing oneself with details of plan fully or partially worked out and person has some intent to carry it out. *Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?*		
6) Suicide Behavior Question: *Have you ever done anything, started to do anything, or prepared to do anything to end your life?* Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc. **If YES, ask:** *How long ago did you do any of these?* □ Over a year ago? □ Between three months and a year ago? □ Within the last three months?		

SUICIDE PREVENTION & INTERVENTION

NC SCHOOL TOOLKIT & RESOURCE GUIDE

COLUMBIA-SUICIDE SEVERITY RATING SCALE

Read aloud the questions Below	Past month	
Ask Questions 1 and 2	**YES**	**NO**
1) Have you wished you were dead or wished you could go to sleep and not wake up?		
2) Have you actually had any thoughts of killing yourself?		
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
3) Have you been thinking about how you might kill yourself?		
4) Have you had these thoughts and had some intention of acting on them?		
5) Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?		
6) Have you ever done anything, started to do anything, or prepared to do anything to end your life? If YES, ask: How long ago did you do any of these?		

GUIDANCE CARD FOR CRISIS INTERVENTION

IF THE PERSON IS ---------- THEN YOU SHOULD

Emotionally upset? ---------- Don't take their words personally
Withdrawn? ----------Engage in relevant discussion
Difficulty concentrating? ---------- Be brief, repeat instructions
Hallucinating? ----------Respond to feelings, not content
Delusional? ---------- Don't argue about their beliefs
Fearful? ----------Be reassuring and calm
Insecure? ---------- Be caring and accepting
Over-stimulated? ---------- ----------Quiet the scene & limit input
Ignoring your commands? -------- Make sure they can hear you
Confused? ---------- Use simple words & simple instructions
Pre-occupied? ---------- Get their attention
Hopeless? ---------- ----------Instill hope & explore suicide risk
Agitated? ---------- ----------Give them space and time
Angry? ------ Validate feelings, consider assertive intervention

TRIAGE POINTS

If "Yes" to Item 1: - Low suicide risk – Monitor at school among student support team.

If "Yes" to Item 2: - Mild suicide risk – Monitor at school among student support team. Staff with a Macon Psych. clinician.

If "Yes" to Item 3: - Moderate suicide risk – Contact Macon Psych for suicide evaluation

If "Yes" to Item 4: High risk of suicide – Contact Macon Psych. for suicide evaluation or Mobile Crisis

If "Yes" to Item 5: High risk of suicide – Contact Macon Psych. for suicide evaluation or Mobile Crisis

If "Yes" to Item 6: Highest risk of suicide, with more recent actions reflecting greater risk. Immediately seek emergency mental health intervention for these individuals! Under no circumstances should you leave this individual alone!! Contact Macon Psych. or Mobile Crisis.

When to take the consumer to the Emergency Department or crisis facility?

Consumer presents one or more of the following:

- ✓ is unconscious, confused and disoriented
- ✓ has experienced a drug or alcohol overdose
- ✓ has a medical emergency (like delirium tremors, seizures, bleeding, serious injury) or unstable medical condition like severe diabetes or high blood pressure
- ✓ made a suicide attempt requiring medical intervention
- ✓ is unable to walk and/or speak clearly
- ✓ has any other medical condition requiring acute attention

To a behavioral health crisis facility in all other circumstances!

TO CONVEY EMPATHY

1. Reflect feelings: a clear, precise description of the emotion the person is experiencing. AND
2. Reflect content: a concise description of the situation or event that elicited that emotion.

FORMAT: ***"You feel (specific emotion) because (content)."***

THREE-STEP ASSERTIVE INTERVENTION

1. **Empathy statement:** Lets the person know you understand him or her.
2. **Conflict statement:** Describe a conflict or problem that needs to be addressed before you can help the person.
3. **Action statement:** Let the person know exactly what you need him or her to do.

RESOURCES for Suicide Evaluation

List Resources Below:
Suicide Prevention Lifeline 1-800-273-TALK (8255)
Manage Care Organization:
Behavioral Health Provider:
Mobile Crisis:

Assessed Level of Suicide Risk

Adapted from Brock & Sandoval & Rockingham County Schools (NC)

Student: _____ **Date:** _____

School: _____ **Grade:** _____

** The following is to be used as a guide. Always defer to professional, clinical judgment and err on the side of caution. **

Low Risk – Score of 1 or 2 on the Columbia-Suicide Severity Rating. Minimal risk of suicide. Student may have made a remark about suicide or admitted to occasional thoughts of suicide (ideation) but has not made a plan. Possible adjustment problems in school and/or at home but idea of suicide not actively being considered, i.e. no intent or risky behavior. Strong Protective Factors. Reasons for Living > Reasons for Dying.

Moderate Risk – Score of 3 on the Columbia-Suicide Severity Rating. Moderate risk demonstrated by constant ideation, changes in behavior patterns (e.g. sleeping, eating, moods, school performance, and social relationships), and verbalized threats. Suicidal ideation with a vague and/or non-lethal plan (if one exists), but no intent. Some protective Factors. Reasons for Living ≥ Reasons for Dying.

HIGH Risk – Score of 4, 5, or 6 on the Columbia-Suicide Severity Rating. Extreme risk present when student makes frequent threats, has detailed and lethal suicide plan, makes final arrangements (e.g. gives away prized possessions, writes suicide note, discusses funeral plans, buys a gun or rugs, etc.), has a history of previous gestures or attempts, and/or is isolated from friends and family. These behaviors lead interviewer to believe that there is imminent risk of suicide. Potentially lethal suicide attempt or persistent ideation with strong intent or suicide rehearsal. INTENT, PLAN, LETHAL MEANS. Reasons for Living < Reasons for Dying.

RISK ESTIMATION

□ **Low**

(Monitor Student; Notify Caregivers, teachers; Complete Action/Monitoring Plan; Provide Resources)

□ **Moderate**

(Monitor Student; Notify Caregivers, teachers; Complete Action/Monitoring Plan; Develop Safety Plan; Make Referral to a Behavioral Health provider to complete a suicide assessment; Provide Resources; Provide parents with copies of Safety Plan, Assessed Level of Suicide Risk, Action/Monitoring Plan, and Columbia Suicide-Severity Scale for provider)

□ **HIGH/EXTREME**

(Monitor Student; Notify Caregivers, teachers; Complete Action/Monitoring Plan; Develop Safety Plan; Make Referral to a Behavioral Health provider to complete a suicide assessment immediately; Provide parents with copies of Safety Plan, Assessed Level of Suicide Risk, Action/Monitoring Plan, and Columbia Suicide-Severity Scale for provider)

Action/Monitoring Plan

Adapted from Brock & Sandoval & Rockingham County Schools (NC)

Student: _____ **Date:** _____

School: _____ **Grade:** _____

Notification of-It is essential caregivers and teachers are notified. Student Support Team members if available.	— Caregivers _____ □ By Phone □ In Person — Administrator _____ — Teachers (list) — School Nurse — School Resource Officer — Other _____	
Supervision-The student needs to be directly supervised until an action plan is developed/resolved. Thereafter, they need someone to check in with on a routine basis.	At School	Home/Safety Supervision
	— Adult Supervision (specify who and when) _____ — Check-in with whom and when _____	— Remove access to weapons — Remove access to drugs, medications, etc. — Provide copy of "Tips for Keeping Your Child Safe"
Outside Involvement	— Recommendation to seek outside services — Provided list of area resources — Referred to behavioral health emergency services (Moderate/HIGH) — Current mental health provider _____ — Other (note if appointments made) _____ — Consent for Release of Information Signed with Mental Health provider for coordination of care (optional) but encouraged so school knows how to support student	
Follow-up-It is essential the school follows up with student and parents to ensure safety.	— Point Person will meet with student within 1 week _____ — Point Person will follow-up with parents on _____ — Parent will contact point person by _____ — Point Person will consult with new school, if there is change in placement	

TEAM SIGNATURES		
NAME	POSITION	DATE

Safety Plan

Adapted from Brock & Sandoval & Rockingham County Schools (NC)

Student: _____ **Date:** _____

School: _____ **Grade:** _____

STEP ONE: Warning Signs

What thoughts or events tend to make you feel suicidal? What do you experience when you start to think about suicide or feel extremely distressed?

STEP TWO: Internal Coping Strategies

1. What can you do, on your own, if you become suicidal again, to help yourself and not act on these thoughts or urges?

2. How can I make my environment safe? Or where can I go to feel safe?

3. What might interfere with your thinking of these activities or doing them once you think of them?

4. What are my reasons for living? What are you looking forward to in the future?

Safety Plan

Adapted from Brock & Sandoval & Rockingham County Schools (NC)

STEP THREE: Social Contacts Who May Distract from the Crisis

1. Who or what social settings help you to take your mind off your problems for a little while? Who helps you feel better when you talk to them?

STEP FOUR: Family Members or Friends Who May Offer Help (Prioritize list)

STEP FIVE: Professionals and Agencies to Contact for Help. List name and number

1. _____
2. _____

In an emergency I can also call: _____

STEP SIX: Parents/Guardian have been provided a copy of 'Parent Tips.'

Student: _____ **Date:** _____

Team Leader: _____ **Date:** _____

Parent/Guardian: _____ **Date:** _____

Caregiver TIPS
KEEPING YOUR CHILD SAFE

It is important to remember the signs and risk factors listed are generalities. Not all youth who contemplate suicide will exhibit these kinds of symptoms AND not all students who exhibit these behaviors are suicidal.

Warning Signs of Suicide

TALKING ABOUT IT
Suicide| Death| Preoccupation with dying

TROUBLE EATING SLEEPING
Sleeping all the time| Unable to sleep| Overeating| No able to eat

SUICIDE EXPOSURE
Previous suicide of a peer or family member

WITHDRAWING
From family and friends

SIGNIFICANT CHANGES IN
Behavior| Personality| Appearance| Change in grades

LOSS OF INTEREST
In activities| Work| School| Hobbies| Social Interactions

GIVING THINGS AWAY
Giving away prized possessions

PREVIOUS SUICIDE ATTEMPTS

SUBSTANCE USE
Increased drug and.or alcohol use

PROBLEMS IN PERFORMANCE
School| Work|

SUDDEN CHANGES IN BEHAVIOR
Sudden happiness or calmness following a depressed mood

OBSESSION WITH SUICIDAL MEANS
Guns| Knives| Hanging material

PHYSICAL SYMPTOMS
Chronic Pain| Frequent Complaints of physical symptoms

HOPELESSNESS
Makes statements of hopelessness or worthlessness

TROUBLE REMEMBERING
An inability to concentrate

SAYING GOOD BYE
Saying good bye to family, friends,

SELF INFLICTING INJURIES
Cutting| Burning|

MAKING A WILL OR SUICIDE NOTE

MAKING SUICIDAL THREATS
Direct: "I want to die"|
Indirect: "Things would be better if I wasn't here"

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Caregiver TIPS
KEEPING YOUR CHILD SAFE

WHAT CAN I DO TO KEEP MY CHILD SAFE?

- **ASK.** Talking about suicide does not make a person suicidal. Asking if someone is having suicidal thoughts gives him/her permission to talk about it. Asking sends the message that you are concerned and want to help.
- **TAKE SIGNS SERIOUSLY.** Most people who die by suicide showed some of the warning signs in the weeks or months prior to their death.
- **GET HELP.** If you have concerns that your child is suicidal, seek immediate help from a mental health practitioner. You can also access emergency services at your nearest hospital. Suicidal children need to be evaluated by an expert in assessing risk and developing treatment plans. Contact your school psychologist, social worker, or counselor for a list of resources. Parents may also want to consult with their insurance company to obtain a list of mental health providers covered by their policy. When you call to make an appointment, tell the person on the phone that your child is suicidal and needs to be seen as soon as possible.
- **SECURE WEAPONS, ROPES/CORDS, MEDICATIONS AND OTHER MEANS OF HARM. (Fire Arms are #1 means; Suffocation is #2 form of means)**
- **DO NOT LEAVE YOUR CHILD ALONE.** Surround yourself with a team of supportive friends or family members who can step in and help as needed.
- **REASSURE YOUR CHILD THAT LIFE CAN GET BETTER.** Many suicidal people have lost all hope that life can improve. They may have difficulty problem solving even simple issues. Remind your child that no matter how bad things are, the problem can be worked out. Offer your help.
- **LISTEN.** Avoid making statements such as "I know what it's like" or "I understand." Instead, make statements such as "Help me understand what life is like for you right now."

EMERGENCY RESOURCES:

National Suicide Prevention Lifeline	1-800-273-TALK	(1-800-273-8255)
Local Police	911	
Local Mental Health Providers:		
Local LME/MCO:		

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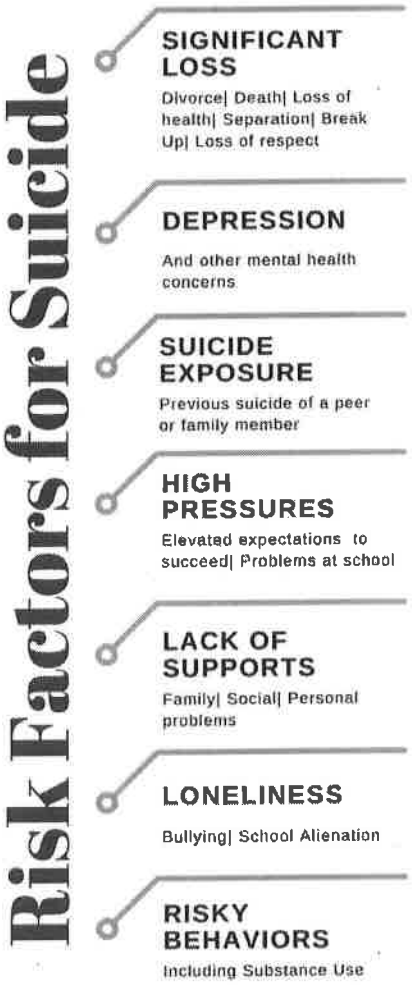
Caregiver TIPS
KEEPING YOUR CHILD SAFE

Caregivers, work with your child, school, and community to increase Protective Factors and reduce Risk Factors to decrease suicide risk:

PROTECTIVE FACTORS

FACTORS THAT CONTRIBUTE TO RESILIENCY, AN ABILITY TO RECOVER FROM OR ADJUST EASILY TO MISFORTUNE OR CHANGE

- Family/Parental support and connectedness to family, strong relationships with caregivers
- Close friends
- A caring adult
- Family involvement in school
- Positive school experiences
- Safe environment at school
- Access to basic needs: Adequate food, clothing, medical care, dental care, shoes
- Access to mental health care
- Involvement in activities that your child enjoys, such as sports, theater, school clubs, skate boarding, music lessons, church youth group, dance, art, cultural
- Gain an understanding of your child's developmental stage. Support them in trying out new identities
- Restrict access to guns, medications, ropes, cords, harmful internet sites, alcohol



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PARENT NOTIFICATION OF EMERGENCY CONTACT AND NEEDED SERVICES

I (we), _____, the parents of _____, were involved in conference with school personnel on _____ at _____ School. We have been advised that following a suicide screening, our child was determined to be at risk for suicide and appears to be in a state of psychological emergency.

We have been further advised that we should seek intervention for our child immediately. School personnel explained the district's role in providing support and follow-up assistance to our child in conjunction with treatment services from the community. We understand that services received through any outside agencies will be at our own expense. We have been provided a list of community resources and crisis/emergency numbers and recognize that 911 should be called in life-threatening situations.

If I (we) do not accept responsibility for the plan, I (we) attest to the understanding that a referral to Child Protective Services for possible emotional neglect can/will be made.

_____
Parent Date

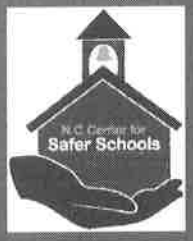
_____
School Point Person Date

List Mental Health Community Resources Here:

Copies to: School Point Person
Parent

North Carolina School Suicide Prevention Toolkit

NORTH CAROLINA CENTER FOR SAFER SCHOOLS
NORTH CAROLINA TASK FORCE FOR SAFER SCHOOLS
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
WWW.CENTERFORSAFERSCHOOLS.ORG





NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Threat Assessment at School: A Primer for Educators

BY SHANE R. JIMERSON, PHD, NCSP, *University of California, Santa Barbara*
DEWEY G. CORNELL, PHD, *University of Virginia, Charlotteville*

Threat assessment represents an important component of a comprehensive approach to school safety that gives schools an alternative to zero tolerance discipline policies. Threat assessment is a violence prevention strategy that involves: (a) identifying student threats to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.

The goals of threat assessment are to keep schools safe and to help potential offenders overcome the underlying sources of their anger, hopelessness, or despair. Effective threat assessment provides adults with useful information about a student's risks and personal resources. Among the other potential student risks that can be identified and prevented are suicide, alcohol and drug use, physical abuse, dropping out, and criminal activity.

IMPLEMENTING THREAT ASSESSMENT PROCEDURES IN SCHOOLS

Effective procedures to assess threats include establishing district-wide policies and procedures, creating interdisciplinary assessment teams, and educating the school community.

Establish District-Wide Policies and Procedures

All threats of violence must be taken seriously and investigated, so it is important to have a specific policy and established procedures for dealing with student threats. The policy should clarify the role of educators in relation to that of law enforcement, identify the threat assessment team, and specify the team's training requirements.

Create an Interdisciplinary Assessment Team

Effective threat assessment is based on the combined efforts of a school-based team including representatives from administration, mental health, and law enforcement. In unusually complex cases, the team might draw upon professionals in the local community. The interdisciplinary team approach improves the efficiency and scope of the assessment process and reduces the risk of observer bias.

Educate the School Community About Threat Assessment

Successful implementation of a threat assessment approach hinges on educating the entire school community about the importance of a positive school climate that focuses on providing help for students before problems escalate into violence. Schools should regularly assess their climate, with particular emphasis on students' trust in adults and willingness to seek help for problems and concerns. All members of the community, especially students, must understand the distinction between seeking help to prevent violence and "snitching," or informing on someone for personal gain. Written materials should be publicly available and specific efforts should be made to explain relevant aspects of the threat assessment policy to staff members, students, and families.

TYPES OF THREATS

A threat is an expression of intent to do harm or act out violently against someone or something. It may be spoken, written, or symbolic. Many students who make a threat will never carry it out. Conversely, others who pose a real danger may not make an explicit threat. Threats may be communicated to the intended victim or related to a third party. There are a number of different types of threats:

- *Direct threats* indicate a specific act against a specific target delivered in a straightforward, clear, and explicit manner.
- *Indirect threats* tend to be vague, unclear, and ambiguous. Violence is implied, but threat is phrased tentatively and suggests that a violent act *could* occur, not that it *will* occur.
- *Veiled threats* strongly imply but do not explicitly threaten violence.
- *Conditional threats* are often seen in extortion cases, with a warning that a violent act will happen unless certain demands or terms are met.

CONDUCT AN INDIVIDUALIZED ASSESSMENT OF EACH THREAT

Threat assessment is most properly concerned with risk reduction and prevention efforts rather than statements of prediction.

Considering Risk for Violence

There is no easy formula or profile of risk factors that accurately determines whether a student is going to commit a violent act such as a school shooting. Most students who display multiple risk factors will never become violent offenders, and some who pose a real threat will not demonstrate a prescribed level of risk. The use of profiling (i.e., ranking a student's behaviors and risk factors against a set of criteria) strongly increases the likelihood of *misidentifying* students who are thought to pose a threat. Moreover, the process focuses solely on identification, not intervention, and fails to provide the necessary help to troubled students.

In considering the risk of violence, teams should consider the following: (a) Is the student responsive to efforts to resolve the problem or conflict that precipitated the threatening behavior? and (b) Has the student engaged in behavior that indicates intent and capability to carry out the threat?

The assessment process should incorporate referrals to appropriate mental health and social services, as well as a system for following up on the effectiveness of the intervention. In addition, it is essential for threat assessment teams to be aware that homicide and suicide are correlated with each other. The assessment of suicide risk should be included in appropriate cases.

Roles for School Psychologists

An appropriate role for a school psychologist on a threat assessment team is to evaluate the student's need for educational and psychological services, seek information that helps the team understand the student's motives and reasons for making a threat, and make recommendations focused on meeting the student's needs and resolving the problem or issue that stimulated the threatening behavior.

Virginia Model

The Virginia Model for Student Threat Assessment is a set of guidelines for school administrators to use in responding to a reported student threat of violence. School authorities navigate through a decision tree process of investigation and efforts to resolve the conflict or problem that precipitated the threat (see Appendix). The reader is referred to Cornell and Sheras (2005) for more information about the model.

THREAT MANAGEMENT

Once the initial assessment has taken place, the team must be prepared to act expeditiously based on the imminence of danger.

Options for Intervention

Some interventions might need to be staged immediately (e.g., bringing the student in question under adult supervision) while others require long-term planning and monitoring (e.g., conflict resolution efforts). The team must consider whether the student can stay in school, what alternatives may be needed, how and when to notify families, if and when to involve law enforcement, and what mental health, social service, and school-based interventions are required to reduce the student's risk for violence. In cases where a criminal offense has been committed, law enforcement may choose to conduct a criminal investigation and pursue legal action against the presumed offender or offenders. In these cases, the team may need to distinguish its actions from those of law enforcement.

Threat Management Plan

If the school determines that an individual poses a threat of violence, a plan should be developed that involves individual management, monitoring, and support. Three functions of threat management are: (a) controlling and/or containing the situation to prevent a possible attack, (b) protecting potential targets of the threat, and (c) providing support and guidance to aid the student who is at risk for violence in dealing with his or her problems in an appropriate and adaptive manner.

SUMMARY

A comprehensive interventions-based approach can reduce the risk to both potential victims and perpetrators. Threat assessment must be an integral part of a system that fosters a safe, supportive, and effective school environment, characterized by trust between students and adults, respect for others, parent involvement, and collaboration between school and community.

REFERENCE

Cornell, D., & Sheras, P. (2005). *Guidelines for responding to student threats of violence.* Longmont, CO: Sopris West.

RECOMMENDED RESOURCES

Print

Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly, 24,* 119–129.

Cornell, D., Sheras, P., Kaplan, S., McConville, D., Douglass, J., Elkon, A., et al. (2004). Guidelines for student threat assessment: Field-test findings. *School Psychology Review, 33,* 527–546.

Fein, R. A., Vossekuil, B., Pollack, W. S., Borum, R., Modzeleski, W., & Reddy, M. (2002). *Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates.* Washington, DC: U.S. Secret Service and U.S. Department of Education. Available: http://www.ustreas.gov/usss/ntac/ssi_guide.pdf

Jimerson, S. R., & Brock, S. E. (2004). Threat assessment, school crisis preparation, and school crisis response. In M. J. Furlong, M. P. Bates, D. C. Smith, & P. M. Kingery (Eds.), *Appraisal and prediction of school violence: Context, issues, and methods.* Hauppauge, NY: Nova Science.

Online

National Association of School Psychologists, *Crisis and safety resources*: http://www.nasponline.org/educators/index.aspx#crisis

O'Toole, M. E. (2000). *The school shooter: A threat assessment perspective* (Critical Incident Response Group Report). Quantico, VA: Federal Bureau of Investigation. Available: http://www.fbi.gov/publications/school/school2.pdf

U.S. Secret Service National Threat Assessment Center: http://www.ustreas.gov/usss/ntac_ssi.shtml

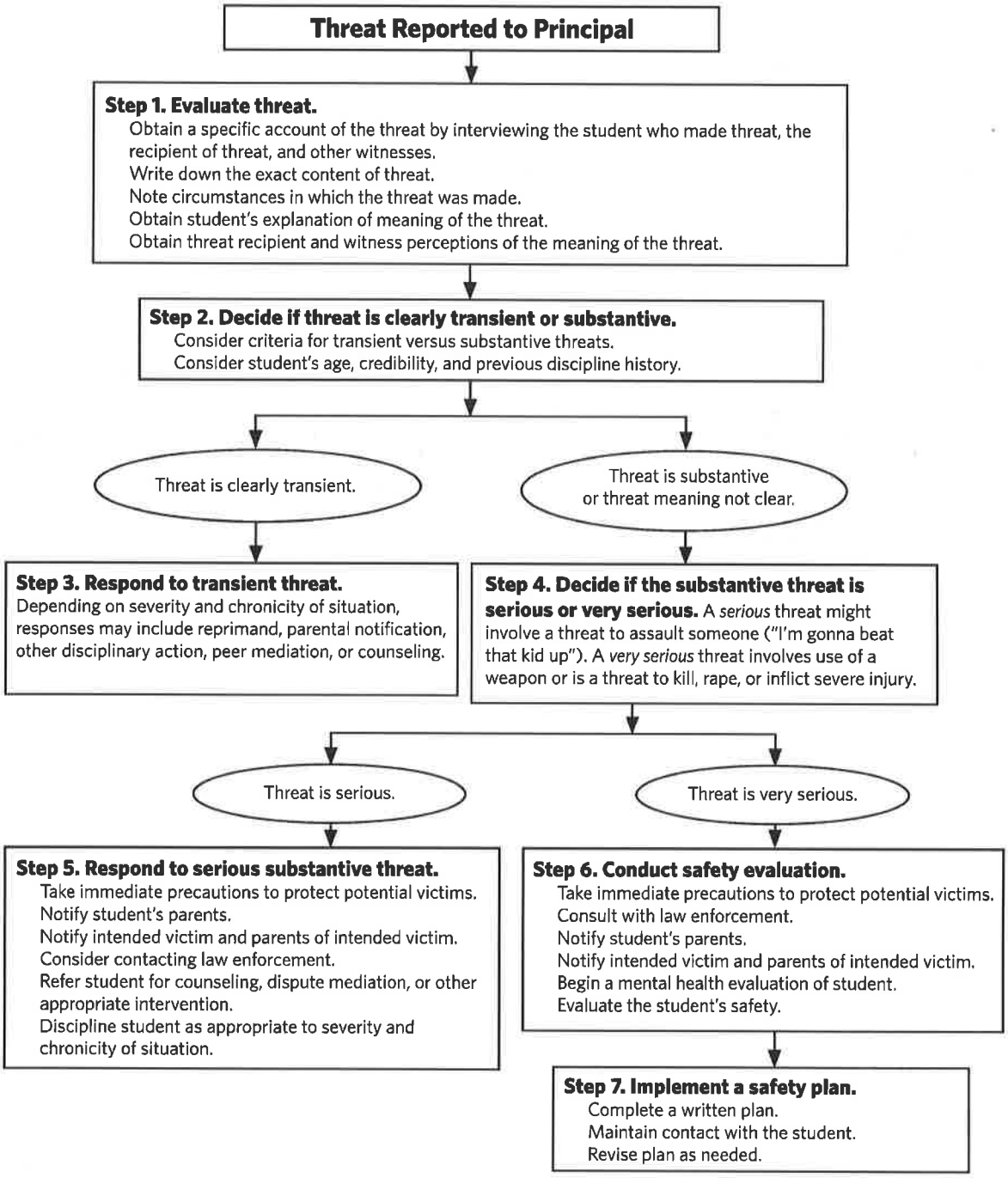
Virginia Youth Violence Project: http://youthviolence.edschool.virginia.edu

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Shane R. Jimerson, PhD, NCSP, is a Professor in the Department of Counseling, Clinical, and School Psychology at the University of California, Santa Barbara. Dewey G. Cornell, PhD, is a forensic clinical psychologist, Professor in the College of Education at the University of Virginia, and Director of the Virginia Youth Violence Project. *Portions of this handout were adapted from: Jimerson, S., Brock, S., Greif, J., & Cowan, K., Threat assessment at school: A primer for educators, in* Helping Children at Home and School II: Handouts for Families and Educators *(NASP, 2004).*

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Appendix. The Virginia Model for Student Threat Assessment



Note. From *Guidelines for Responding to Student Threats of Violence*, by D. Cornell and P. Sheras, 2005, Longmont, CO: Sopris West. Copyright 2005 by Sopris West Educational Services. Reprinted with permission.

NCSPA
North Carolina School Psychology Association

House Select Committee on School Safety

Dr. Jim Deni
Appalachian State University
Professor & School Psychology Trainer
Immediate Past-President
North Carolina School Psychology Association (NCSPA)

March 21, 2018

The Problem:

Limited supports for students with mental health, behavioral, and substance use problems.

- 1 in 5 NC Children have a mental health/substance use disorder.
- 75 % (277,000 students) of those will NOT receive treatment in the current system.

Let's Break the Statistics Down:

- In typical elementary classroom of 25, 5 will have symptoms of a mental health disorder. (Rossen & Cowan, 2015).
- In a school of 500 students, 100 of the students will have systems of a disorder.
- In a high school of 750 students, it's likely over 100 students will experience some form of mental health need.

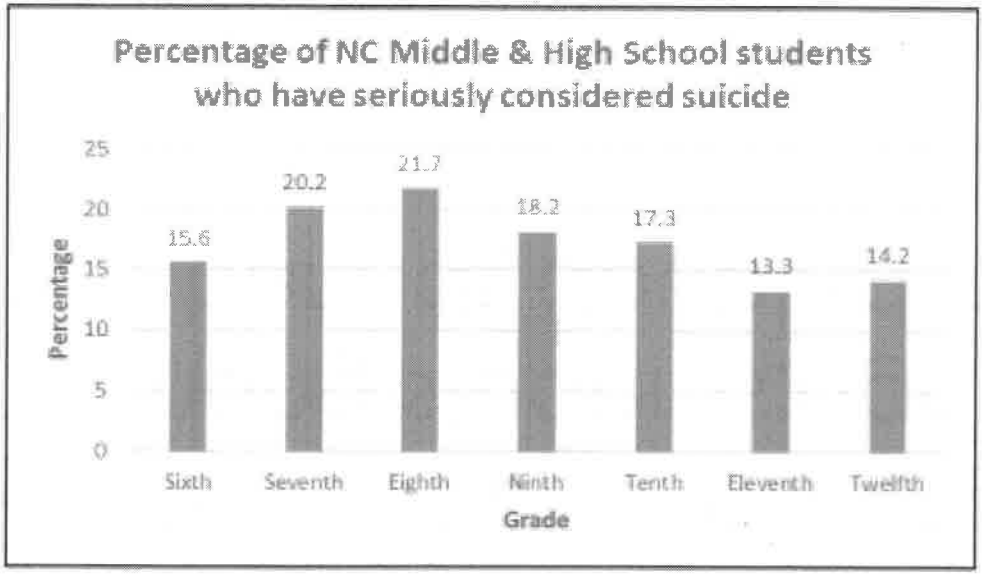
More Statistics:

- Suicide in NC was the second leading cause of death among students ages 10-24 and the number has doubled in recent years.
- HB 285 Suicide Prevention
- ⅓ of adolescents have a mood or anxiety disorder

NC DPI Data

Annual Prevalence of Any Mental Health Disorder, Students 8-15 yrs	
United States	North Carolina
13.1%	19%

NC Youth Suicides[8]	Year
23	2010
34	2013
46	2014



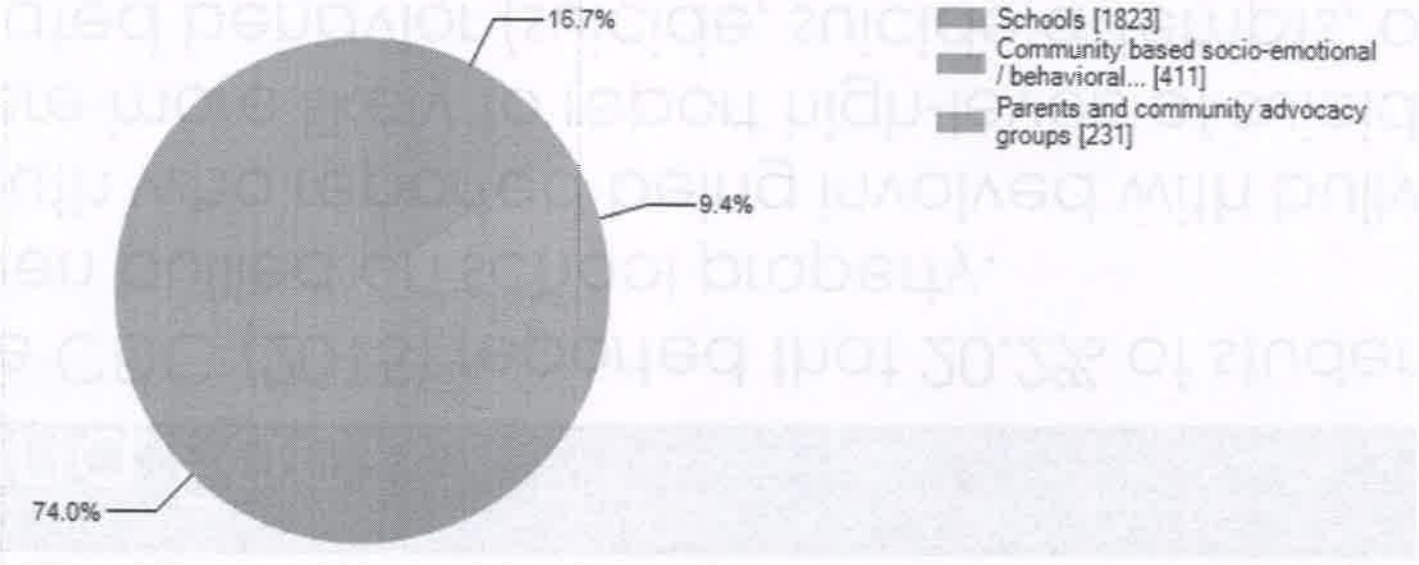
Bullying Facts:

- The CDC (2015) reported that 20.2% of students had been bullied on school property.
- Youth who reported being involved with bullying were more likely to report high-levels of suicide related behavior (suicide, suicide attempts, or suicidal ideation) (CDC, 2014).
- NC ranks 36th in the nation in the prevalence of mental health disorders and access to care for youth.

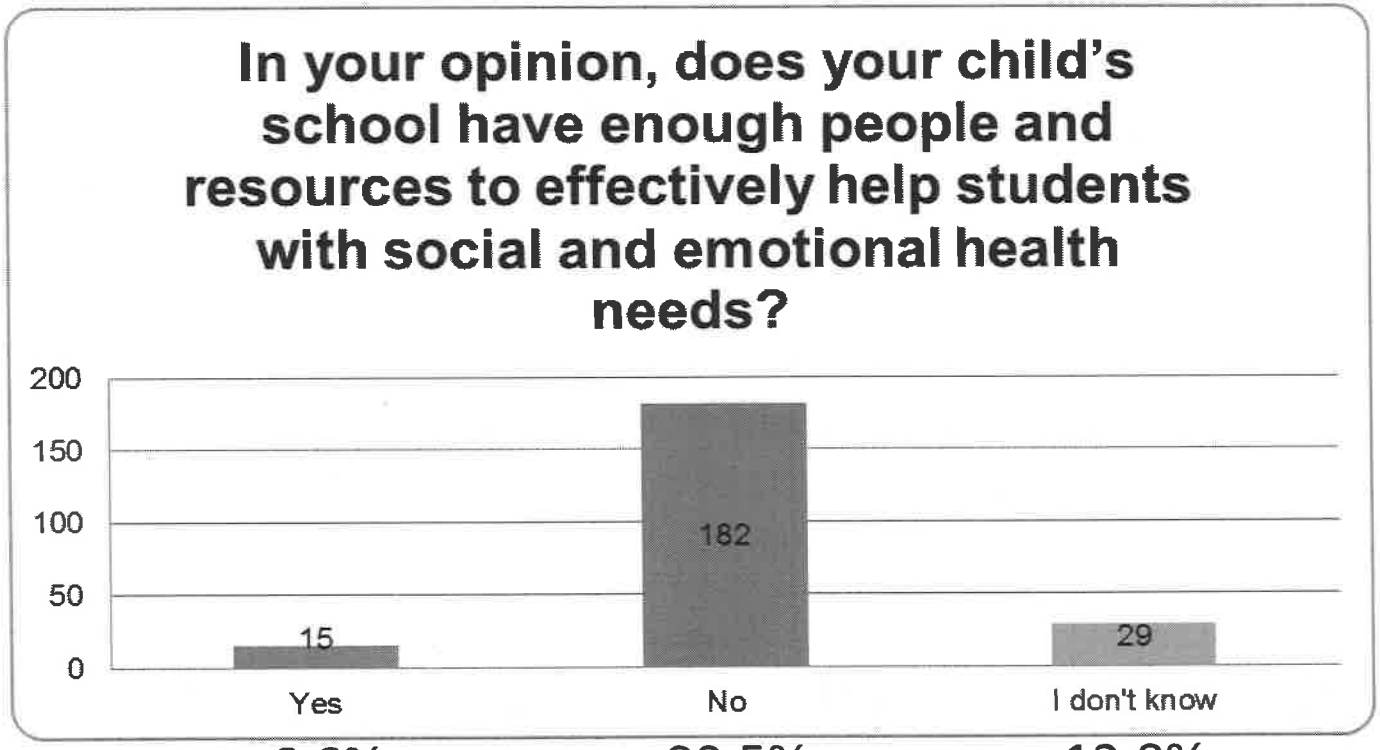
Statewide NC SMHI Survey (2016)

Data below is a statewide environmental scan that was done in January - February 2016 by members of the School-Based Mental Health Initiative (NC SBMHI). 6 face to face focus groups ran across the state.

Respondents (N=2,465)

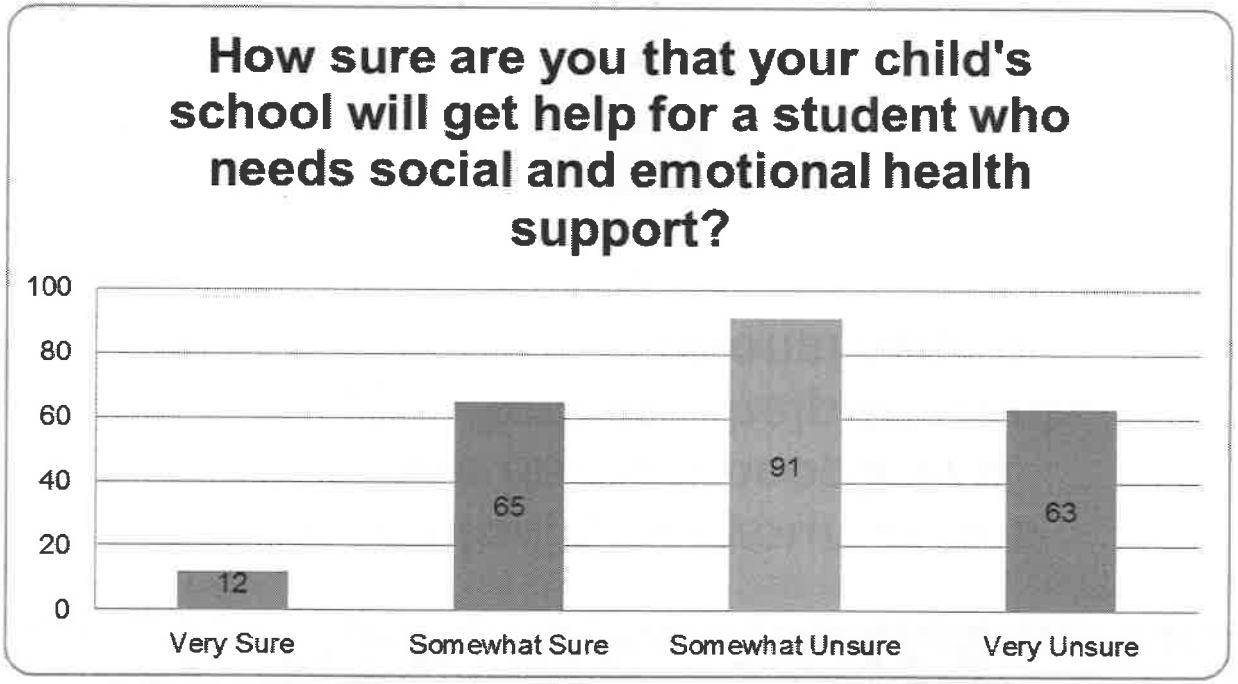


NC Parents:



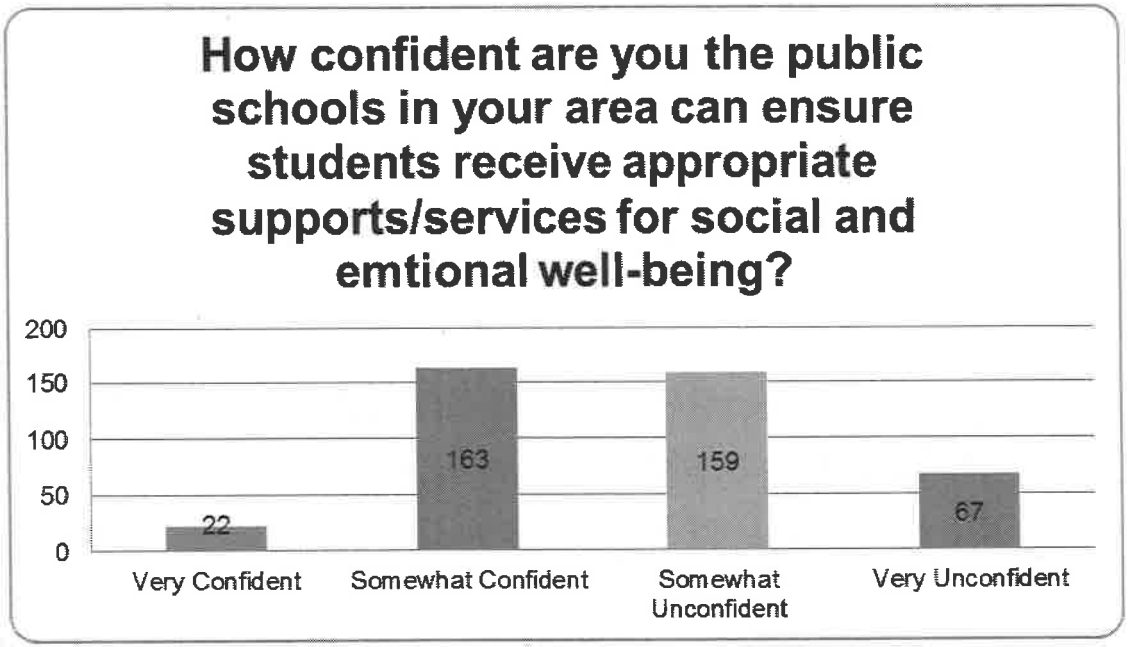
6.6% 80.5% 12.8%

NC Parents:



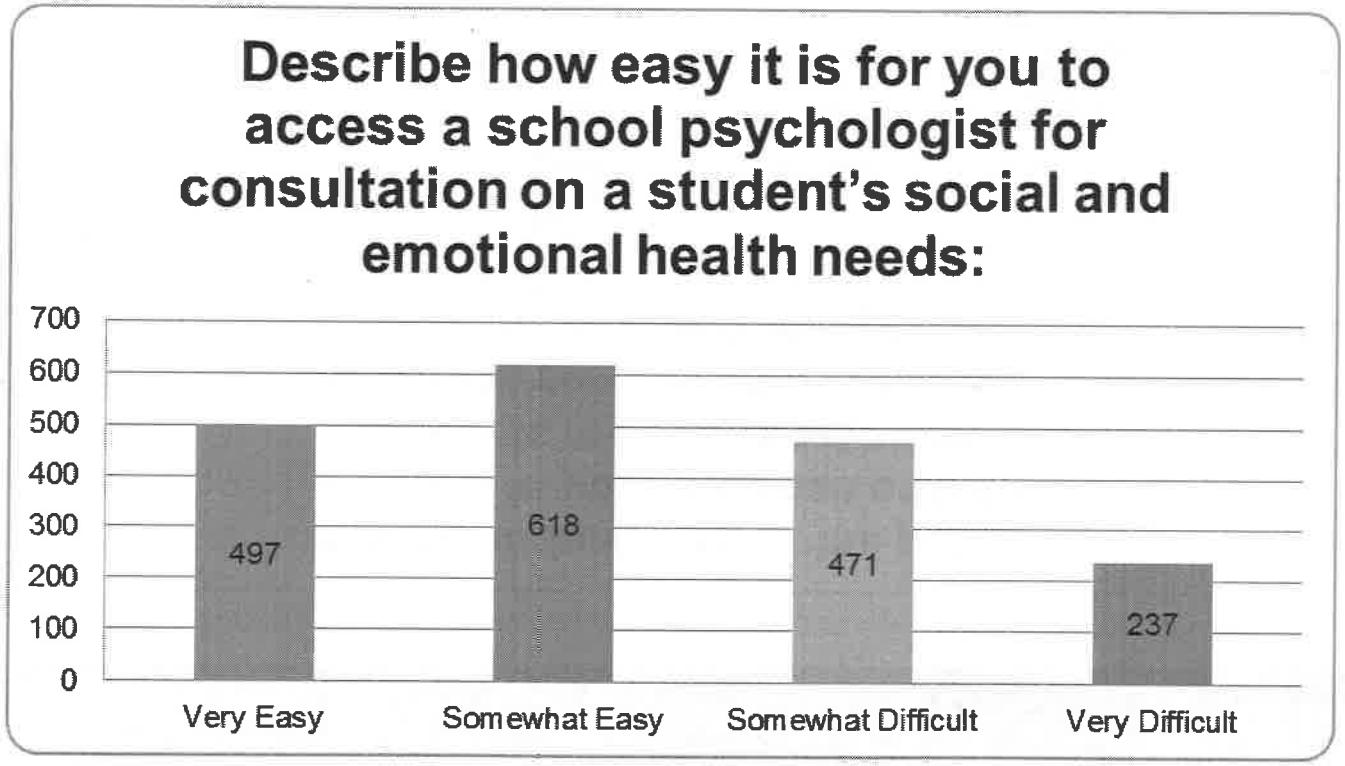
5.2% 28.1% 39.4% 27.3%

NC Parents:



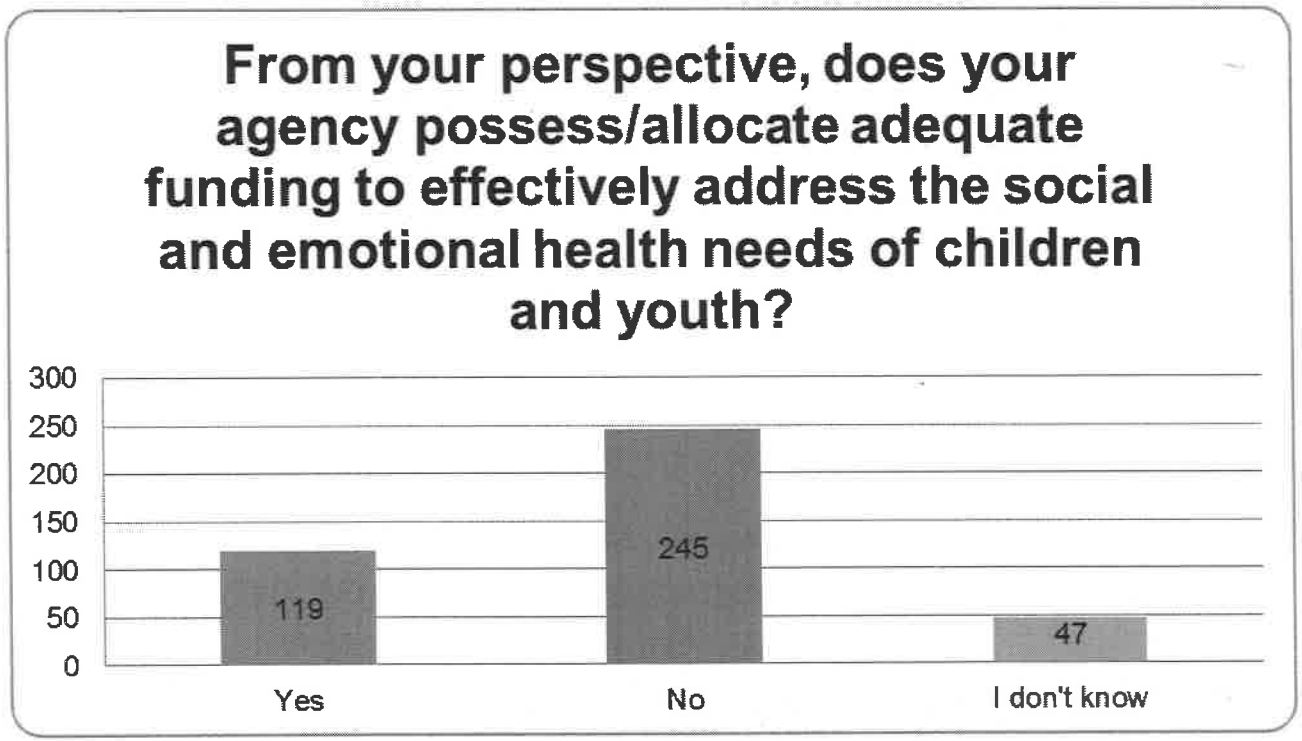
5.4% 39.7% 38.7% 16.3%

NC Parents:



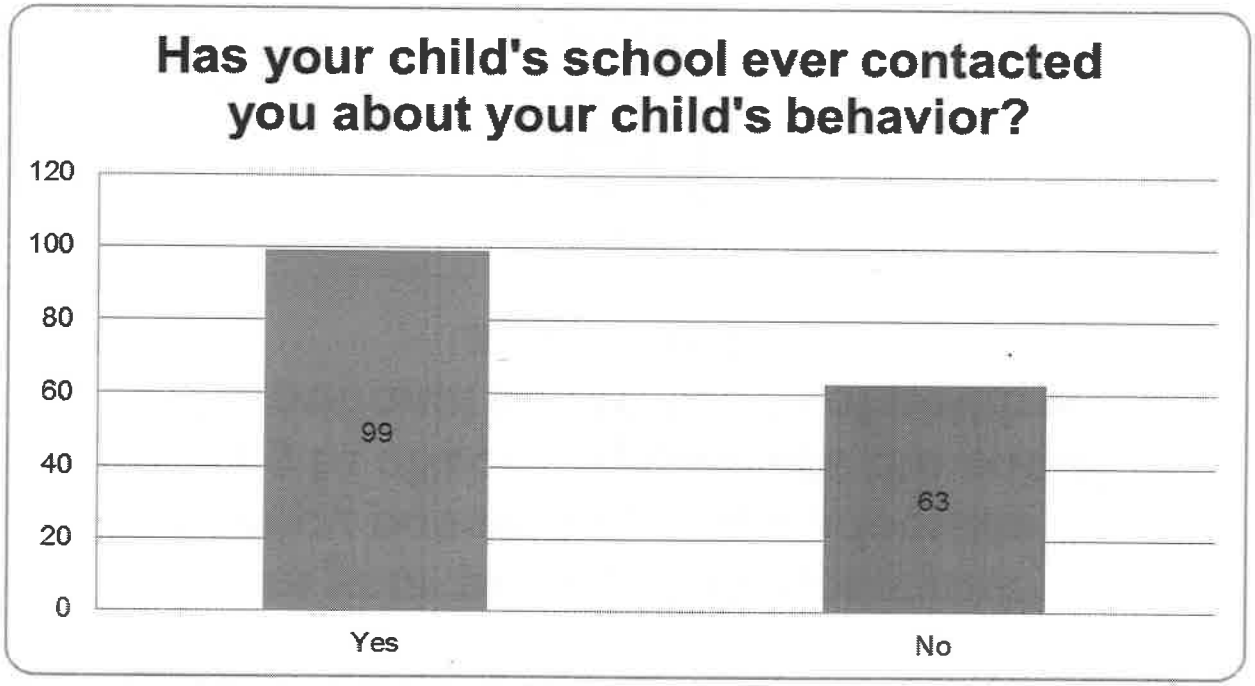
27.3% 33.9% 25.8% 13%

NC Parents:



29% 59.6% 11.4%

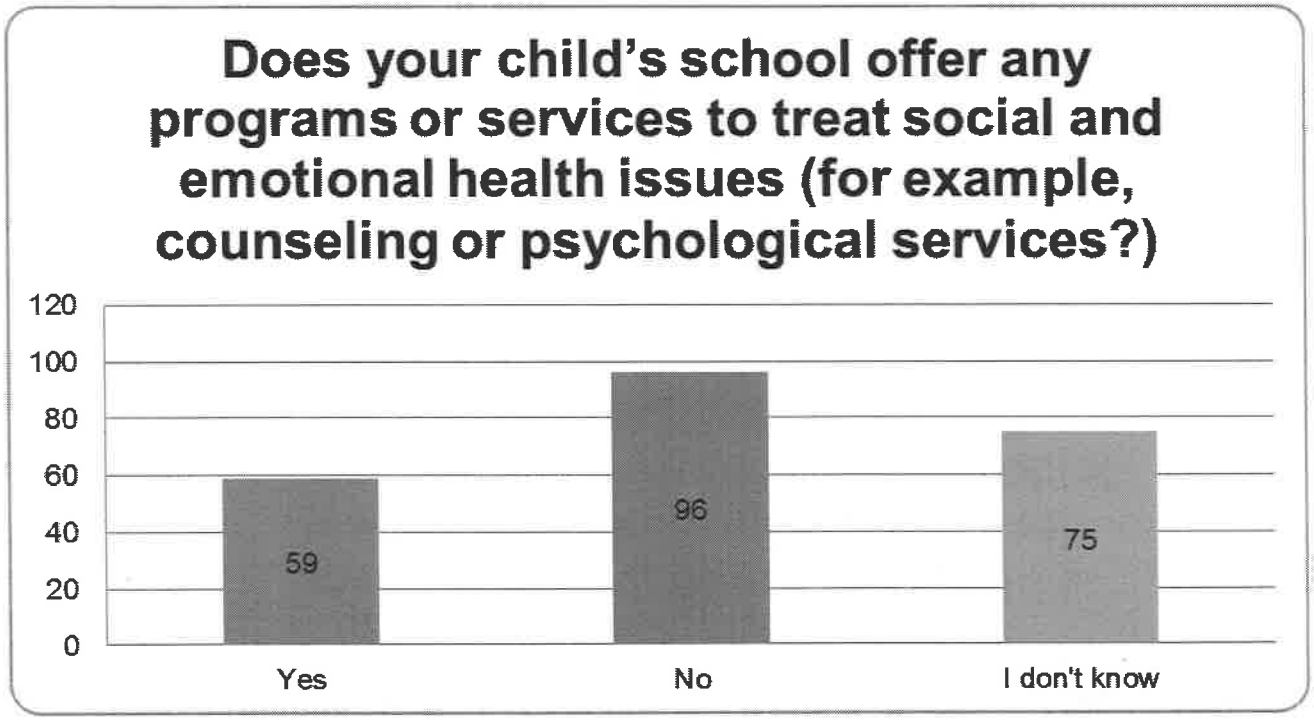
NC Parents:



61.1%

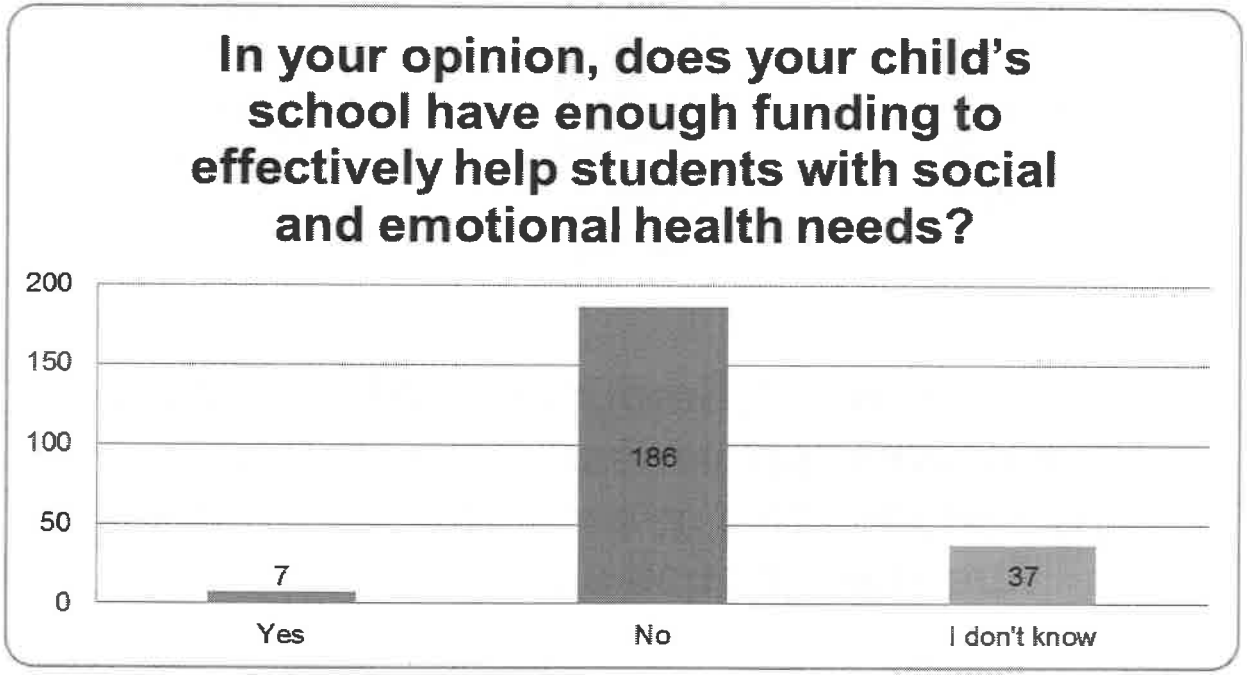
38.9%

NC Parents:



25.7% 41.7% 32.6%

NC Parents:



3% 80.9% 16.1%

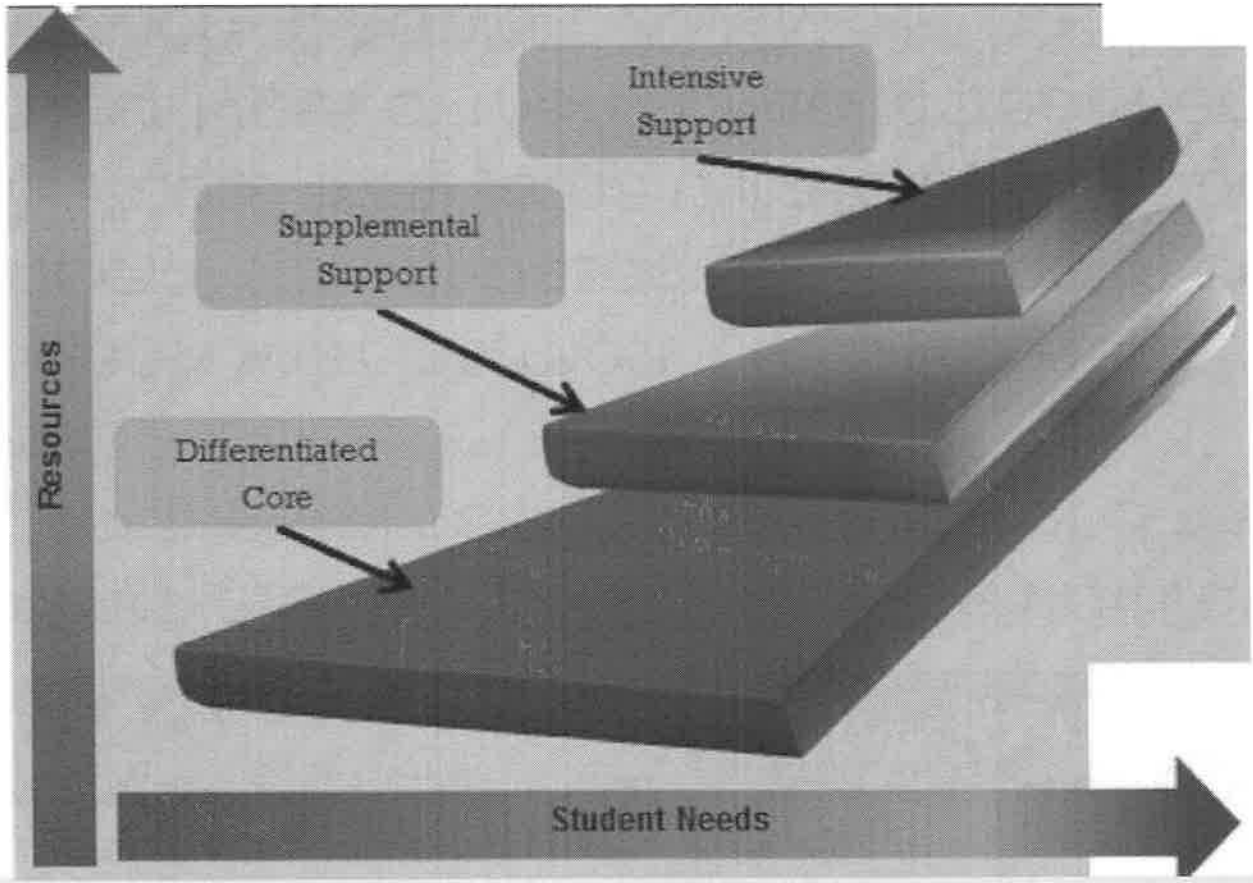
Solutions:

- **A balance between physical and psychological safety**
- Become proactive not reactive
- Early Universal Prevention and Intervention
- Promote a trauma-sensitive school environment
- Resource map your schools and communities

Multi-Tiered System of Support (MTSS)

- **Access to a full continuum of mental, behavior, and substance abuse services within the existing MTSS framework in ALL schools**
- *These services are directly linked to overall positive student achievement, school climate, high school graduation rates, and prevention of behavior and substance use.*

Multi-Tiered System of Support (MTSS)



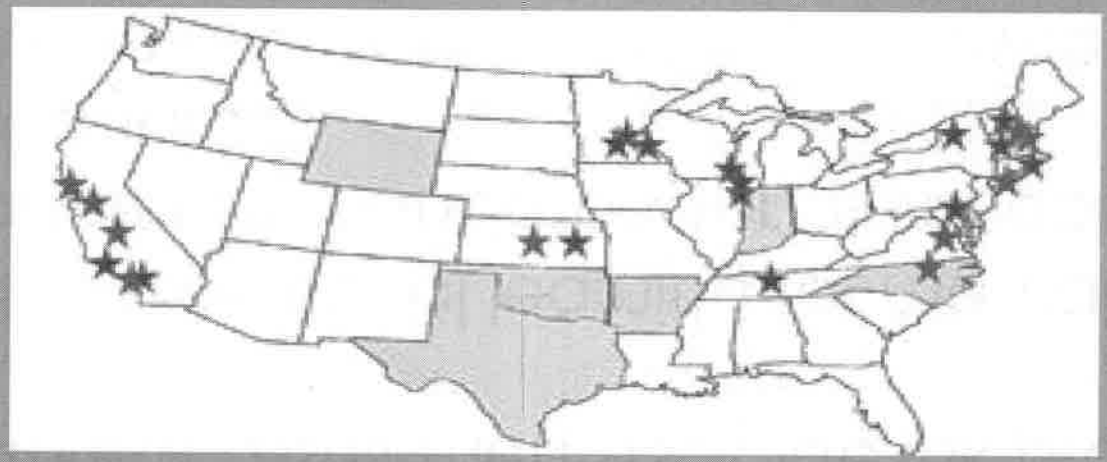
Solutions: School-Based Mental Health Centers

- Schools have been identified as the natural and best setting for mental health prevention and treatment services.
- For students with the most intensive needs, the existence of school-based mental health centers are 21 times more likely to be utilized by the students than other types of mental health treatment centers (Melinkovich, & Kaplan, 2003).
- Alamance-Burlington; Rockingham County

Solutions

- Trained multidisciplinary school safety crisis teams.
- Have threat assessments/suicide risk protocols in place.
- Provide professional learning for mental health and substance use mandatory for all school staff and school boards.
- Social and emotional learning - knowledge and skills to understand how to manage emotions, achieve positive goals, feel and show empathy for others, maintain postive relations and make responsible decisions (CASEL, 2017). casel.org

Schools and Districts Using SHAPE



NCSA-SMH States:
Arkansas
Connecticut
Delaware Indiana
North Carolina
Oklahoma
Rhode Island
Texas (Houston)
Wyoming

Schools and districts in 46 states + Washington DC have started using SHAPE and completed the School Mental Health Census

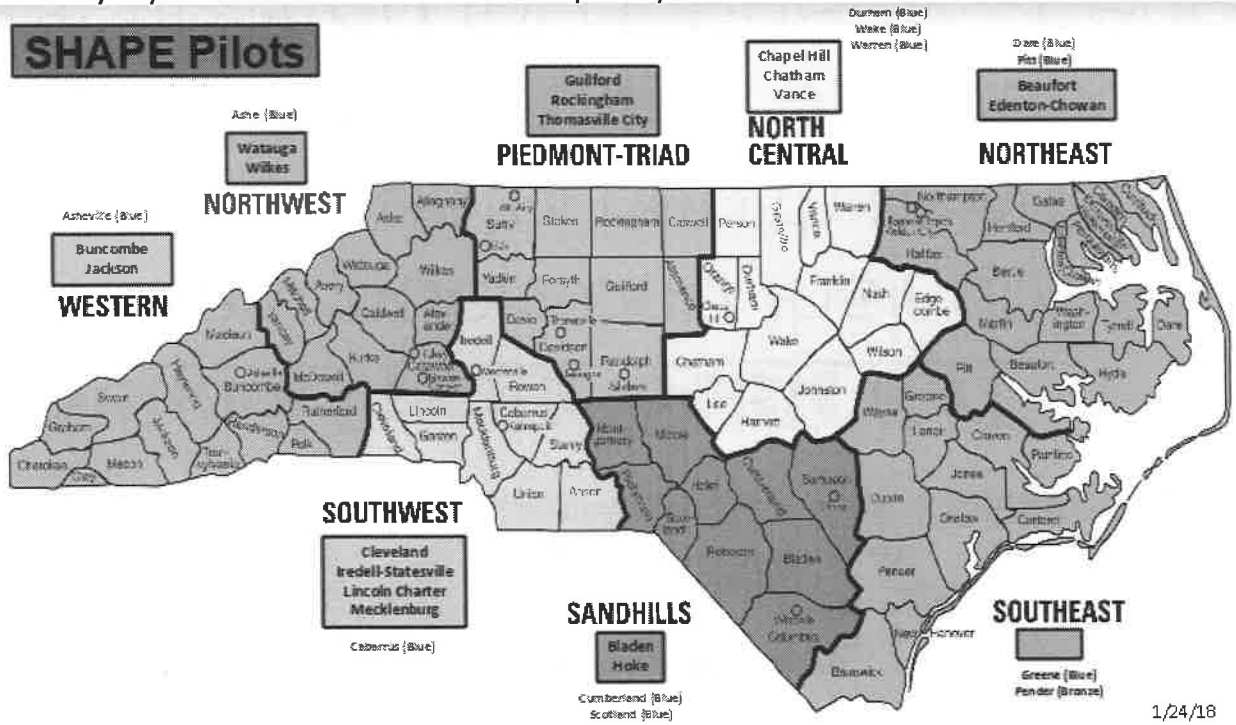
SCHOOL MENTAL HEALTH INITIATIVE

CSMH

STUDENT • SCHOOL • PARENT • COMMUNITY

2017-2018 SHAPE

NC LEAs invited to complete School Health Assessment and Performance Evaluations (SHAPE) system. www.theshapesystem.com





NCSPA
North Carolina School Psychology Association

What do School Psychologists do?

- Help families understand their children's learning and mental health needs.
- Conduct comprehensive evaluations for ALL students referred for academic, behavioral, social/emotional or mental health needs.

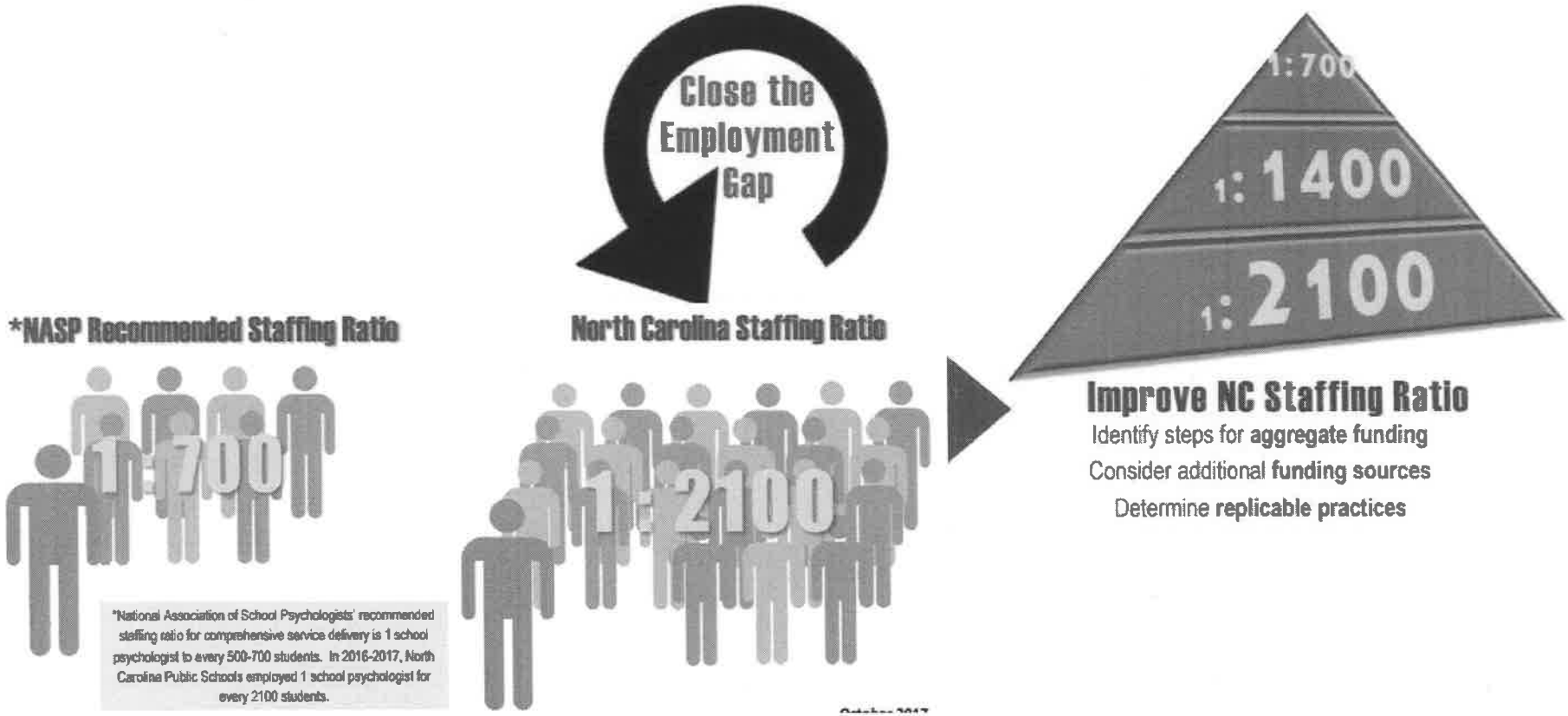
What do School Psychologists do?

- Provide direct and indirect services to all school staff and parents. (e.g. formal and informal consultation, group and individual counseling).
- Plan appropriate Individualized Education Programs (IEPs) for students with disabilities.

What do School Psychologists do?

- Conduct threat assessment/suicide risk protocols.
- Assist in training and coordinating multidisciplinary school safety crisis teams.
- Promote problem-solving, anger management and conflict resolution.
- Data Management & program evaluation.
- Support MTSS and PBIS implementation.
- Prevent bullying and other forms of violence.

Critical Shortages Across NC



NC Center for Safer Schools

Task Force

Caroline Daily – Vice Chair
8th Grade English Teacher – Riverwood Middle School (Johnston County Public Schools)

Speak Up NC

GS § 115C-105.51.- Anonymous Tip Line Reporting- Each local school administrative unit is encouraged to develop and operate an anonymous tip line.

Center for Safer Schools developed and piloted SPKUPNC. Piloted in five counties across NC.

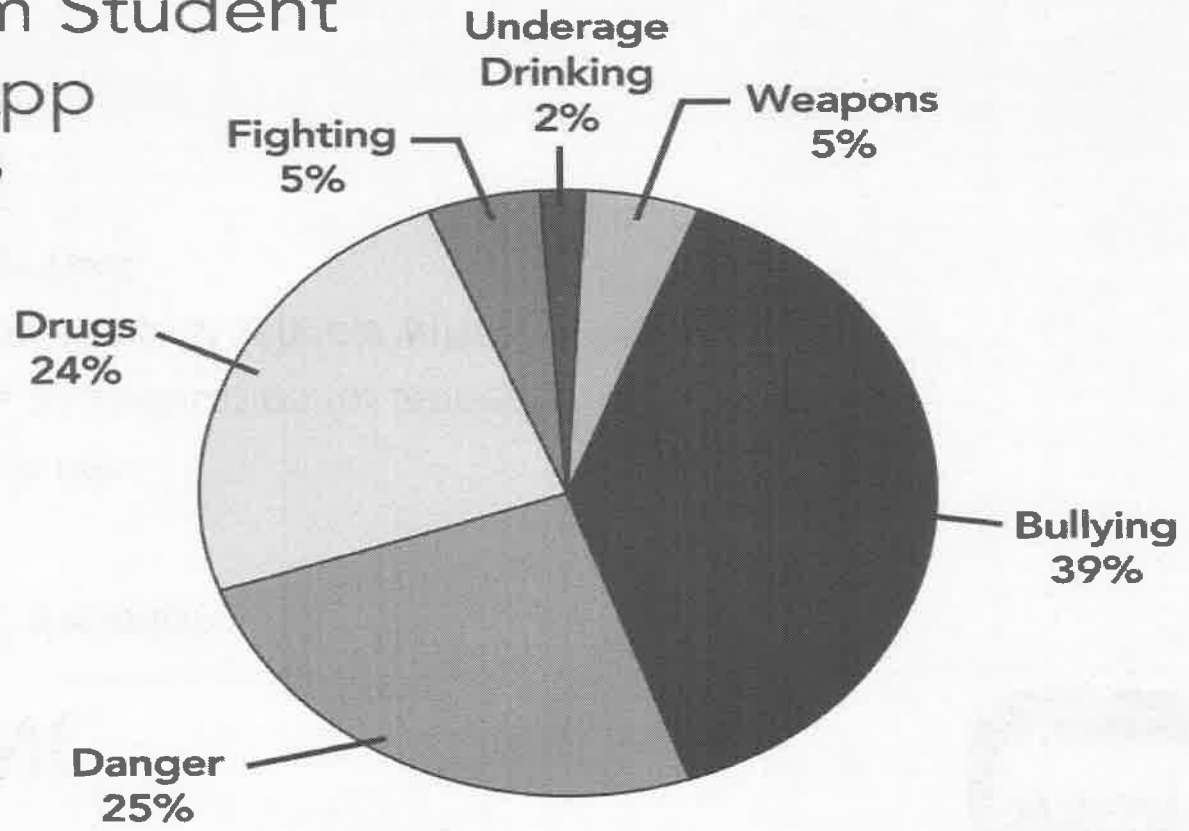
To date there have been 2,991 downloads of the app.

Many students have friends in other schools. When LEAs utilize the same reporting system, information can be shared statewide and students can send tips to neighboring schools making the reporting system more effective.

SPKUP NC VERIFIED INCIDENT TYPES

Data from Student Tipline App

2015-2016



Speak Up NC

Needs as a result of the pilot:

- 24/7 manned call center
- Ongoing marketing and education for students
- Additional personnel to assist schools with implementation
- Training built into project

https://speakupapp.tips



- Image
- Video
- Voice
- Location optional



Bullying Legislation

GS § 115C-407.15-18

Declares that each local school administrative unit shall adopt a policy prohibiting bullying or harassing behavior before December 31, 2009.

GS § 115C-407.16. (d)

At the beginning of each school year, the principal shall provide the local school administrative unit's policy prohibiting bullying and harassing behavior, including cyber-bullying, to staff, students, and parents as defined in G.S. 115C-390.1(b)(8). Notice of the local policy shall appear in any school unit publication that sets forth the comprehensive rules, procedures, and standards of conduct for schools within the school unit and in any student and school employee handbook.

Bullying Reporting Protocol

We provide parents concerned about a bullying situation with guidance regarding whom to contact.

- Teachers
- Principal, Counselor, School Resource Officer (if needed)
- Local Superintendent
- Local Board of Education
- NC Center for Safer Schools

S.T.A.M.P.
Student Tutoring And Mentoring Program

Designed to meet the whole-child needs of our students

Why S.T.A.M.P.?

It gives the student:

- The ability to discuss emotional needs
- At least one close mentor within the school setting

S.T.A.M.P. Focus Areas

Topics taught include

- Responsibility
- Integrity
- Cyber Safety
- Being a Good Citizen
- Trustworthiness
- Perseverance
- Positive Attitude

Implementation

- S.T.A.M.P. moves together through the school years
- A teacher's S.T.A.M.P. "family" becomes a community of students working together

S.T.A.M.P Results

The first year of S.T.A.M.P. (2016-2017) proved very successful.

- Discipline referrals were down 69%
- Absences were down 11%

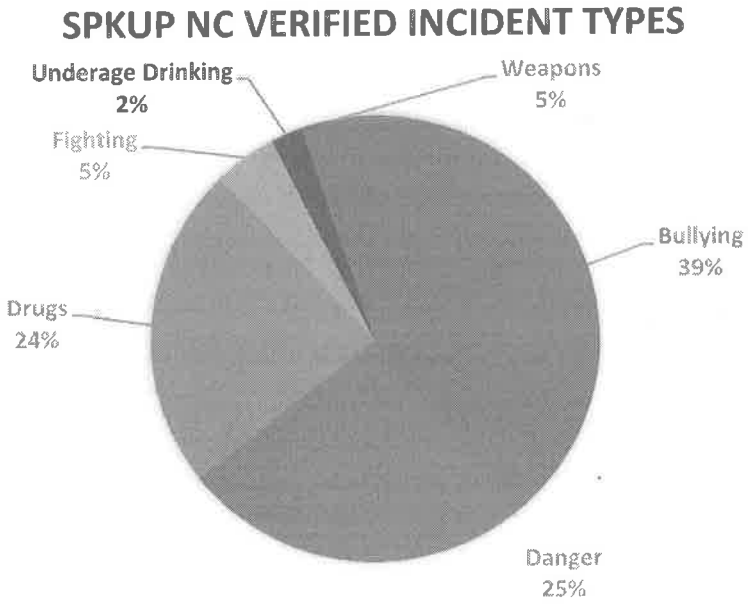
SPK UP NC Student Anonymous Tip App 12-1-2015 to 12-1-2016

(42 Schools in 5 Counties)

Verified Incident type Case Status

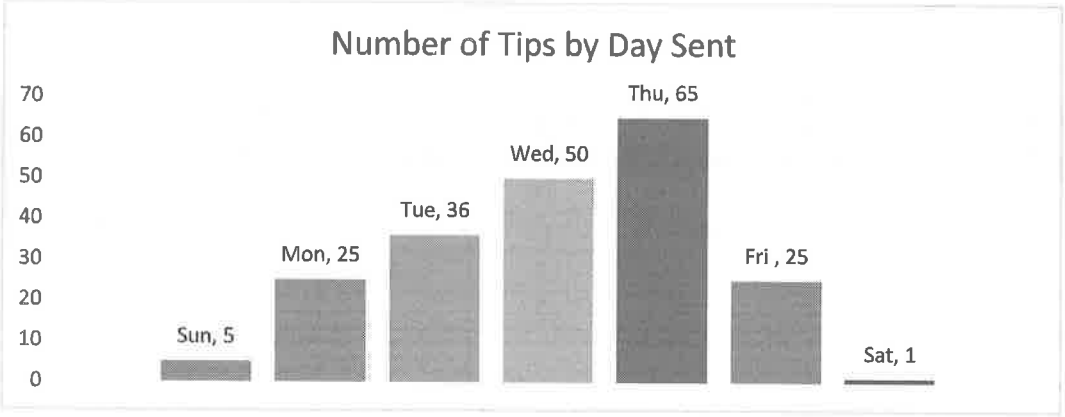
	Case Open	Case Suspended	Need More Info	Under Investigation	Cleared by Other	Cleared by Arrest	Already Known	TOTALS
Bullying	6	1	24	5	15		2	**52**
Danger	2		7	10	13		1	**33**
Drugs	4	2	9	6	9	1		**31**
Fighting			3		2		1	**6**
Underage Drinking			2			1		**3**
Weapons			6				1	**7**
TOTALS	**12**	**3**	**51**	**21**	**40**	**2**	**5**	**132**

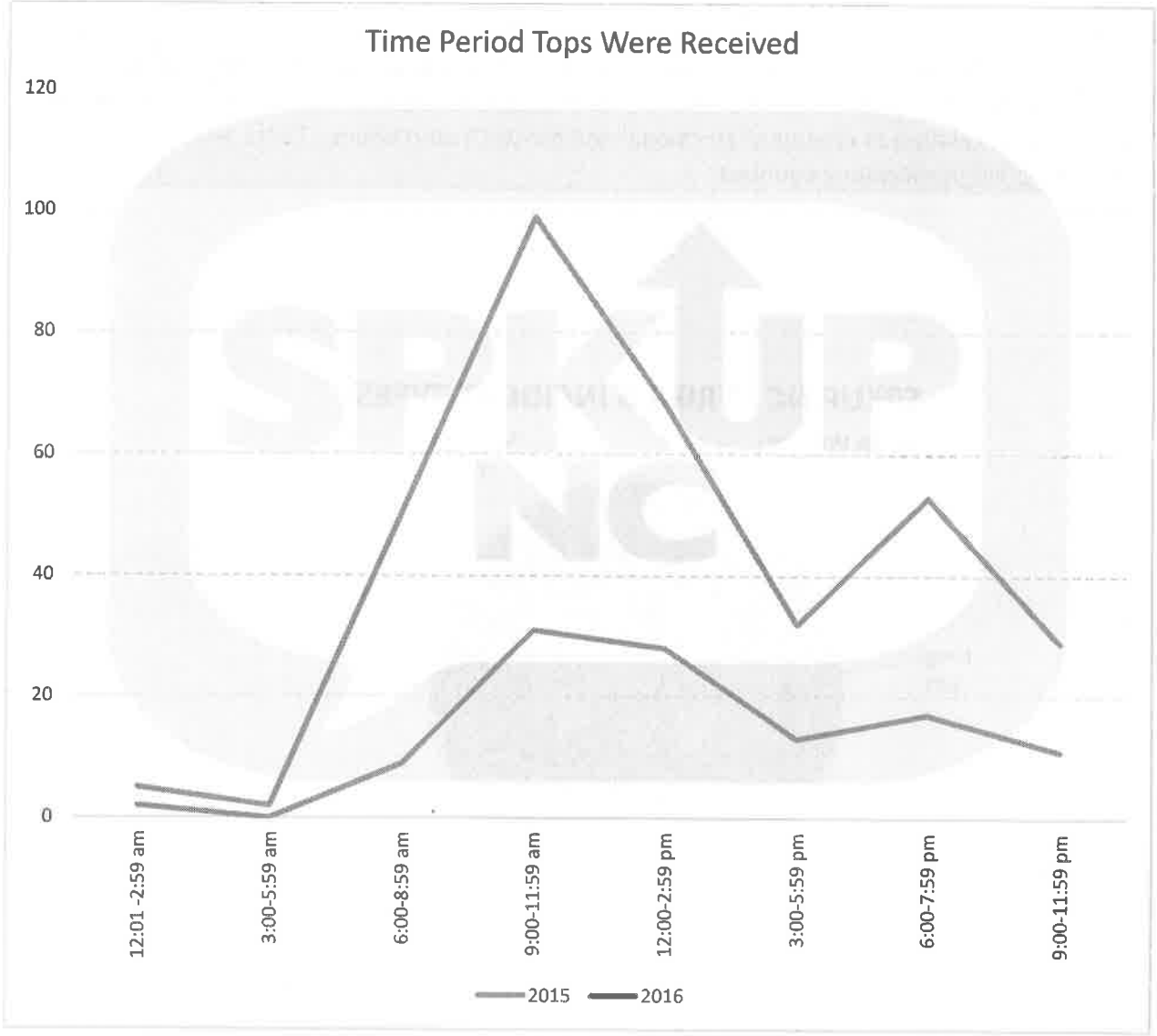
Though not included in the totals for anonymous tip submissions, **the Suicide Lifeline** button is a direct phone connection within SPK UP NC to trained mental health professionals at the national Suicide Lifeline that are trained in de-escalation of emergent emotional and mental health issues. There were 81 calls received from SPK Up NC participating counties.



- *Tips submitted via the "Danger Button" within SPK UP NC include concerns of friends that are considering suicide, self-harm games, inappropriate interactions between staff and students, and concerns about drugs.*

Time and Day of all Tips (N=208 Verified, unverified and unfounded tips over time period.)





North Carolina Center for Safer Schools

What is "SPK UP NC"?

SPK UP NC is a school safety program for students that enables them to send anonymous tips about school safety concerns from an app they download on their phone, iPad, mac book, or other mobile and web-based technology. The tips will be received by school administration who will appropriately respond based on the type of tip. The SPK UP NC program combines the school safety prevention, intervention and response expertise of the N.C. Center for Safer Schools (NCCFSS). See it. Tip it. Stop it.

- What kind of tips can be submitted? The tip categories include bullying, illegal drug and alcohol use, fighting, weapons, and a Report It category for all other types of tips. Students can submit digital photos or videos along with text information from their cell phones directly to the school administrative team.
- What if a Student is experiencing suicidal thoughts? If a student has a suicide or mental health concern, they can engage the bar that reads Suicide Lifeline and then hit the call button. Those calls will go outside the phone app, and be answered by a trained mental health professional.
- Who can SPK UP NC help? SPK UP NC gives an anonymous voice to those who submit tips, and an assurance that their voices will be heard. SPK UP NC can also be downloaded by parents, teachers, or others concerned about school safety. See it. Tip it. Stop it.
- The SPK UP NC app is available for download from the Android Marketplace and on iTunes, and is compatible with iPhone 3 and up.

Why it exists

Over 160,000 school children miss school each day in the United States out of fear. Being able to report their fears is paramount in reducing these absences. Over 90 percent of students say they would use an anonymous reporting tool if they had one available. This is important because over 80 percent of school shooters tell someone before they act. An anonymous reporting tool could help prevent school shootings and other acts of violence. SPK UP NC is an anonymous app for smart phones that has been developed with the needs of North Carolina's students in mind.

Pilot project, and participating counties

In an effort to ensure the long-term viability of SPK UP NC, the NCCFSS determined it would be best to work with a few school districts of varying populations to pilot the project and work out any issues before offering it statewide. Collaboration with the school districts of Avery County, Johnston County, Macon County, Wayne County, and Winston-Salem/Forsyth Schools has been ongoing to develop this product specifically for the students of North Carolina.

What is "SPK UP NC"?

SPK UP NC is a school safety program for students that enables them to send anonymous tips about school safety concerns from an app they download on their phone, iPad, mac book, or other mobile and web based technology.



Why it exists

- 160,000 students miss school every day because they fear they will be harmed
- 90% of students said they would use an anonymous reporting tool if available
- 80% of school shooters tell someone before they act

Pilot project & Expansion

This project is currently being piloted in 42 schools throughout 4 counties. The cost of expanding it to all middle and high schools is about $1100.00 per school including maintenance. Total cost for all schools based on current pricing is $1,666,489. The recurring cost for maintenance for the application is $365,182.00.

Tips Received

The following were the categories and percentage of the tips received through the pilot in a given year: Bullying 39%; Danger 25%; Drugs 24%; Weapons 5%; Fighting 5%; and Underage Drinking 2%.



Testimonies

- Tips resulting in arrests include inappropriate relations between teacher and student, and drug deals on campus
- Suicide and self-harm games have been reported, and followed through by trained mental health professionals
- Under-age drinking parties have been investigated by local law enforcement
- Reports of gun threats have been investigated by law enforcement
- Fights have been preempted by tips resulting in sending school staff to reported locations

*For more information, please contact: Daniela Roggio - Center for Safer Schools | (919) 807-4164 * (e) daniela.roggio@dpi.nc.gov*



NC Center for Safer Schools

TASK FORCE / Student Engagement Committee Co-Chairs

Student Perspective



1. What do you think will make your school safer?
2. What needs to be done to improve school safety?

One of the biggest issues in schools at this time is the positive environment, or lack of. I think finding ways to better connect peers with one another and with support staff will help to make schools safer. Recently, a movement has been created named "Walk Up Not Out" to encourage creating a more positive environment through engaging with one another. I will be speaking with my Principal about this movement and looking to turn it into a club that will start in the Fall of 2018. This is where I think the Student Engagement Advisory Group is so important; it allows schools from across North Carolina to connect and look to solve problems like this. It is important to focus on the different needs of each school and their students and the SEAG allows for their voices to be heard.

Sarah Wallace Strickland

Student Perspective



I personally feel that if we had more SRO officers our school building would be safer and more secure. If we had officers near all the exits/entrances to the school, monitoring who comes in and out, that should prevent most traumatic events from happening.

Kiara Thaxton

Student Perspective



Clayton High School

Round Table Discussion regarding School Safety

Findings and Recommendations

Riley Barnes

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rachel Beaulieu	RBLaw NCSPA
Alice Leucht e	Glen Bradley, Asst.
Jason Joyner	New Frame
Anne Cooper	N/A
LT McCrimmon	DHHS
Tarrah Callahan	CCSR
Kris Parks	DRNC
Lewis Weatherspoon	mayor - Town of Angier
John McTigue	Policy Group
Mark Strickland	Father
Sarah Wallace Strickland	Member of Safe Schools Task Force
Ronald Cherry	Coastal Carolina Tax Payers Assoc

1

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Madison Eaton	Duke University - student
Linda Laton	LA - Rep. Charles Graham
Hampton Billips	KTS
Brian Taylor	State Fire Marshal
Dodie Berfer	CCR
Matt Calder	NC Cap Conn
Ben Sanders	Methodist Home for Children
Alicia Davis	NCDPS
Sushma Davis	NCDPS
Jacqueline Wyatt	NCATSU
Sam Bridges	Town of Garner

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Nelson Freeman	KTS
Daryl Conley	NCSHP
J. Allen Queen	to be Appt - Advocate to the House
Leanne Winner	NCSBA
Amber Harris	NCAEC
Tami Olen	Moms Demand Action
William MacRae	NC Private Protective Services Board
Jarret Burr	Bee
Jessica Hulick	Moms Demand Action
Wesley Fricks	Tiger Swan
Glen Bradley	Cmtte to Elect Glen Bradley

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Liston Matthews	GRNC, Goodhillpress.com
Adrian Taylor	204 Courtney Lane, Matthews NC GRNC
Chris Emanuel	Emanuel Group
Cheryl Posner-Cahill	NC School Psychologist
Nancy Brinkley	CCTA - New Bern NC
Kim Fink	CCTA - New Bern NC
Kristen Powers	Youth Justice Project - Durham, NC
Peggy Nicholson	Youth Justice Project - Durham NC
Michael Cieply	Public School Education
Anna Chaney	School Psychologist
Leigh Kokores	School Psychologist - NC School Psychology Association
Heather Lynch Boling	School Psychologist, North Carolina School Psychology Association - President

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Lisa Murad	Moms Demand Action
Bradford Sneeden	NCDOJ
Geoff Coltrane	Gov. Office
Bryan Holloway	Holloway Group Inc.
Katherine W. Joyce	NCASA
Elizabeth Biser	BP
Chris Mercer	BP
Chris Oates	GRNC Walnut Cove, NC
Drew Elliot	DPI
Doug Mayer	PSG
Eddie Caldwell	NC Sheriffs' Assn

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Adam Priddemore	NCAEC
Meaghan Ellis	NC chamber
Emma Shelby	Policy Group
Paul Ogden	GRNC
Ward R Cimbrow	GRNC PO Box 99472 Raleigh NC 27624
Demetrius Edeath	Tratman Sanders
Fred Baggett	NC Assoc of Chiefs of Police
Daniel Patrick	GRNC
Jeff Rau	GRNC
G. SHUTE	GRNC
J. Sotomayor	GRNC

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kelly Hart Archer	CFTF
Mark Gross	DHHS
Mary Shuping	NCCCS
Drew Morita	UNC System
John Robinson	Disney Advocacy
ROGER FARINA	HARNETT COUNTY BOARD OF EDUCATION
Marion Warren	NCAOC
Bud Wegner	CANDIDATE FOR SCHOOL BD DIST 5 GRANVILLE CO.
Lee Tryon	TAG
Carol Quinn	RPNC
Jay Holland	None

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Joe McClees	McClees Consulta
T. Jerry Williams	Duke
Justin Clayton	Governor
Darryl Childers	"
Lindsay Marchello	Carolina Journal
BRIAN LEWIS	NAM FAMME
Rhaegan Dotson	Press Carolina
Michael Ratetto	NC Justice Center
RICHARD FOY	Veteran
Joe Haas	NCCSA
Steve Reed	Cardinal Innovations

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Michael & Tami Barnes	404 Parkridge Drive, Clayton NC 27527
BENNETT JONES	CLAYTON HIGH SCHOOL PRINCIPAL · 600 S FAYETTEVILLE ST. CLAYTON, NC 27527
Christie Lynch Ebert	NCDPI
Cynthia Floyd	NCDPI
Renee Holder	NCDPI
Raul Jimenez	Raleigh, NC
Maggie Michaels	w/ MOMS DEMAND ACTION NC
Amber Johnson	Moms Demand Action NC
LISA HARPE	Moms Demand Action NC
Alice Armstrong	Moms Demand Action NC
CHIP HUGHES	CRAVEN COUNTY

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 3-21-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Eric Harter	NC ISAAC
Leah Sutton	The Hunt Institute
Angel Gray	NC SBI
Dirk German	NCSBI
John Ganem	Powers Strategies
Scott McCully	Guilford County Schools
CHRIS NOWLIN	GUILFORD Co SCHOOLS
Bruce Muldowney	NCSBA
Analisa Sorrells	EdNC
Morgan Roberts	Johnston County Schools
Erika Berry	DPI

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Monday, April 9, 2018
TIME: **9:00 AM**
LOCATION: **643 LOB**
COMMENTS: **THIS WILL ONLY BE A MEETING OF THE STUDENT HEALTH WORKING GROUP CHAIRED BY REPRESENTATIVE JOSH DOBSON. MEMBERS OF THIS WORKING GROUP ARE: REPRESENTATIVES LUCAS, VICE-CHAIR, BLACK, CARNEY, DIXON, DOLLAR, ELMORE, FLOYD, GILL, C. GRAHAM, HARDISTER, HARRISON, HASTINGS, HORN, HURLEY, INSKO, JACKSON, LAMBETH, MALONE, B. RICHARDSON, SPECIALE, STEVENS, AND WHITE**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 11:43 AM on Wednesday, April 04, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

North Carolina General Assembly
Select Committee on Safer Schools
Subcommittee on Student Health

April 9, 2018
Legislative Office Building, 643 LOB
9:00 AM

Representative Josh Dobson, Subcommittee Chair

Welcome and Introductions
Representative Dobson, Subcommittee Chair
Representative Lewis, Committee Chair
Representative Torbett, Committee Chair

North Carolina School Counselor Association (NCSCA)
- Elizabeth P Atkins, Onslow County Schools, President, NCSCA
- Tim K Hardin, Gaston County Schools, President-Elect, NCSCA

North Carolina School Psychology Association
- Heather Lynch Boling, Wake County Schools, President, North Carolina School Psychology Association

School Psychologists: Current Needs and Licensure Reciprocity
- Lynn Makor, MA, CAGS - Consultant for School Psychology - NC Department of Public Instruction/Carolina Institute for Developmental Disabilities
- Cynthia J. Floyd - School Counseling Consultant, NC Department of Public Instruction

School-Based Mental Health: Recommended Programs
- Kym Martin, Executive Director, N.C. Center for Safer Schools
- Mark Benton, Deputy Secretary for Health Services, Department of Health and Human Services

Final Remarks
Representative Dobson, Subcommittee Chair
Representative Lewis, Committee Chair
Representative Torbett, Committee Chair

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY
SUBCOMMITTEE ON STUDENT HEALTH WORKING GROUP
April 9, 2018
Room 643 of the Legislative Office Building

The House Select Committee on School Safety subcommittee on Student Health Working Group, met on Monday, April 9, 2018 at 9:00 AM. The meeting was held in Room 643 of the Legislative Office Building. Members present were: Representative John Torbett, Chair, Representative Josh Dobson, Chair, Representative Marvin Lucas, Vice-Chair, Representative Maryann Black, Representative Becky Carney, Representative Jimmy Dixon, Representative Nelson Dollar, Representative Elmer Floyd, Representative Charles Graham, Representative Jon Hardister, Representative Pricey Harrison, Representative Craig Horn, Representative Pat Hurley, Representative Verla Insko, Representative Darren Jackson, Representative Bobbie Richardson, Representative Michael Speciale, Representative Sarah Stevens, Representative Donna White.

Chairman Josh Dobson presided.

Chairman Dobson welcomed the members of the House Select Committee on School Safety, subcommittee on Student Health Working Group. Chairman Dobson recognized the Sgt-At-Arms for the House, David Linthicum, Russell Salisbury, Jonas Cherry and Jim Moran.

The first presentation was from the North Carolina School Counselor Association (NCSCA). Chairman Dobson recognized Mr. Tim Hardin, President-Elect, NCSCA to present.

Mr. Hardin is the school counselor at Sadler Elementary in Gaston County, North Carolina. Also representing the NCSCA is Lyn H. Bush, from Buncombe County Schools at Valley Springs Middle School who serves as the West Region 8 VP. Also, Vanessa G. Barnes from Wake County Public Schools-Millbrook High School, Past-President of NCSCA.

Mr. Hardin began his presentation talking about the role of the school counselor as the front line of mental health issues in schools. Counselors notice a lot of issues; teachers, administrators, parents and student all bring issues and the counselor can pick up on these issues that may become more severe issues in the future for these students; barriers that they are experiencing, specifically in the mental health realm. They can take that issue and make referrals out.

School counselors are Masters level trained at a minimum and the majority of school counseling training programs in North Carolina are 60 hour Master's degree programs much like that of our colleagues in the school psychology side. We are licensed by DPI, we take a "praxis' just like teachers but it is specific to counseling. When we are certified by DPI, we are certified at the K-12 level. Therefore, any school counselor can work all grades. We develop comprehensive

school counseling programs that are developmentally appropriate and preventative in nature. The goal is to develop a program that meets the needs of every student in that school. We use the North Carolina Guidance Essential Standards and the ASCA Mindsets and Behaviors to standardize our programs. Those standards are also developmentally appropriate and preventative in nature. In North Carolina, we cover the needs of all students, the socio-emotional needs, the cognitive needs and career and college readiness and be the expert in all those areas for the student. In North Carolina, a push has been to focus on the socio-emotional needs of students. In McDowell County, for example, elementary school counselors have been able to purchase multiple materials to implement full socio-emotional learning programs at every elementary school in McDowell County. Their director and district has supported them financially by allowing them to purchase those materials and they have implemented this program for this school year and are going for full implementation next school year. If teachers have questions about academic concerns, they will start with the school counselor. Typically, the school counselor is there 5 days a week. They are able to meet the needs of the teachers as well as support the students 100%.

Why do we need school Counselors?

Counselors are the front lines of the mental health issues in schools. Being the full time school counselor, they notice the issues. The teachers may notice something is off in a student, and they may bring the student to the counselor and let them get to the bottom of what is going on, things the teacher shouldn't have to deal with. The counselor has a constant presence in the majority of the schools in North Carolina. Currently in North Carolina, our average ratio is 386:1 counselor. Some counties may be a little higher, like in Wake county high schools which are 500:1. The national average as of 2014-2015 (most current data) is 482:1. North Carolina is doing pretty well with keeping that ratio low and have made steps to ensure that ratio remains low. Counselors are able to see the big picture and see issues before they truly become severe issues. If a student comes in with a severe issue, they are able to help bridge the gap, so hopefully the student can become successful, academically. That is the ultimate goal of everything a school counselor does, to ensure all students are successful academically and ready to graduate and move on to a job, career or the military.

What do we need?

First of all, thank you for G.S. 115C-316.1. That changed the game for school counselors in North Carolina. That statute is the Duties of School Counselors law, which took them out of the test coordination role. That freed up more time than you could imagine so that counselors can focus more on the needs of students and not testing. Counselors still proctor and administer and are still a part of the team approach to making sure that testing is completed but they have their time freed up so that they can focus on students, first and foremost. What they would like to see moving forward, is at least one mandated, full-time, certified counselor in every North Carolina public school and NC Public Charter Schools. Some of the feedback that they are hearing in smaller districts is that school counselors may not be licensed any more. They may have just a bachelor's degree and being coded as a school counselor. The ask for a certified, full-time school counselor would move North Carolina closer to the recommended national ratio of 250:1.

The Chair will now take questions.

Rep. Horn: How many schools have certified school counselors by school level, i.e. Primary, middle and High School?

Tim Hardin: We don't have it broken down by level without surveying each district. Some of the data we receive we pull from DPI and what we do know is that there is just under 4,000 school counselors throughout the state. Again, that would take a pretty in-depth measure of looking at district-by-district and we do not have that data but we can certainly work on it.

Rep. Horn: **To staff, that would be important information for us to have and tied in with that you said the national recommendation is 250:1 and we're at 386:1, but the national average is 482:1. That's quite a disparity, so I would like staff to get costing to get us to 250:1.** Where in the school are school counselors? Are they co-located with academic advisors or is there a separate place

Tim Hardin: It depends on the school. At the elementary, we do academic advising through PLC's or meeting with teachers. At the high school level I would like Vanessa Barnes to speak to that.

Vanessa Barnes: Our school counselors would be called upon to serve as academic counselors and also fulfill the mental health pieces that are present to us as well. It is all comprehensive in what we do in looking at the whole child. On a given day, we could be working with a suicide assessment or a threat assessment and then also trying to look at transcripts to make sure students are graduating on time and having options, so they are graduating college and career ready in the midst of all the other issues that they are dealing with on campus.

Rep. Horn: So am I to assume that the term "School Counselor", is both mental health and academic counselor, advising as to colleges. In visiting the schools in New Orleans, one of the reasons that they feel they are successful is because they have an individual there who focuses on mental health and knows the kids in that school. They have a place where the kids can stop in and it has worked extremely well if you look at the outcomes they are getting in New Orleans in school safety issues, in particular, as well as academic outcomes.

Rep. Horn: Do school counselors interact with school nurses.

Tim Hardin: Yes. From the elementary level where I serve, I am one school counselor, there 5 days a week. Our school nurse is 2.5 days, my school social worker is 2.5 days, my school psychologist is 1 day, and I am the person who is able to bridge the gap between all of these entities to ensure that there is frequent communication between all of us.

Rep. Horn: We still do not have school nurses in every school and we will be receiving a report on that today in PED. I can't help but think that there is close cooperation between school nurses and school counselors.

Rep. Graham: What percentage of time on those socio-economic, cognitive and college and career prep would you put on the college and career prep, in terms of overall day-to-day operations?

Tim Hardin: The goal for all of those areas is to make up 80% of our time in direct services to students. At the elementary level, college and career prep may be about 20-25% of the time, spread throughout the year. A lot of elementary counselors bring career prep in other lessons. For example, when they speak about emotional standards or academic issues, they bring in the

career aspect. They try to make young students understand that this is your job right now and this job will lead to real jobs or college or military service.

Vanessa Barnes: At the high school level, I would agree with the 80/20% ratio. In terms of working with students, counselors are constantly in classrooms doing that on a developmental basis to make sure, freshman through senior year, that we are hitting college and career readiness. Also making sure that students are taking the proper electives that will position them not only to go to a four year, two year or military program. There is careful planning along that continuum, so students are in the office, whether we are seeing them in whole groups or individually, every day. It is a huge percentage of time devoted to that.

Rep. Graham: I guess then this would go to the high school because that is really where I'm gearing my concentration on use of time. How much time in your situation do you do any non-academic counseling?

Vanessa Barnes: When a student come in with a crisis, that takes precedence over anything else we are doing. We have opportunities for students to come in individually, by referral, on their own and we work with them. Part of being able to reach them academically, we have to make sure they are socially and emotionally sound and often times that does involve the collaboration with the school nurse, the school psychologist and anyone else that can come to bear on that child's well-being. Also working with the teachers and that student's family to make sure that they are in a good place in order to be able to learn. We would like to have more time, but in a high school such as mine, we have close to 2,400 students and we only have five counselors who are working to serve all of those needs. It does require a full day to make sure we have time allotted for individual counseling.

Rep. Graham: You have seen situations where individuals are working as school counselors and not certified, do you see that more in rural vs. urban counties? Is that an issue of schools not being able to find certified counselors?

Tim Hardin: If I am recalling correctly, there was that issue from some of our more rural districts, specifically in the Western part of the state. It's not expansive, just pockets of it.

Rep. Graham: Thank you for your presentation and I like your recommendation on the 250:1 ratio. Counseling is a very important aspect of educating the whole child. We can't ignore things that are going to interfere with their learning.

Rep. Black: I'm interested in following up on the team approach. I know that many of the schools have school counselors, school social workers and school psychologist. 1) Tell me how you work as a team in your school or across the system and 2) For students who are finishing their bachelors in Social Work or their degree in counseling, it may take a while before they can become certified, so if we are looking at certification across the continuum, would you say that a masters level person coming out could do some of the work that would need to be done in the schools without certification while they are working toward licensure and/or certification?

Tim Hardin: To the team approach, in our school, our nurse and social worker are split. They cover the full week, but 2.5 days and they are opposite of each other. We also are able to call on the phone or email when they are not present. We make sure that I am involved in every issue with students that they are working on if they feel like it is something I may have seen. If a student sees the nurse for some reason and she feels something is not right with that student, she may contact me to follow up with the teacher or talk to student directly. Same with the school social worker who deals mainly with truancy aspect of the students. I may pull a social worker

in for a second set of eyes and ears to provide their perspective so they can make an informed approach of how to help that student, especially when it is involving suicidal ideations or strong statements from kids about hurting themselves or being really angry. As far as the certification, when I came through my training program, we were able to get a provisional license from DPI to be able to work in schools while still obtaining a degree. My training programs reiterated that you can't really do the jobs effectively if you don't have the full training. I would be really concerned if I were at the district level if I had counselors in my buildings that didn't have the master's degree and the licensure from DPI. I can't speak to social workers.

Rep. Black: It sounds like your school social workers are not clinical social workers if they are doing truancy. Are they licensed social workers?

Tim Hardin: Some are, from my experience, but they are working in the school setting. I'm not sure but some districts may have some licensed clinical social workers in schools doing licensed clinical type of work. I'm not entirely sure but I can find out.

Rep. Black: As we on the committee are working on what schools need and how we proceed, it is going to be important to understand who can treat the mental illness and who can do the home visits and all of that.

Rep. Hurley: When the children come to see you, and they have already said they want to kill themselves, do you intervene with the parents?

Tim Hardin: Yes

Rep. Hurley: Do you intervene if it is something less than that, if they just come in to talk to you?

Tim Hardin: At the elementary level, I'm more inclined to intervene with parents a little more often than the middle or high school level just because they are elementary students and it is developmentally appropriate. If they say they get bullied, I don't always call the parents, I try to work with that student to ensure they have the skills they need to cope with that and how to handle if someone calls the student a name. If it is a serious issue, I don't call home, I call DSS.

Rep. Hurley: Do you follow up again once you have told the parents, and they may have to get outside help. Is this confidential and does this follow them all of their lives?

Tim Hardin: I don't believe so. It certainly does not go in their cumulative folder, their school record. I may keep a record, but I keep that under lock and key in my office, not something that we put in their cumulative folder, we may not even put it in their 504 or IEP plan if it's something extremely severe that is unrelated. I have files from students I have worked with in the past but no one has those, just me.

Rep. Lucas: I appreciate having the knowledge that most counselors are certified with about 60 hours instructions and they are qualified up the scale, K-12. We recognize that counseling probably is much different in high school than it is in the elementary schools. So the question would be, in my prior experience working in schools, it is more preventive in the elementary schools and more on the crisis side in older grades. So are most counselors able to work that maze from elementary to high school and if so, at the elementary school, do most of the schools in the state work on preventive measures, such as prescribed whole class instruction or is that limited to the LEA's?

Tim Hardin: Yes and No. It is district by district as to how school counselors operate. Our goal is always comprehensive school counseling programs that are preventive in nature. We want to hit this on the front lines before it becomes issues, we want to get ahead of it, so we are

not putting out wild fires, so to speak, but we are stopping these issues from happening before they ever become issues. A lot of times, school counselors end up teaching guidance classes all day. Those are important, don't get me wrong, that is a part of the comprehensive school counseling program, but in our program, it is not just the classes, there are small groups we need to run, individual one-on-one sessions, follow-up with parents and teachers, meetings, etc. that we need to be a part of to fully serve that child. So when our counselors are stuck in rotation or specials classes, it really does potentially prevent them from being able to serve the needs of all students. Most counselors would drop what they were doing if it is a servere need and the class would just have to be with a substitute to meet the need of that one immediate concern. We do hold group lessons, either school-wide, large group or classroom specific, we try to do small groups that help some of those students that need a little more support working on coping skills or academic skills, like organization or test taking skills and that extra intensive support with the one-on-one's. That is the bulk of it.

Rep. White: Since you did say that you served every child in school, can I child self-refer to you?

Tim Hardin: Most certainly. Again, there are more organized systems in middle and high schools a lot of times because they have that freedom to maybe drop a note in the office. In the elementary level, they can see me in the hall, see me at lunch, I'm on duty every day, so I see most of our students every day so they may stop me in the hall and ask me. They do make self-referrals consistently.

Rep. White: What is the percentage of the number of students in your total caseload that you actually see one-on-one and provide one-on-one counseling?

Tim Hardin: Probably about 20-25% of our total population that I see consistently one-on-one.

Rep. White: So that is 20-25% of the whole school population?

Tim Hardin: Yes

Rep. Jackson: My questions are best with Ms. Barnes. My experience with three children going through high school is that there exposure to counseling has been through registration and college preparation and things of that nature. It takes an awful lot of your time and I'm wondering, how much of you time is actually spent with counseling for children that are having issues at home or having issues with bullying or things of that nature?

Vanessa Barnes: That is a balancing act, I will admit in the high school. One of the things that we are being more intentional about, particularly with the things that are going on now. We look at data and we look at trends and now we are going into classrooms with our 9th grade students. We work in collaboration with our healthful living teachers to talk about the signs of suicide, early on, to make sure that student know these things and hopefully they have more information before it becomes an issue. Now we are following back up and doing that type of presentations for seniors in the spring. If you don't have a plan in place and you don't know which school you're going to, or you don't have options, that becomes another time period where counseling is needed as well. We do the classroom guidance throughout the continuum and try to balance that with making sure that we are doing individual counseling. I know that in many of our schools, we do meet with them individually with the registration process, but we also go into classrooms, as well. We try to bring mentors in to stretch out the need that is there so that we have different groups that we are able to run. It is a balancing act and we try to make sure that we are intentional that we make sure to bring students in, teachers make referrals to us for students that

they are seeing that are having some issues and we try to keep up with their attendance and how they are functioning. So we are working with them individually and in groups to make sure that we are not missing anyone, but it is hard with the numbers that we have to make sure that we are meeting every need, every day but we do things that are preventive rather than just being reactive all the time.

Rep. Jackson: If I might suggest, in Rep. Horn's earlier request about the funding for the ratio, if I could add to that and consider looking at what it would cost to reduce the ratio in high schools first, then middle schools and then elementary, maybe the number wouldn't be so big, it would give us a starting point. The name of this committee is the School Safety Committee so I wanted to follow up with you and ask you in particularly in high schools, what do you feel like is the best way to identify these potential tragedies, which I will define not only as school shootings, but also, suicides which you previously mentioned. Is there something that is working in Millbrook, a best practice, in another state or another county that we should look at as a committee in considering doing in this committee?

Vanessa Barnes: One of the things that I do like is the *Signs of Suicide Prevention Program*. As we present that program, each of the students do a questionnaire at the end and they let us know if they need to talk to someone about themselves or about someone else. We don't pull them out of class at that point, but once we go back to the office, we immediately assess those forms and then their individual counselor will pull them in to talk. I believe that has helped a lot to get students comfortable in talking about that information and being comfortable not feeling like they are doing a friend a disservice and they are letting us know about students that they feel may be in crisis. That has been a very good program that I have seen. I have worked in other districts in the state, and that has been an effective program where we collaborate with departments to go in and deliver that information and get that feedback immediately so that we can intervene and help students who may be in crisis but have not informed anyone of that yet.

Rep. Jackson: Is that a system wide program or specific to high schools. I believe my son took that test, maybe in 8th or 9th grad

Vanessa Barnes: Yes, there is different levels of that program in our district. There is a version of it at the middle schools and then there is also a version that they do in 9th grade and now we have extended it to 12th grade as well. We want to make sure we are being as preventative as possible and not being reactive. Getting that information and the students not being afraid of knowing the signs to look for has helped tremendously. It hasn't solved every issue, but it has opened the doors for communication and for them to be able to anonymously fill out the paperwork and then we come back and review that and then bring them in right after where they are not intimidated by their peers. Seeing them being brought in has helped us to be able to help students. I think that program is very good, but if you're doing one thing, it does take away from another, so we try to take that pie and divide it as best we can to make sure that we are meeting the academic needs, but again the socio/emotional needs are very great as we are seeing them now, particularly in the high school. We are dealing with a lot of anxiety for school and school phobia in addition to the different threat assessment that we have to deal with on top of the other things that we are dealing with. Again, when you look at the numbers, and the number of counselors you have, that's why we do try to collaborate as best we can with other school mental health professionals, but they are limited as well.

Tim Hardin: The key thing is about building relationships with students and sometimes the school counselor is the only person in that building, in the entire building that can effectively build a relationship with the majority of students.
Rep. Jackson: To add to Rep. Hurley's question about contacting the parents, when my son was in 8th grade and took a test, he apparently had a bad weekend and the counselor did reach out to the parents immediately. I was very impressed that they took so seriously the answer to one question and not only that, followed up weeks later for a kid who had shown no other signs or problems.
Rep. Stevens: **Mine is going to be a request for information as we go forward, and that is how do we currently fund school counselors, do we distinguish between those that provide counseling vs. academic support, and is there a discretion in how the school districts use those funds? Do they in fact not use them for the purpose we set forth? I think that is important for us to all understand before we think about financing more**.
Chairman Dobson: The ladies point is well taken. There is several questions around ratios and counselors vs. academic support and the discretion to the local LEA's. **We will certainly work with Fiscal staff to get that information to the committee.**
Rep. Insko: Focusing on secondary school is a band aid if we don't start at the elementary school or even pre-school, strengthening social/emotional attachments and solving problems there. My question is are there anyone here today who is going to give a presentation on system of care and child and family teams that we have in place in this state? That whole philosophy is that you build on the strengths of the child, a child who feels like they are being told they are a success is more likely to behave well than a child who is always being told that they are bad and need to change. We have a system of care in child and family teams and I don't know whether it is still here, are we going to discuss that approach?
Chairman Dobson: We do have the school psychology association and then the Department of Health and Human Services and the Executive Director for The Center for Safer Schools. Through that presentation, my hope is that it will be addressed and if not, we will get an answer to your question.
Rep. Dollar: It is my understanding that the LME/MCO's that cover Gaston County is Partners Behavioral Health and if memory serves me correctly, I believe they have therapist in each of the schools. So could you explain how that works and what those people do?
Tim Hardin: In Gaston County, Partners is the LME for that area. There are about 5-7 agencies that service all of our 50 some odd schools in Gaston County. For my school in particular, what I will do, is I make a referral. Of course, I am having conversations with parents, I don't just look at kids and say let's do a referral on you. It's over time and sometimes parents come in and they request help and so we make a referral. The parent has to agree to that and it is an option, the parents don't have to go that route. They sign the referral and I send it over to the agency, the agency then reaches out to the parent and takes it from there. Once all the intake process is completed, they have their intake session, then the therapist, who is what we call school based therapist, come to our school and sees students that have been referred and that have gone through the intake process. They pull them out of class and see them during the school day. Right now, I have about 15 students receiving school based therapy. Not a large number but it is consistent therapeutic support that the school counselor can't provide in the school counselor

role but the therapist can hopefully provide. The therapist and I meet weekly to discuss progress and issues.

Rep. Dollar: I would just observe that I think it is important to make sure that we are getting a full picture of all the players that are engaged, particularly with the mental health side and what they all do so when we are talking about the budget process, we make sure that those of us in the General Assembly are supporting those programs that are actually out there providing. Obviously for the more problematic students, they will have to have continuous therapy/service, it is not just a one-time thing. I would like to address this to Ms. Barnes: It is my understanding that Alliance started a program a couple of years ago, I think with their providers or themselves in the Wake County schools, could you comment on that?

Vanessa Barnes: Yes there is a relationship with Alliance and that is an option we can offer to parents that has been very good in terms of some students who have needed it when we have done what we can do at the school level. That has been a good source for referral for students and parents to be able to get additional therapy. It's not like it's in the school, it's something that the parents have the option of going to if they don't have their own private provider. Usually they will work with parents on a sliding scale, depending on what their needs are with insurance.

Rep. Dollar: I just want to point out that some of these kids that are covered under Medicaid, but those services that are not, it is single stream funding, which is state money.

Rep. Richardson: We realize how essential counseling services are and we know that for whatever reason, sometimes those counselors have to be out of the school, so what kind of process do you have in place, do you have substitute counselors, or do you go just go that day without services? How do you handle it when a counselor is not there, considering the needs that you have expressed for you to be there every day?

Tim Hardin: Well, I am not at school today. The process today is that I notified my school social worker, my school nurse and of course my administration first. They are aware of my absence today. I notified the staff as soon as I knew, the full staff. So they know who to direct those types of concerns to. Also, in my district and in many districts throughout the state, we have directors of student services or directors of counseling services, so we try to let those people know as well so that if there is a crisis situation they can respond to the administration's needs as well. Most counselors have a system in place, a protocol, if you will, to follow of who to notify if we are absent, especially if we are the only counselor in the building. A neighbor school might be 5 minutes from my school so I would work with the administration at both schools to make sure that counselor is aware and can respond if necessary.

Rep. Richardson: So what I am hearing is that there is no such thing as a substitute counselor?

Tim Hardin: Not in that sense

Rep. Carney: Did I hear you say that you did not know if every school in the state has a certified counselor?

Tim Hardin: That's what we are hearing unofficially from our delegates that come to our conference when we discuss issues throughout the state and from what we understand it may be happening in some of our smaller districts that there may not be a certified school counselor in a school counselor position

Rep. Carney: **Mr. Chairman, I would like to request that we try to find that out if we can look at ratios within schools if we're not sure if all the schools have guidance counselors.** One more question. Is there a shortage of certified guidance counselors in the state?

Tim Hardin: I don't know. It doesn't seem like it. There could be. The training programs that I tend to keep up with, they haven't reported to us as an association that they are seeing shortages in applicants. Now what those applicants do once they graduate, I don't have that information but we can find out certainly if they are staying in our state or if they are moving to other states.
Rep. Carney: Just a comment. I am looking at numbers here as we go forward with rations, etc. I think that is something that we probably ought to look at. I would think that DPI would have those numbers for us.
Rep. Floyd: There's odds that we can't provide all of the counselors, where would a good starting point be, what grade level as a starting point?
Tim Hardin: I think wherever we could put them would be the best to start with. Ideally, I think the younger grades, having that strong foundation that a lot of students don't come into schools with these days or that they seem to be missing something when they enter Kindergarten. At the same time, I could argue that we need more in Middle School and High School so I think that could potentially be a district-by-district decision.
Rep. Floyd: In your earlier presentation, you mentioned locations of counselors. I think location is everything and it seems to me that a lot of students might not want other students to see that they are talking with a counselor because they have certain concerns.
Tim Hardin: As school counselors, we practice confidentially, first and foremost unless it involves self-harm or abuse. We try not to go to classrooms to pick up kids. If we call classrooms, we call them to the office. Students who do see the counselors sometimes share that information with their peers because they enjoy the relationship, the time. We do practice confidentiality to try to limit some of that potential negativity surrounding seeing a counselor that other kids may view that as.
Chairman Dobson: The relationship between school counselors and school resource officers, is there a relationship and if so what is the nature of that relationship between the school counselor and the school resource officers?
Tim Hardin: If the school has a consistent resource officer and there tends to be an issue regarding potential abuse, I would talk to my resource officer to inquire if there has been any calls of service to the house, if they could tell me that information. Especially if I have called DSS. Our resource officers are consistent and are a familiar face to the students and they also know the students. A lot of time they know the parents or the families too of the students. When appropriate, we communicate effectively and we call upon them to assist us if we are a part of a threat assessment.
Chairman Dobson: Would it be fair to say also that the school counselor and the school resource officer has a great deal of latitude on the nature of that relationship based on the local school?
Tim Hardin: Yes I would say that is a fair assessment.
Chairman Torbett: I keep going back to peer-to-peer. Are there organizations or groups that provide assistance between students and other students, specifically middle school and high schools students. We may not listen to adults but we would listen to our friends and our buddies and kids on the block, etc. Are there active units of peer-to-peer support groups or organizations that we can bolster and effect an impact in the school structure?
Tim Hardin: I don't know personally of any specific organizations or groups. I know that many of your middle and high schools have peer support programs or peer-to-peer type things

that you are discussing where they are trained by the counselor on how to facilitate mediation or just how to talk to their fellow students and it usually a small group of trusted students who can handle that responsibility. The association does not see that so much at the elementary level, especially K-2. We might see that at 3-5 but it doesn't seem to be a trend across the state that is a common solution.

Chairman Torbett: I am going to continue to pursue that. In looking back at some of these horrific incidences that have occurred, it seems that often the first folks that knew were their peers and we need to let them know that it is ok, we're not ratting on people, we're trying to help, aid and assist our fellow man and this happens to be our fellow students and friends we hang out with and take that to a positive perspective. Mr. Chairman, it is my hope that we will continue to pursue that avenue to see if there is any kind of structure that can be imbedded that would better aid and assist from a peer-to-peer perspective with adult supervision.

Tim Hardin: We can poll our members to see if that is something common across the state.

Rep. Richardson: Are schools implementing positive behavior programs?

Tim Hardin: That is a district-by-district decision but the majority of the districts I hear from do implement positive behavior and interventions support program components but may not have staff to accompany that.

Chairman Dobson: There is a working list, (not comprehensive), 1) The shortage of counselors across the state (Rep. Carney), 2) The ratio (Rep. Stevens and Rep. Horn), 3) The suicide preventions program; how can that be implemented statewide, 4) Is there a licensed counselor in every school, (address with DPI), and 5) The peer-to-peer program (Rep. Torbett).

The next presentation is from the North Carolina School Psychology Association. Chairman Dobson recognized Heather Lynch Boling from Wake County Schools, President of the North Carolina School Psychology Association to present.

School psychologists are the educators that know the most about psychologist and the psychologist that know the most about education. An example of what we do comes from our national association. We are experts in learning behavior, mental health and school systems. School psychologist impact on small, medium and large and extra-large systems and have a lot of skill sets around data and evaluation, assessment, data analysis, mental health supports, consultation skills, crisis prevention and response. We support a lot of different things in the school building: all tiers of service delivery. We are able to support all children, small groups of children and then individual children when they are in school buildings when we have the appropriate staffing ratios.

What is expected of School Psychologist (day-to-day): We have a performance appraisal instrument that requires us to do what we call comprehensive services. Currently, many of our school psychologist don't have an opportunity to provide comprehensive services due to ratios.

What is a Day in the Life of a School Psychologist: We do have an opportunity to demonstrate a wide range of continuum of services across the state about what we do every day. Most psychologist assess students for special education evaluations, determining whether or not they have a disability. That is more of a traditional role. There is a test kit that has an IQ and



educational standardized assessment in it. We serve multiple schools, some serve an entire district in this role. That is important when you are talking to a family or school about writing a IEP or intervention plan for a student, and all you know about them is a 2 hour experience with a standardize measure, you're not getting a really good return on your investment for what services we could provide to our children. You're getting a small snapshot. In a setting like that, you may also get called for a very reactionary response for an extreme crisis event. If you're serving 5, 6 or even 10 schools, and you're the only one serving that district, it's probably not even likely that you are getting called to support a crisis event. That would be something called on by the social worker or counselor or someone in closer proximity.

What is expected of us/job responsibilities: For the appraisal and evaluation instrument, that is comprehensive in nature, only 4 items fall into assessing students'. Yes that is a direct service but school psychologist are being evaluated on comprehensive service delivery, but only 4 items that are being evaluated are related to something that most school psychologist are able to do, which is go in and evaluate students and we're lucky if we get invited to the eligibility meeting to then discuss those findings from the assessment with our families. Some school psychologist serve multiple schools. That could still be 3, 4 or 5 schools. We assess students for special education eligibility, which is very important, because our children more than a black and white score on a paper. We need to be able to talk to teachers, talk to their families, do observations to get a really good picture of our children so that we can build really good IEP's and support service delivery. These school psychologists still have a reactionary approachs but they have a greater opportunity serving less schools to be able to do a support structure for crisis. They sometimes, for kids who are in an intensive range of support, can offer collaboration and consultation to teachers and families for a small minute population of children on-on-one. They are able to talk to the grown-ups on how to help the children. What few school psychologist do, that all of us need to, is this concept of comprehensive services. To do that you would serve one and/or two schools to approximate our best practice ratios. Our best practice ratios are 1:500-700 students. We would be able to provide academic and social/emotional mental health intervention services to groups of children at what we call tier 2 and individual students.

We would do this as a team approach, with a social worker, counselor and the school nurse. In my district, we currently have professional learning teams, where our student support services, as a job expectation, are expected to work together, have regular meetings, use data to problem solve our students and to disseminate appropriate social/emotional learning supports to our children. We do that through a multi-tiered system of support which our DPI consultant will talk more with you about momentarily. We have an opportunity to support all kids and systems and structure through school improvement. When we are more available to our school community, we can be a backbone of that school improvement to support that principal and the admin about how to ensure better PBIS structures. We could also be on response teams for crisis, even at a school level, or at the district team. We are of course meeting with intervention teams. Our intervention teams in our schools are working in a preventative framework, we're not at those other places that I discussed earlier, which are reactionary. We are able to provide integrative services at the whole child with multiple kids or whole class, within the school and then small groups targeted as needed and individuals, targeted as needed. We're also still assessing students for special education eligibility, that is a primary role and responsibility and a skill set that we need to do. When you get to evaluate that student you know them, their families, their history,

their teachers, the interventions they have received and you are able to help the team write a really good support system up for that child. Whether an IEP is written, you can ensure they get the right help at the right time; 97% of our evaluation is built on a continuum of services for comprehensive services. When you are a traditional school psychologist, there is only about 2% of an evaluation instrument that you can fulfill based on only assessing students. We need to make sure all children get the right help at the right time by the right people and I believe that has to do with school safety and the direct targeted need for student support personnel.

Recommendations:

- We have a void of 74 school psychologist in the state; 12 districts have no school psychologist. We must regain that void for us to even begin to tap on the door of appropriate ratios for us to talk about comprehensive services for our schools. Our staffing ration currently, from the National Association is 1:700 and our North Carolina staffing ratio is 1:2,100. We had 65 vacancies reported across the state in 2016-2017 and then you see again that 12 of our districts have no school psychologist in 2016-2017. We do believe that we are an integral parts of the school based mental health services continuum through a multi-tiered system of support.
- Increasing pay for school psychologist is also very important. We have neighboring states that increase pay by $10,000. Just by moving across the border, you can live in NC and go across the border and make more money as a school psychologist.
- Reciprocity issues: Some of our school psychologist are nationally board certified but they don't necessarily want to move here because there is not an increase pay or reciprocity. That is also a gap that we have to fill.

I would like to close with a story that I feel like pulls it all together: "D.J's Story"
Picture a kindergartner that you know. Now consider that child going to Kindergarten even after never being in any other school environment or with any other children than his older two brothers and one younger brother and him doing it all without his mother, who was incarcerated at the time. This is the story of D.J. Picture that Kindergarten classroom, 24 students. Picture what that first day must have been like. Then imagine D.J. walking into a school, a hallway, and then a huge room of 21 or more kids that he is not used to being around. A room with rules, expectations, tables, chairs, school materials and teachers. Image temper tantrums that are uncontrollable that shake D.J. and anyone who witnesses them, to their core. We learned quickly from his guardian that he was a child who had experienced massive trauma. Tantrums soon turned into crisis situations where we had to clear 23 students from a Kindergarten classroom due to the room being demolished by a 5 year old. In your mind's eye, picture that room being hit by a tornado, in about 0-60 seconds. Picture me, the school psychologist, one of the only people in the building trained for non-violent crisis response, who is not a classroom teacher, often supporting in calming interventions for an hour or more at a time. Then picture D.J. asleep for hours in his nap space after the exhaustion he experienced from his episodes. People started to wonder, when is he getting an opportunity to learn. Within the first two days of school, many staff were discussing D.J. being relocated to an alternative school and/or for an IEP to be put in place immediately. As the school psychologist, I was skilled in behavior analysis, consultation and collaboration. So we began data based problem solving with the school interventions team,

inclusive of the counselor, social worker, therapist, teachers, guardians and all of his community providers. We had regular problem solving meetings with data and with all the right stakeholders. After many observations, data analysis and collaborative problem solving, we determined that D.J.'s trigger was pretty incredible and something pretty difficult to combat. It boiled down to one infamous word: the word "Mom". He responded to behavioral interventions and was mostly meeting academic benchmarks. He did end up with an IEP, but not until the spring, when we had proven, with data, his need for specially designed instruction had been exhausted by the school level resources and the best practices of his community partnerships. His IEP supports were focused on behavior and kept him mainstreamed with this peers. Many people who know D.J. when he was in Kindergarten, projected prophecies that he would probably be in an alternative setting, in the juvenile justice system, a drop-out and probably never re-united with his biological mother. Yesterday I checked to see how D.J. was doing. He is an 11th grader at local high school, who is now able to appropriately advocate for himself when conflict arises, and lives with his biological mother. In D.J.'s case, a school psychologist came along to interrupt the adult prophecy of a five year old.

The Chair will now take questions:

Rep. Black: Can you tell me how many Masters level Psychologist we have in the school setting, how manyPh.D. psychologist and then can a Master's level psychologist practice independently?

Heather Boiling: In our current system, school psychologist have to have more than a master's degree to get licensure from DPI, you have a 6 year certification or have a Ph.D. Our DPI consultant will be able to give you some of those numbers.

Rep. Black: So what does the Master's level psychologist do; they don't work at all then in the school setting or other settings?

Lynn Makor: As Ms. Boling indicated, the required point of entry for licensure with the State Board of Education, DPI as a school psychologist is an advance degree, specifically in the area of school psychology. So Master's level psychologist that are not trained school psychologist would not be eligible for licensure.

Rep. Black: Would you share with me the beginning salary for a Ph.D. school psychologist and then the range?

Lynn Makor: The point of entry again is an advanced degree and then there may also be Ph.D. level psychologist and the salary schedule is different for each one. The point of entry salary for 0 year experience, advanced level school psychologist salary is $43,390.

Rep. Graham: The comprehensive model you talked about is what we should be looking at in terms of the purpose of the committee, the intervention, working with the teachers and the parents. I certainly believe that is the model we should aspire to. One per school districts is an ideal situation for a psychologist. Could you talk a little more about that ratio?

Heather Boling: Some of our large school district, the high schools have approximately 3,000 students. If my school psychologist is staffed at 2 high schools, or 2 secondary schools, we are looking at 1:6,000 students. In some districts you may have an appropriate ratio with one psychologist to one or two schools or maybe even three schools, depending on how many are in the building. However, you have that range in my district, the largest in the state where we probably will never meet those ratios.

Rep. Graham: I would like to know what it would cost the state to try to reach that level one psychologist for every 2 schools. Also, the vacancy ratio that you talked about, that is based on that high end of need, correct?
Heather Boling: Right now, the 74 vacancies are what they are, regardless of our ratios. We have 74 openings across the state and 12 of our LEA's have no psychologist. Lynn will talk more about that data and resources.
Rep. Stevens: 1) Which 12 districts do not have a psychologist and 2) I am confused about the difference between 1:386 vs 1:2,100 students. That's a big diversity between the 2 speakers that we have heard and I've tried to understand.
Tim Hardin: The difference is counselors vs. psychologist
Rep. Stevens: So psychologist are counselors but not all counselors are psychologist. Is that the point I'm missing?
Heather Boling: School psychologist and school counselors are 2 separate personnel titles with 2 separate coursework and authority and certification in terms of what it takes to be certified as one or the other. So with a counselor, we heard Tim speak earlier, there might be some that are bachelor level, we preferred Masters level counselors. School psychologist can only practice in the state with a 6 year degree, which is an extra certification. What that looks like for a school psychologist is 2-3 years of graduate school, with a supervised internship that usually is anywhere from 1,200-1,500 hours, that requires clinical supervision of the comprehensive model that you saw earlier.
Rep. Dollar: It would be good to pull together the picture of 1) how many counselors do we have 2) how many psychologist do we have 3) how many resource officer do we have 4) how many other folks out there so we have a full picture of it. The other question I wanted to ask is if you run into someone who is truly troubled and needs a regiment of therapy, serious treatment, what is the interaction, either with the LME/MCO's or others for someone who can do the school work but has a mental health issue, or has a behavioral health issue. What is the continuum of care and what is the process in your system for getting the student assessed and into some kind of on-going sets of therapy to resolve their issues or manage their behavioral challenges?
Heather Boling: One gap in our current infrastructure and our system that we are getting ready to work on is universal screeners for social/emotional learning. The data we are using now is usually data that is externalizing behavior. So D.J.'s externalizing behavior is throwing a chair, wrecking a classroom, etc. What we are missing a lot of times are catching the kids that have internalizing behaviors. Which is likely seen or recognized by their teachers whom they spend the majority of their days with. So screeners would help us get the most information from their teachers, their families and even student reports on the types of kids that are sometimes what I call "the profile of a shooter". I know that is hard to hear but not all of the students that are going into the buildings that are shooters are tearing up classrooms. If fact, most of them aren't. So we need the right data to find the kids to do the right work. Right now, when we are locating kids, it's either from parent referral because of the externalizing behavior or it's through a teacher or a child that is self-referred or referring a student to our support team to find out what's going on with them because they paid enough attention. So student support personnel have a big job to do in "finding" those kids, but we also need the right tools and the right infrastructures for those conversations to happen so we are not missing kids and we're working from a preventative lens and we're not working on the other end, which is the scary end you see in the media.

The next presentation is from Lynn Makor, MA, CAGS who is a consultant for School Psychology with the NC Department of Public Instruction/Carolina Institute for Developmental Disabilities. Chairman Dobson recognized Ms. Makor to present.

Thank you for the opportunity to present the barriers that we have in place that are preventing our students in all of our NC public schools equitable access to a full program of school psychological services.

I would like to begin by speaking on the training and licensure requirements for school psychology in this state. As Heather Lynch Boling has indicated earlier, the point of entry threshold for school psychologist practice in this state is the completion of an approved school psychology training program at the 6 year level, which also includes a 1,200-1,500 hour intensive internship that is typically conducted within the school setting. The specialist degree is what's obtained and is usually 60 plus graduate credits. We also need to pass the praxis school psychology exam in order to then obtain our licensure which is very specific for school psychologist. The only way to be employed within the public schools as a school psychologist is to be licensed through the State Board of Education, Department of Public Instruction as a professional educator practicing school psychology. We are the educators that know psychology and the psychologist that know education because we are in fact professional educators practicing school psychology. To also illustrate the misconceptions and misunderstandings between school psychology and private practice, first, the training tracks are completely separate. School psychologist are trained in school-based practice and understanding school systems and in being able to understand curriculum and instruction as well as social/emotional behavioral needs of our students. Because of our workforce disparity, many of our school systems are left to contract with private psychologist to access psychological services for their students, which is usually assessment type services, and it is important to understand that those private practitioner/psychologist are not necessarily and usually not trained as school psychologist, they are licensed by the N.C. Psychology Board to practice psychology in the private sector.

We have 5 school psychology training programs in the state and all of the programs are approved programs by our National Association of School Psychologist, which means that they have to meet a very high standard, the highest standard for training. Every student produced out of our 5 training programs proudly say, out of a NASP approved program. The practice model is our comprehensive service delivery model, put out by our national association. In N.C. our practice is guided by that model plus general statutes that apply to educators, because we are in fact under that umbrella of educators within North Carolina, as well as our North Carolina State Board of Education policy. Those 3 components feed forward into our North Carolina professional School Psychology standards which are based on a comprehensive service delivery model, because they are directly derived from our national model. So the comprehensive service delivery model is access to all students from prevention all the way to intensive needs, from being an effective systems level consultant to addressing the needs of students at the universal level in supporting the staff in that manor, all the way up to working individually with students at the most intensive level and conducting psychological assessments for consideration of special education eligibility. The professional standards that we have in this state are what feeds into our school psychologist performance evaluation. This evaluation is what school psychologist practitioners are rated on every year in terms of the practice that they are conducting in their

schools. So that comprehensive model is what our practitioners are being assessed on. The complications that come with actually being able to implement professional standards are related to differences in district level expectations of school psychologist and then of course our work force reality, and those are the following data points I will be presenting.

The infographic (see presentation) illustrates the vacancies that we have as well as the districts that had no school psychologist employed and the other piece is trends over time that shows us that as our student population in the state increases, we're seeing a decline in LEA employed school psychologist, shrinking from 781 in 2013-2014 down to last year, 740, that would be calculated into our ratios. Our national standards recommend that our model of practice and our state standards are based on and what our performance evaluation is based on, show that our state numbers are about 3 times the recommended ratio for comprehensive services. The 2017-2018 work force report should be published in about 2 weeks, but these are the numbers: 784.25 school psychologist employed within our North Carolina public schools.

The next column is a disaggregation of those that are on the school psychology salary schedule but are not assigned to schools. They may be directors of school psychology in a district such as Heather Boling, they be MTSS coordinator, coordinators of a multi-tiered system of support that are not providing a comprehensive service delivery model nor are they practicing as school psychologist, so those 38.5 get pulled out of those data in order to actually calculate the staffing ratio of school psychologist to student and that is where you see the adjusted total of 745.4:1. The total student average daily membership in this state, including the charter school population, is 1,552.638. When you calculate the ratio from the 745 you get a ratio of 1:2,083, a little lower that the infographic for last year. We have been looking at regionalizing our saturation rates across the state and what this map shows is our board of education districts and how the state is broken out into those 8 districts and what the average daily membership, so the total student population in each region is that middle number, and the number of school psychologist is broken out and disaggregated. In the northeast region the numbers are small. So we are looking at regional trends with this map, where ratios appear to be better than others in the state. Glancing at the information on this statewide graphic, you can see that there are some areas where the average ratios are higher, such as in the Sandhills and also in the Northwestern part of the state.

The next slides shows this year's districts, which are listed not just by those that do not employ, but those that employ less than one full-time equivalent school psychologist and they are broken down by region. The first column is the district's name, in the middle what percentage is employed, so you can see those that do not employ, compared to some that employ maybe somebody at 80% or 20%, such as Whiteville city schools. Anson County has a contract to provide 75% of a full time equivalent position, so there are partial positions, or no positions at all. When those number get added up, it is about 53,000 students in our state, when you add up those total districts, that do not have access to a trained school psychologist or have very limited or partial access to a trained school psychologist.

Also included in the slides are the low performing districts where the majority of the schools in that district are performing below expectancies. The vacancies that exist in our state are also disaggregated by region. The 74.9 vacancies reported this year are up compared to the 65 last year. By region you can see on the slide where those vacancies exist. There are 48 districts in the state that have vacancies, some have multiple vacancies. Our highest vacancy district right

now is Onslow County, they have 7.5 vacancies. Again, this is broken out to show regional trends that may exist with vacancies and where we have lower vacancies, which again, in the Western part of the state has the lowest vacancy.
There is also a resource provided by the State Association for posting positions and the districts are encouraged to post their positions on the school psychology jobs page as well as the N.C. School Psychologist Association web page. I try to blast out and seep into national networks with what you see up here as the map of our state and then by region. Those that might want to come to our state and live in the mountains or live in the central part of the state, or in the eastern part, they can see where the job openings are and as of yesterday, there are about 30 districts that have published on the School Psychology Wiki page.
Our licensure and salary data are up here as well. Within the DPI licensure system, we do have 1,274 actively licensed school psychologist. In comparison to the 781 employed by the district, that is only about 61% actively licensed school psychologist that are actually employed within our district. We have almost 40% of those active licenses that are not employed and practicing within a school based model of practice. The range of salary are also listed on the slide as someone had asked for. Not yet published is our National Median salary of $63,000, based on 2015 data, the most recent data that we have available. If there were all of those active licenses employed, our ratio would be down to 1:1,218 students. Many of those are probably retirees. Some actions recommended in collaboration with the State Association have been around closing that employment gap first. That really needs to be priority number one in addressing the vacancies that exist. Our institutes of higher education, as well as the School Psychology Association, work collaboratively to make sure that those training programs are as full as they can possibly be with eligible and qualified candidates and that we are looking at placing those interns who are ready to do their 1,200 hour internship, in districts in our state so that we can hopefully keep them in whatever district they are interning in and we are watching those numbers and they have grown a little bit. We have 33 interns ready for placement in the 2018-2019 school year and 21 of those did actually secure internships in our state. So we still have a seeping out of our practitioners getting ready to practice fully who are actually going out to other states to secure their internships that we want to address as well. Also looking at recruitment efforts in other states, closing that employment gap has to be priority one, moving towards an improved staffing ratio would then be the next part. The targeted recruitment efforts that we've problem solved around and established and recognizing that our North Carolina training programs, although there are five of them, are necessary but not sufficient to put a stop to the 75 vacancies that we have in the state. So we need to look to other states and have some targeted recruitment efforts that go on in those other states. There are 4 states in particular that appear to be training at a surplus, they have a large amount of programs in the state noted on the slide. Regarding reciprocity with licensure, we have a national credential, a nationally certified school psychologist and having a streamline process or incentive, that could be attached to those with the national credential would certainly bring about a draw for more candidates within the state and also exploring other streamline processes when we have out of state candidates, trying to make the licensure process easy for them. The competitive salaries is also an issue that was brought up earlier. The other issue around position funding, typically the duties become very heavily tied to our special education duties because of the fact that they are a priority and they become a priority when we don't have many of us to do the work of meeting the needs of all

kids. As a result of that, the funding sources for positions typically stream through special education sources although that's not really how it should be. The delivery model and staffing ratios are based on total student population as opposed to special education child count numbers. We shouldn't be thinking solely about special education monies to fund positions wjrm there are instructional support funds available.
In close, I would like to run through several items: recruitment and retention are reliant on what draws people and what they can do to actually support themselves but it's also equally reliant on job satisfaction. School psychologist are not trained to spend the majority of their time on what we call assembly line testing for special education and then lots of hours of report writing around those assessments. When they are not able to offer the training components that support our role as a qualified mental health professional, then we lose them. They may go into private practice or to another state to seek an opportunity to practice the skills that they received through their training programs. Social and emotional behavioral health is something that school psychologists are trained to do within the context of school based practice, not private practice. Along this mental health continuum of supports, this ruler is intended illustrate that mental health exists in every one. The level to what it exists and how healthy we are is what we want to be focused around and our goal as school based mental health professionals is to really maximize the students that are in the blue zone, that are healthy and stable and reduce risk to students moving into the at risk to intensive zone. When we think about a continuum of mental health we understand that comprehensive school safety planning needs to also be addressed along a continuum of mental supports. That starts by keeping our healthy students healthy and focusing our efforts around prevention and education and awareness and implementing practices that encourage positive behavior and healthy school climate. In doing that, the healthy kids stay healthy and they trust what's going on in that environment and they feel safe and then tend to share with adults things they see that look suspicious. That preventions piece is key and is the most cost effective way to reduce the risk and then allocate resources effectively for the students who are at risk, identify them early and respond to their needs and reduce risk factors. The matching student need to intervention model is really best illustrated through a multi-tiered system of support. The school psychologist role in providing universal supports is an indirect service provider. The School psychologist assist in addressing attitudes, the beliefs and the behavior of the school faculty in implementing appropriate practices across the school environment.

The Chair will now take questions:
Chairman Dobson: On the issue of reciprocity, does current state law prevent a psychologist moving into the state of North Carolina that has national certification?
Lynn Makor: It doesn't prevent, it still requires the same process for licensure.
Chairman Dobson: How should we change the statute to streamline that process to make it easier for someone that has that national certification to come into North Carolina?
Lynn Makor: The recommendation of the national association, and 31 states have done this, is to have a reciprocity with the national credential and actually recommended a supplement attached to it.
The national credential ensure that the threshold of training that's approved by our national association has been met, and these candidates went through that approved

program or they did the additional work to receive that national credential so there really is no questions asked. The licensure process in this state at point of entry level is already pretty high, the threshold to get a license. So if somebody comes in with a national credential, there is no question that they received the appropriate amount of training. I could get that information about how the other states went about doing that, 31 other states have this really streamlined reciprocity process in place.

Chairman Dobson: That would be helpful to address those issues.

Rep. Speciale: It takes 6 plus years to be certified so what does it take to be a private practice, as far as time, so if we are asking more time and training of you to work at the schools, what training are you getting that it actually making a difference? Why couldn't we take trained psychologists and bring them into the schools without all this other extra? If you are an educator, are there other thing that you are asked to do besides what your focus should be?

Lynn Makor: School psychologist are employed only to practice school psychology so there wouldn't be any kind of sub-duties. It's just that the licensed attached, illustrates that our background and training is all around school based practice. I don't necessarily think that there is a higher threshold of training, it is the highest threshold of training required by the State Board of Education for a license, but not necessarily any higher than what a private practitioner would be required to go through. Their training is much more clinically oriented and around diagnostics conditions and disorders and actually providing more intensive services as opposed to the school based kind training that we get with how schools work and a really strong background in special education law and understanding provision of services for students with disabilities.

Rep. Dollar: My interest is in pulling together for an elementary, for a middle and for a high school, what we need to address our mental health issues in terms of counselors, psychologists, therapist, social workers, nurses, in school resources. From the community perspective I'm presuming that the LME/MCO's is the community resource. What other community resource or what goals are we trying to get at? We need to have the best opportunity possible to catch an individual, a possible school shooter, before they ever get to that point and we have a system that can get them referred to treatment that would prevent them self-harm or harm to others in the school or another setting, conceptually we need to pull all that together.

Lynn Makor: The biggest message that needs to be conveyed is addressing the continuum of support and there are some infrastructure that are being established to help support an effective system, not just dealing with academics but on the social/emotional behavior side. The integral part of the school based mental health professionals is the support needed to function as a team of professional. The role of the school mental providers and working as a collaborative team to support the system. If this team can work together and be staffed accordingly, then I think that we could support the implementation of the system as laid out on the social/emotional side of things, not just the academic side.

Rep. White: Based on what Ms. Boling said, it sounds to me that we are using very well trained, very well educated people to do redundant tests, test that are standardized. Is there someone else in this group that could lessen your burden for doing standardized tests for IDD placement? Also, I am concerned that you are seldom or never called for a crisis intervention. When we look at all the communities where these crisis occurred, I don't recall any of them talked about that there was an intervention by a school psychologist, counselor, nurse or social worker. When I think of all the education you all have, quite frankly they are very similar except

for the school nurse. So when you showed your chart about universal scope of practice and the supplemental level of your scope of practice, there didn't seem to be anywhere that was direct one-on-one direct intervention with these children by the trained therapist, more of a school training of teacher or staff. My second question, the teachers are trained to teach, the nurses are trained to do clinical intervention and some social/emotional assessments, so why can't we let you do what you're trained to do?

Lynn Makor: There are some who can be trained as educational diagnosticians but the requirement for any psychological evaluation is our license or a license through the N.C. Psychology Board. I believe that the other answer to that question is through a multi-tiered system of support, even on the academic side, we can do a better job of intervening earlier and preventing a lot of those evaluations from actually having to occur in the first place. The numbers are an issue when it comes to evaluations. The evaluations are going to continue to exist and be a need. I think that if we can lower the ratios and get closer to what the recommended ratio is, we would be able to have a more balanced approach and have a more balanced assessment. Again, it is a multifaceted issue where a multi-tiered system of support and universal practice for all students, and intervening early on the academic side, helps to support effective practice and decrease early referrals for consideration of special education. For the direct service piece at the supplemental level, there are direct services pieces that are plugged into whomever the school identify as the interventionist. It may be a school counselor, or a collaboration between school counselor and myself intervening and delivering supplemental interventions. Universal practices are indirect for school psychologist because we would certainly support the effective practices of the entire school community. We need all staff to implement programs and practices that support healthy school climate and support positive behavior intervention.

Heather Boling: In our district we do pay for contract psychologist to come in and do some standardized assessments. Where we are running into a current barrier is that we are in a place in our district where we are beginning to deliver comprehensive services to our school communities which integrates a more whole child approach to those assessments. What we are finding is when a private practitioner comes into our school with their test kit, sees our kids and leaves, our staff are still going to have to do some type of "recon' on that assessment because they have more information available about those children because they have worked through a multi-tiered system of support for them to paint the biggest and the best picture of that child when we come to an intervention meeting or a special educations meeting where we are going to look at the appropriate interventions. What we are finding in our district, in terms of recruiting and retaining, we would rather support that funding to pay to hire interns who become employed in our state, in our district and we are also finding, with extended leaves for our staff, that the best practice model for our school communities is to have previously employed, perhaps retired psychologist actually doing interim substitute work in our school communities. That is where we would get the most return on our investment, in terms of making sure kids are getting what they need.

Rep. Graham: As it relates to the ratios, 1:2,100 here in North Carolina, that ratio is utilizing those psychologists in a traditional approach?

Lynn Makor: What Heather described is what most psychologist are doing, what I call an assessment based model of practice.

Rep. Graham: In order to do the comprehensive model, what would the ratio need to be to have that happen?
Lynn Makor: We have to be realistic in recognizing that we are 3x the recommended ration, so any changes are not going to happen overnight because there are just not that many school psychologist that are going to fill these positions to get to that 1:700 ratio that quickly. Shrinking it and moving toward that example of the total licensed people in our state, with 1,274 people licensed to practice school psychology in the state, if they were all licensed, we would be down to 1:1,200 ratio. 1:2,000 is very difficult to get outside of the assessment. Anywhere moving away from that, down to 1,500 incrementally down to a 1,000, would love to see that trend in increments over time. I have pulled together a focus group of the schools that have the better ratios in the state to talk about common elements that they all have that we can think about replicating in terms of practice across the state.
Rep. Graham: I'm glad you are looking at that, that's something we need to have for all children. Going back to the certification, Master level psychologist, are we using this level to do exceptional children evaluations?
Lynn Makor: As contract providers?
Rep. Graham: Yes
Lynn Makor: The psychology board requirement would be a licensed psychological associate or a PHD level. The board licensure requires you to pass an exam to become a licensed psychological associate if you don't have your PHD degree. In our districts that do not have psychologists or the amount of resources they need, are contracting with those providers to deliver psychological services in their district, which are mostly assessment based services. They are not just Master's degree psychologists, they have the level needed to get licensure through the psychology board.
Rep. Graham: In rural North Carolina when you look at the ratio of 1:2,100, we are much higher than that and I think the legislature needs to look at those Tier 1 counties. We are hurting in that area and I'm really concerned about that when we look at the number of students who don't have access to that level of service. Hopefully we can do a better job of recruiting to the Eastern part of the state.
Lynn Makor: I share your concern about that.
Rep. Black: First, as we look at reciprocity, to add to that Social Worker and counselors as well. I think at least the social workers have the same issue around reciprocity. Another thing that would be helpful is if we could have bullet points from the staff that would say, ie- A psychiatrist and what they do that's different is the ability to prescribe medications; a psychologist who may be a nuero-psychologist, or a clinical or school social worker, just so that we are talking from the same definition as we begin to go down this path. The other thing I would like to ask of you is gun violence as it relates to the safety of our children and our schools. I know that the school psychologist is able to put together plans and programs looking at suicide prevention. Have we done anything around homicide prevention? Also, do the school psychologist do personality testing? That is the other part of what needs to happen with some of these people we are doing the mass killings. Are the school psychologist licensed to do personality testing?
Lynn Makor: Our training allows for a wide range of assessments. When we speak of our scope of practice within the public school system, through the continuum of supports and the universal practices to ensure all our systems are healthy and most of our students are responding to



intervene early with those who are risk and then possibly when it becomes intensive and really significantly impaired and requires more therapeutic type of approaches that the school system isn't necessarily structured to respond to, that's when we become those effective liaisons and partners with our community providers. As far as assessments, there is a wide range of assessments that go through our course of training. The hope is to try to intervene much earlier for most of these students that have been involved in the mass massacres and they were mostly internalizing students. We are studying what types of universal screening approaches we can utilize to identify those students because most of our universal screening approaches are identifying externalizing behaviors. We have to set up a system that actually identifies those internalizing issues earlier.

Rep. Black: How do we help with that part of the process and also is it the school psychologist or the SRO officer, who should lead the team that would put in place the correct protocol for gun violence, be it mass shooting, or someone bringing a gun to campus. How do we go about addressing that part of the safety issue?

Lynn Makor: When we talk about comprehensive school safety planning, there is a school safety component that's there and should be procedures and protocols. It goes back to a collaborative team, working together to develop those protocols, obtain consensus, and then ensure that everything in the district understands the protocol and can implement that protocol effectively.

Chairman Torbett: Once an individual has illustrated through verbal or written correspondence that he wished harm for himself or other people in school, is there a red/blue team, some type of emergency action taken where everyone rushes to the aide of the individual for assistance, so that act doesn't happen. If so, how does that transpire?

Lynn Makor: There should be systems established in all of the local districts and possibly my colleague, Kym Martin, may be able to speak to that. Systems should be in place to address a threat assessment protocol. What is the procedure when that happens, everyone is the district should understand how that student gets referred, who they get referred to and who conducts that assessment and makes a determination about the next steps that come out of that assessment.

Chairman Torbett: We have seen in some instances where some of those steps were provided for but a failure to communicate between one level or another. What fail safes do we in North Carolina have in place or do we need to implement to work within an operating practice of 100% acceptance and a no fail system?

Lynn Makor: What that is the result of is a fragmented system where there are communication breakdowns and kids fall through the cracks. So within a cohesive system where everybody understands their role and those protocols are clearly established, well delineated and all of the staff know the procedures, are where we will hopefully have that fail safe system. I can't speak to whether that exists in our state, I hope that ii does, but that is the approach that needs to be taken.

Chairman Torbett: If this exists, I would like to see some type of action plan that is out there and if not, perhaps one thing we might need to focus on is well as implementing across the state.

The next presentation is from Ms. Cynthia Floyd, the School Counseling Consultant for the North Carolina Department of Public Instruction. Chairman Dobson recognized Ms. Floyd to present.

School counselors must complete a Master's degree. School counselors are paid on the teacher salary scale at the Master level because that is a minimum requirement for a school counselor. When they complete the 60 hour program that's actually an advanced degree, they are still paid on the Master's degree scale since that's the minimum requirement. The difference between a school counselor and a community based counselor is that a community based counselor is getting primarily trained in the social/emotional mental health counseling piece whereas the school counselor is getting that and also trained as how to work adequately and effectively in a school setting, addressing student's academic and career needs, in addition to the social/emotional needs. Someone with a Master's degree in another area of counseling can take additional coursework to cover that so they can get licensed as a school counselor. The other domains can also affect school climate. If a student is failing academically, struggling and not engaged, sometimes that can create behavioral issues which can create safety issues. School counselors address all of those areas. A question came up about the difference between school psychology ratios and school counselor ratios, and part of that difference ties back to school counselors serve every student in the school. They rely heavily on the school social worker, the school psychologist and school nurses to collaborate with them as they identify additional needs of students that may need more supplemental services. School social workers are a specialized area of practice within the realm of social work. School social work has the same Bachelor's degree that you would see any other social worker having. They do take a few additional courses to get the school social work licensure. Minimally, they have to have a bachelor's degree in North Carolina and key in on parental engagement. They can go out to the home. They are the link between the school, the home and the community. They are paid on the teacher's salary scale at the bachelor's degree level. They engage the families and connect families with community resources. School counselors and school social workers are both licensed by the state Board of Education through the Department of Public Instruction. School nurses are not. They are medical degrees, they get a registered nurses degree along with school nurse certification, which requires additional training. Twenty percent of their bacalaurete preparation does include training on mental health so they can recognize when a child is presenting with physical symptoms that it may actually be a mental health issue. Student are frequently more comfortable presenting to the school nurse because we don't have that same stigma on medical problems that we do mental health problems. They refer mental health issues or emotional issues to the school counselor or school social psychologist or social worker depending on the needs. Depending on the need is one of the key things we need to remember today. A lot of the questions that have come up is needs driven. Regarding shortages on staff, I hear from counselors in other states because they know about the support of the legislature here and we are aligned with national best practices. They would like to come to North Carolina but would like a better salary. The legislature directed 80% as direct services, which is aligned with national recommendation. Some of that 20% has to be spent on planning those direct services. Also in House Bill 452, additions 1 and 2, originally included grant funding. We had this conversation before and had it after Sandy Hook, getting to the correct ratios is not going to be done quickly, it will be

expensive but we can improve our ratios and in conjunction with that legislation on duties of school counselors.

The Chair will now take questions:
Rep. Floyd: You mentioned earlier about a person already in a program, what would happen if the person failed the course or test?
Cynthia Floyd: They do not get licensed and they do not keep their job. Currently, the requirement is that they complete at least 18 semester hours of the Master's program. Discussions are going on to increase that because that is from a long time ago. If they do not meet the requirements or the practice exam, they do not get licensed and cannot be employed as a school counselor.

The next presentation is from Mark Benton, Deputy Secretary for Health Services with the Department of Health and Human Services.
Chairman Dobson recognized Dep. Benton to present.
I have three individuals I would like to recognize and are available if you have a detailed question that I can't answer for you. First is our Deputy Secretary for the Division of Medical Assistance, Dave Richard. We also have Dr. Gerri Mattson with our Division of Public Health, and also Eric Harbour with our division of Mental Health. Some of the key issues likely affecting our youth include depression, anxiety and coping as well as eating disorders, substance abuse disorders, self-harm, which includes suicide, which is the 2nd leading cause of death for teenagers. The number one for the same age group is motor vehicle deaths, and three is unintentional deaths and number 4 are deaths related to cancer and finally, acts of violence. In NC we have roughly ten million people, 23% of them are under the age of 18 and over 10% of those at any given time are estimated to be struggling with a significant mental health or substance abuse issue. One-third of those individuals struggling likely are not receiving any sort of help or treatment with their mental health or substance abuse issues. The key reasons for that is: 1) declining number of psychiatrists around the country, which is true in our state, and also a lack of adequate behavioral health work force of those clinicians. Despite some great progress in this area, we still have roughly 4-5% of all children in our state that lack health insurance. In our department, we fund for Medicaid reimbursement for IEP services, which are primarily services for: speech language services, fiscal and occupational health services, audiology, nursing as well as counseling services. This reimbursement from the Medicaid program on behalf of Medicaid children that need these services, amounts to about 70 million dollars a year. Another activity for the department is our work around school nurses. There is a PED study that will look at funding for school nurses as well as ratios. What we are hearing from our school nurses are seeing far more behavioral health issues, including issues around anxiety depression, substance abuse and also youths who are expressing suicidal tendencies. Other areas where the department is intersecting with our public school systems is around school based health centers, located predominantly in or near middle schools or high schools and target youth between the ages of 10-19. Their services include the comprehensive management of chronic illnesses and also able to provide some mental health counseling and engage in some preventative health services. Around the state there are 90 such school based centers in 26 counties. Our Division of Public Health provides some limited financial funding for 1/3 of them. Many of these school based

centers are directly enrolled on our Medicaid programs. With our LME/MCO's that are responsible for providing Medicaid funded as well as state funded behavioral health services, their system of care coordinators are working with our school system to improve the students access to behavioral services. We came together with a group of folks in our department to do a little brainstorming to come up with potential areas of interest for this body. Some of our recommendations include training and technical assistance and workforce issues. We wanted to highlight a couple of the recommendations. These are about half of the recommendations that we came up with. The first of which called for increasing the number of individuals that are trained under a program called "Mental Health First Aid". This evidence based model is an international program that's got roots in a number of states in the U.S. including North Carolina. It draws upon a similar concept of CPR, you don't have to be a doctor to help someone in a health emergency. It's a very similar concept in where you are able to identify an individual that may be going into a mental health crisis, to be able to provide some very limited interactions, to be able to call the right individuals and to stay with that individual until such time as the experts get on the scene. This may be a good example of finding some very mature Juniors and Seniors in High School and putting them through this training so that they could identify among their peers folks who may be experiencing a mental health challenge and bring that to the attention of others. Two other pieces that we have to address are also evidence based models. The first of which speaks to the community resilience model or CRM for short, designed at helping both school officials and other individuals, first responders to be able to better understand and respond to people have gone through significant periods of stress or trauma. This was first piloted in the state of Washington and I believe we have two models under way here in North Carolina. One with the Asheville city schools system and the here more locally with Wake County. Another area to watch is the counseling on access to lethal means. This is very specifically a suicide prevention program that's aimed at providing teachers and first responders and other that come in contact in with our youth, to provide them access and training to be able to respond to those situations. The third bullet speaks to connecting more of our clinicians, particularly doctors and others that may intersect with young people who may be having a behavioral issue and provided them with greater training to be able to deal with their various issues. We highlight here, the Center for Child and Family Health Centers that is housed in Durham and was started in the late 1990's. A collaboration with NCCU as well as Duke University and UNC Chapel Hill. Its sole purpose is to provide better training to clinicians who have folks in their patient profile but have behavioral health issues. Under work force, this captures from other presenters today, what we didn't quantify, but we did identify a need for increased numbers of school counselors, school psychologist, school social workers as well as school nurses. The last brainstorm is getting in pairs. The tenant that this bullet speaks to is the federal tenant that is called the free care exclusion tenant. This means if there is a service, free of charge, to everyone else, you can't charge Medicaid for that same service. The Federal government in late 2014 actually reversed the decision on that. Why this is important is that this particular bullet will open up the possibility that the local school systems can actually bill Medicaid for approximately 20 other services. Some of those services include, personal and family counseling, medication administration, mental health therapy services, transportation, as well as psychological referrals. This is an area that would be a great resource for Medicaid recipients in the school system. Another area is of interest that we currently have a law on the books in regards to co-payments

for our NC Health Choice program. As long as that co-payment is required to be paid, it tends to be an issue for our colleagues at the Department of Public Instruction, around their free and appropriate requirement. Under the LME/MCO's, I note 2 things that are under way. One is continued work around the school mental health initiative, which is a memorandum between each school district and the LME/MCO about the respective roles and responsibilities. We also had some discussions going on now about how we may do a better job of exploring or refining the use of mobile crisis services that actually brings behavior health individuals more quickly on-site in response to a crisis or an event. Lastly, for private health insurers, right now there is not a parity requirement on the books, and if there was one that would perhaps open up access to more behavior health billing for the public school system.

The Chair will now take questions:

Rep. Black: Do you know the cost of starting and continuing a comprehensive health clinic within a school setting, with a nurse and therapist and whomever else needed to be in that clinic?

Mark Benton: I would like Dr. Gerri Mattson to answer that question.

Dr. Mattson: I am a pediatrician and medical consultant for the Division of Public Health here with the Dept. of Health and Human Services. School health centers vary depending on the number of providers and if most of them are using mid-level provider, not all of them provide mental health services. I probably could not give you a set amount to start a school health center. Most school health centers, including the ones that we support, see funding from multiple sources. They do require an investment by the community, some of them are supported by hospital systems, some of them are supported by a medical home or a particular practice, but we are not the sole funding source. Having reviewed grants I know they are expensive but I couldn't tell you a set amount.

Rep. Black: Is having medical services provided in the schools would be a good way to go as we think about the safety of the children and everyone in the schools and if you are able to draw down a number of sources of money. Would that in the long run end up making it cheaper, knowing start-up cost would be on the high end, but would we get a cheaper number as we go forward and would that also save as it relates to the services that children need and help us keep them out of the jails?

Dr. Mattson: It is a good model, there was the funding from the affordable act for infrastructure and in-kind and support services usually fund the schools. I think it is a model to investigate more and we can get some additional information in regards to cost.

Rep. Dollar: There is a provision in the State budget last year that called for assessing the cost to expanding the Right School model. The Wright School is located in Durham, it is a program that has been going on for over 50 years and it treats significant behavioral health issues in teens. It is not supported by Medicaid and there is discussion of being able to replicate the model of that service for significant behavioral health in teens both in the West and the East and I don't' know if you can comment on that now or by tomorrow's oversight meeting.

Mark Benton: I am very familiar with the Wright School report. We submitted that a few weeks back. That recommendation highlighted exactly what you talked about, the benefits of the Durham based program.

The chief question we were asked: is there a need to expand the program and where should those expanded sights be. We recognize it is a valuable program and we are probably going to be

spending the next couple of months looking at where those sights could be located and if we could use some soon to be vacant buildings on the Broughton campus or buildings that used to be occupied as part of the old Cherry Hospital complex as far as a potential site.
Rep. Dollar: The LME/MCO's are already working on mental health training with the schools, would this be in addition to that, the training connection that is already through the LME/MCO's.
Mark Benton: The LME's are doing a fair bit of training and a number of them are already doing work around mental first aid. This would be in addition to that. There would certainly be opportunities where we could work with our LME/MCO partners to perhaps provide some of this training.
Rep. Dollar: On the funding with the IEP, for the behavioral health services, you were talking about the department funding a number of services. Are those services funded direct fee-for-service currently or those funded through behavioral health in orientation or are those funded through the LME/MCO's?
Mark Benton: Our funding through the department for the IEP services do not flow through the LME/MCO's. That actually would flow directly from our Medicaid agency to the school districts. Are you asking if we know that we have a relaxation of the Federal requirements around the free care exclusion. This opens up 20 different kinds of services that the school system could actually bill Medicaid for. I would imagine a number of those, Family and Child Counseling, psychological referrals, those would likely flow from our LME's back into the school system. That is currently not in place right now.
Rep. Dollar: Since that is under discussion right now I could be interested in seeing us coordinate that through the LME/MCO's, the ones that are behavioral health oriented so that we have the system working in a coordinated way.
Rep. Harrison: You mentioned the need for parody and remember Rep. Alexander's battle to get mental health coverage. I was wondering if there is a distinction between mental health and behavioral health, is it a parody requirement or something completely different?
Mark Benton: I apologize, I sometimes use behavioral and mental health interchangeably. With this particular bullet, the only one under the title of private insurers, was recognizing that insurers that are not Medicaid, not Health Choice, that provide commercial insurance that has a behavioral health component, in their plans in North Carolina, there is no state law on the books that requires them to offer a comparable amount of services on the physical health side as they do on behavioral health side. We strive to have that parody in Medicaid and NC Health Choice programs. Some states have moved in that direction and made that requirement, we have not done that.
Rep. Harrison: The parody requirement in mental health, which I believe we have for private insurers, does not cover behavioral, they are distinct?
Mark Benton: If I have misspoken I apologize, I will want to go back and double check with staff. I thought that was a correct statement but if it is not I will stand corrected and send correct information to committee.
Rep. Insko: I was a primary sponsor of that bill you spoke about from Rep. Alexander and it did pass. I do think that there was some loopholes in in. That bill should be on the books requiring mental health parody. I also would like to say that I am a very strong supporter of the Wright School program. It has historically given us good results as well as the Whitaker school. They

are also a model that is a restorative model that helps the students gain strength with their community partners. I still hope that we will have a prescence on the Child and Family teams. Walker Wilson helped put that program in place in a collaborative, and as far as I know is in the books. That was also a very successful program, early intervention. We have talked mostly about later grades here but maybe we could have some focus on the earlier grades.

Rep Graham: I wanted to come back to the IEP funding for Special Ed services. I understand that those serbices are related services, like physical therapy, speech, audiology, psychological services. The funding that the LEA, was that approximately 70 million and what year?

Dave Richard: That would have been in last fiscal year.

Rep. Graham: In order for those Medicaid dollars to be drawn down by the school, that child must have an IEP?

Mark Benton: Yes and they also have to be a Medicaid recipient.

Rep. Graham: Must have an IEP and must be a Medicaid recipient, 70 million dollars that the school bills Medicaid for. Is there any restrictions on how that money can be used by the LEA?

Dave Richard: It has to be used for the services that are prescribed. If the child is receiving a service from a school based personnel for that it has to be a documented service. We have to bill directly and we do a cost settlement and do our monitoring process. Essentially, the school has to document that the service has been provided within our service array. Once the monies earned by a school system, it comes back to the school system and certainly they can use it in ways that would choose to use it at that point.

Rep. Graham: The money goes into a general fund I'm assuming and then those funds that are generated by the student who has a special need, the LEA can use those funds to hire a football coach? Is that correct?

Dave Richard: I believe that there is an agreement to all school systems that they go back to special education service dollars. The way the Medicaid program has always worked, the school system has the to put up the funding first, pay for the service initially, then they bill the Medicaid program and the money comes back into the school system once its billed. At that point in time, the money can be used for other sources, but my understanding is that the Special Ed directors along with Superintendents have all agreed that money goes back into Special Ed programs.

Rep. Graham: I would like to have staff research that expenditure, how those funds are expended through the LEA? 70 million dollars? I would love to see it go back to the exceptional children's program but I'm not sure it does. If someone can clarify that for me or DPI may have a response to that?

Chairman Dobson: We will get more information on that from staff.

Rep. Richardson: When we talk about expanding the number of services, are these just services that will be provided to special needs students and have you streamlined your process for reimbursement because it is quite time involved to fill out that form and then may need to be edited. Has that form been streamlined and also are you considering services for students that are not disabled and are you going to reimburse for those dollars that were charged to families against the "ADA" laws?

Mark Benton: For these sort of new services that are going to be a potential revenue for the local school districts, must the Medicaid recipient also be a disabled student or a student receiving services through the exceptional children's program, the answer to that I believe is no.

The requirement is that they have to be a Medicaid recipient. Mr. Chairman, with your permission I would like to defer to Dep. Sec. Richard.

Dave Richard: The services are not going to be limited to those students in the special ED program. They have to meet the criteria for the services, Medicaid eligible, and if the services provided meet that criteria. So it is not something that you can provide to anyone. The issue that the special ED directors have presented to us is that there have been difficulties in terms of the ability to bill those. Medicaid is not an easy program to manage. What we're trying to do is take an approach that says, how do we best assure to the state and the federal government that the service is delivered and it delivered appropriately and yet use the least intrusive methodology in terms of that billing. That's really what the current conversation is about, how best to do that work.

The next presentation is from Kym Martin, Executive Director, N.C. Center for Safer Schools. Chairman Dobson recognized Ms. Martin to present.

Mental health is a key issue in school safety. The center for Safer Schools are developing and implementing strategies to ensure that students are safer at school. That is our mission. Our vision is that all schools in the state are safe, secure and offer an environment conducive to learning. That is why we need all these agencies working together, DHHS, DPI, Public Safety. We did not talk about the services that juvenile justice provides to students who come into contact with the juvenile justice system. That is an important piece. We heard a little bit from the SBI Fusion Center at the last meeting, what they are doing behind the scenes, looking at social media, putting GEO fences around schools, and situations where they can prevent some of the serious incidents like we have seen in Florida and others states. The other role of The Center for Safer Schools is to provide fill-in gaps in research, training and information sharing and to serve as a repository for best practices and model programs. I was glad that DHHS talked about several of the model programs that they did. Comprehensive, school-based mental health models and the school and mental health provider partnerships have been critical in the state of North Carolina. The school mental health programs supported by university training programs are great programs going on across the state and school based mental health clinics that have a behavioral health component. One of the great school mental health provider partnerships that we do have in North Carolina is west of Asheville, in Jackson, Macon and Swain county. The local LME/MCO, Meridian, have their offices within the school and they provide support on a daily basis to schools. This program is in its 11th year, started in Jackson and spread to Heywood, Macon and Swain counties and has been one of the models that the Center for Safer Schools talks about when we across the state and talk about school safety. The contact person is Greta Metcalf and you heard from her previously presenting in the safer schools task force. A great university school partnership is at Appalachian State University. They started a program back in 2006 where Appalachian partnered with Watauga High School and their psychology graduate students went into Watauga High School and provided some evidence-based mental health services, filling in some of the gaps that the schools are having, and teaching the graduate students as well. Curt Michaels won an award for this program. The Board of Governors gave him a major award several years ago for all of his work in rural mental health, bringing rural mental health services to the rural areas of North Carolina. The school based health clinic that

we were talking about earlier, I did visit the one in Wilmington. They have a school based health clinic at each of the high schools now. This started back in 1994. It took a while to build it. Today it has been merged with Coastal Horizons Center and has school based health services at all of the high schools. They provide wellness physicals, mental health counseling, vaccinations, immunizations, alcohol and substance use screening and counseling, risk reduction and health education and their insurance eligibility and enrollment is for Medicaid but they also do private provider relationships as well. As we are looking at these school based mental health clinics, this would be a good one to look at and find out the costs. We talked about peers, about how impactful it is for students to support one another in these school safety concerns. We also spoke about our Speak-Up APP where students can anonymously report their school safety concerns to folks at the school and our Speak-up App does have a mental health component. There is a link to the suicide lifeline on the bottom of the App and students can hit the link and talk to a trained mental health professional at the NC Suicide Hotline. Peers supporting each other are critical. There is a program called PEER-Group Connections High School. That is when the older students at the high school welcome the freshman in and support them throughout the years. This is an evidence based program. One of the other programs is STAMP. STAMP stands for Student Training and Mentoring Program. The teachers meet with small groups of students and assign the older students to the younger students and they meet 2 times a month and they go over things like responsibility, integrity, cybersecurity, being a good citizen, trustworthiness, perseverance, positive attitude, kindness and being a good friend. These are some of the topics that students selected for themselves and this gives them a close connection to a teacher at the school. After the implementation of this program, discipline referrals were down 69% and absences were down 11%. This program makes sure that a students has connections with adults in the school and has a peer they can connect with so they don't feel as isolated which can make a big difference in schools. Regarding threat assessment processes, there really is a need for this right now. We are getting calls at The Center for Safer Schools from schools around the state and from law enforcement agencies about the need to have an instrument for threat assessment and a process to put in place. In the last several weeks, since the Florida shooting, threats against school property and threats against school campuses have risen to the point where they usually are within a year's time. We are having increase threats of violence against schools and the schools and law enforcement agencies are looking for ways to deal with this. Bomb threats have been going up, which evidently is typical for this time of year when exams come into play. Times are different now, when they issue a false threat against a school, it is taken seriously now. Virginia legislation does require that each local school board establish policies for the establishment of threat assessment teams, including the assessment of an intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model and policies developed by the task force for safer schools. One of the things that I would ask you all to consider is whether we need to require that schools put a threat assessment process and instrument in place. Many of them have them, informally, but if we had legislation that required it and could provide them with tools they could use and instruments with which they do this, then I think we could go a long way.

This was how the threat assessment process would look. First you would identify and be equipped to identify some of the warning signs of violence against the school. We really support

"Mental First Aid for Youth". That is one of the first programs that came out of The Center for Safer Schools going back to 2013. That is an excellent way to let the lay person at the school, the janitors, the cafeteria workers, even the teachers, have a program that is understandable to them. This can show normal behavior vs. warning signs behavior that I need to take to somebody at the school and may need to take to a mental health professional. We really believe that everyone at the school needs to be alert and receive some kind of training to be able to identify those early warning signs, not to diagnose, but to know what those signs would look like.

Connections: Schools should have one or more point people, like a threat assessment team, at each school to receive referrals of all identified students presenting warning signs. The threat assessment team should have an evidence-based and effective user friendly screener, which is essential in the threat assessment process. The mental health committee, lead by Greta Metcalf, really likes the Seattle model. There are a group of tools that are out there that are being made available and are being used in schools already in the state. After you go through the threat assessment process, people at the school need to know where to go next. Who are the people in the community, the LME/MCO folks that they can then go to for students that need critical follow-up care. One of the barriers is that when a student is identified and told they cannot come back to school until they get an assessment or full work-up, and they do not follow through, that student has a right to an education, how do you balance that.

The Chair will now take questions:

Chairman Torbett: I would like you to work with staff on the following three items; 1) To work in development of legislation for the PEER-TO-PEER program where you have ask older students to work with Freshman and Sophomore ages, 2) The STAMP program and 3) Legislation for Threat assessment teams in our schools throughout North Carolina.

Rep. Black: I like the idea of having a threat assessment team there and know what consequences are for the student who might be at risk and that we are working with the family. What are the consequences for a student who calls in a threat to the school, so that we are taking care of the issue, and taking care of the student, not being punitive, but making sure that we don't miss a student that is psychotic and may be doing harm?

Kym Martin: It is sad that those student in NC who recently have made threats against schools have been arrested and are now in the juvenile justice system.

Rep. Black: We should be able to tease out the students that are headed toward a psychotic episode and would do more violence to the schools from a student that may be calling in a threat and not understanding the dynamic or consequences of the behavior.

Rep Graham: I think the mental health model within the schools is a great model. One concern I have is regarding Medicaid, fee-for-service. Is the child going to be able to afford that service if they are not a Medicaid recipient? We may have students falling through the cracks if some families can't afford that service or don't want to pay for it. Rep. Torbett, I agree that the threat assessment is something we need to have and a strong emphasis for this committee is preparing our schools for those threats. I also want to highlight, raise the age. When those juveniles are having difficulties in our schools, that program will catch those children before they get into the

adult world. These children have attitudes and behaviors that are very disturbing and they do disturbing kinds of things.

Rep. Carney: Regarding the Compassionate Schools, there was an Op-ed in the Charlotte Observer yesterday and I have heard that it is a good process. I would like to get some information to the committee members on this. It sounds like an incredible program and seems to me that it hits the whole child and it deals with all the mental health issues that we are trying to talk about. If we could invite someone to speak to the committee about this program, it encompasses all we are talking about.

Cynthia Floyd: One of the schools in Buncombe County are not only doing the compassionate schools but the complete continuum, school based mental health providers in every one of their schools, have counselors, social workers and all their staff working collaboratively and getting all school personnel trained in Compassionate Schools. We have one of their school counselors here in the room today, Lyn Bush. If you have any specific questions, we are very pleased to have her here with the School Counselor Association. We had that information prepared for today but did not think there was time to present it.

Chairman Dobson: If you all could get that get that information to staff to get the committee we would be grateful.

Rep. White: Chairman Torbett mentioned earlier this morning about the need to have peer involvement and he referenced and encouraged you to work on legislation on peer-to-peer support and the STAMP program, but he also mentioned the threat assessment team. I mentioned 2 weeks ago about the importance of us being prepared at the point of catastrophe. We discussed many things on prevention, but we have to have something at the point of catastrophe. I would like to add the importance of the Smart App pilot that is already tested and is available across the state to all school systems. Just wanted to add that 4th item for us to consider going forward.

Rep. Harrison: Regarding a concern I have with the proposal to increase the penalty level for a student who makes a threat. I want to make a distinction between someone who makes an idle threat or off-hand remark vs. someone who actually has evil intent. I am concerned that this or the other committee may be making about increasing the criminal penalty.

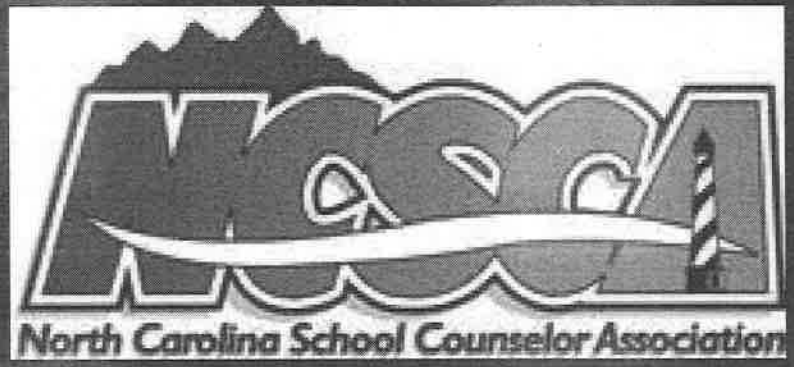
Chairman Dobson: That is something that will be addressed in the other subcommittee.

Chairman Dobson: For your planning purposes, our next meeting is scheduled for April 23, 2018 at 9:00am. It is the Chairs intent to continue the next meeting, similar to this meeting with presenters around behavioral health in the school setting and then potential recommendations for us to consider for the Short Session and beyond, for a 4 to 5 year period, and after that as well.

There being no further business, the meeting adjourned at 12:53pm.

Representative Josh Dobson
Presiding

Julie Ryan, Committee Clerk



House Select Committee on School Safety - Student Health Working Group

NCSCA Representatives

Tim K. Hardin

Gaston County Schools - Sadler Elementary

President-Elect of NCSCA

Lyn H. Bush

Buncombe County Schools - Valley Springs Middle

West Region 8 VP of NCSCA

Vanessa G. Barnes

Wake County Public Schools- Millbrook High

Past-President of NCSCA

You will hear

- What school counselors do
- Why school counselors are important
- What do school counselors need

The Role of the School Counselor

- Front lines of mental health issues in schools
- Master's Level Trained at a minimum (60 hours) / Licensed by DPI
- Comprehensive School Counseling Program (CSCP) - developmentally appropriate / preventative in nature
- NC Guidance Essential Standards / ASCA Mindsets & Behaviors
- Socio-Emotional, Cognitive (Academic), & Career/ College Readiness

Why do we Need School Counselors?

- Front lines of mental health issues in schools
- Constant presence in majority of schools (ratio) Currently 1:386 in NC
- Responsible for all students
- Unique position to spot issues before they become issues (prevention)

What do School Counselors Need?

- Thank you for Duties of School Counselors G.S. 115C-316.1
- At least one mandated full time certified school counselor in every NC public and public charter school (would move us closer to recommended ratio of 1:250)

NCSPA
North Carolina School Psychology Association

School Mental Health Subcommittee Meeting

4.9.18

Presenter: Heather Lynch Boling, President of NCSPA
Contact Information: healeigh24@gmail.com, info@ncspaonline.com
Presentation Materials: https://bit.ly/2EuY2zV

Presentation Points	Notes
Who are school psychologists and what do we do?	Infographic NASP Domains of Practice • Expectation of small, medium, large and extra-large systems impact NC DPI Professional School Psychology Standards • Expectation of comprehensive services ○ 5 Standards
A Day in the Life	What *most* school psychologists do: • Serve multiple schools and/or an entire district of schools • Assess for students for special education eligibility with data resulting in standardized assessments • Support is "reactionary" • 2.7% of our appraisal instrument support the traditional psychologist role (4 items within the practice of "Effective Communication Skills") What *some* school psychologists do: • Serve multiple schools • Assess for students for special education eligibility with data resulting in standardized assessments and some "whole child" data • Support is "reactionary" • More opportunities for consultation and collaboration for "intensive supports" What *few* school psychologists do, but *all of us need to*: • Serve 1 and/or 2 schools (to approximate best practice ratios) • Provide direct academic and social-emotional/mental health intervention services to individuals and groups of students through a preventative model of a multi-tiered system of support (MTSS) • Support School Improvement Teams • Support School/District Crisis Response Teams • Be integrated members of school Intervention Teams

NCSPA
North Carolina School Psychology Association

School Mental Health Subcommittee Meeting

4.9.18

	• Assess for special education eligibility with formal and informal data resulting in multiple data points supportive of the "whole child" • 97.26% of our appraisal instrument supports a comprehensive services role Effective outcome for comprehensive services: "ALL means ALL."
Recommendations	NCSPA Infographic • Increase Access to School-Based Mental Health Services • Increase Pay for NC School Psychologists • Enact Reciprocity for NC Licensure to Fill the Gaps with Qualified Candidates
Compelling Why	 *DJ's Story*
Questions & Answers	

"Educators who know the most about psychology, and the psychologists who know the most about education." -NCSPA

Resources: NC DPI School Psychology Wiki, North Carolina School Psychology Association (NCSPA), National Association of School Psychology (NASP)

PRESENTATION TO HEALTH SUB-COMMITTEE OF HOUSE SELECT COMMITTEE ON SAFER SCHOOLS 4/9/18

WAYS TO INCREASE SCHOOL BASED MENTAL HEALTH SERVICES

I. PUBLIC SCHOOLS CONTINUUM OF SUPPORT TO MEET STUDENT'S SOCIAL-EMOTIONAL NEEDS- PRESENTER: LYNN MAKOR, DPI CONSULTANT FOR SCHOOL PSYCHOLOGY

- Description of Continuum of Care
- Overview of Roles of School Support Staff

School counseling
http://www.ncpublicschools.org/docs/studentsupport/counseling/standards/counselingstandards.pdf

School Psychology http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/school-psych-standards.pdf

School Nursing http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/nurse-standards.pdf

School Social Work
http://www.ncpublicschools.org/docs/studentsupport/socialwork/socialworkstandards.pdf

General information on all at http://www.ncpublicschools.org/studentsupport/

- Details on School Psychologists

II. MODELS IN PLACE FOR COMPREHENSIVE SCHOOL BASED MENTAL HEALTH MODELS- PRESENTER: KYM MARTIN, EXEC. DIRECTOR OF NC CENTER FOR SAFER SCHOOLS.

A. SCHOOL/MENTAL HEALTH PARTNERSHIPS

Jackson County Psychological Services School Based Model

B. SCHOOL MENTAL HEALTH PROGRAMS SUPPORTED BY UNIVERSITY TRAINING PROGRAMS

Appalachian State's ASC Center which addresses mental health concerns of the students and families in Watauga, Ashe, and Alleghany Counties through a partnership with ASU licensed mental health providers and graduate students in training under the supervision of licensed faculty. http://www.highcountryhelp.com/history/

School based health clinics with behavioral health components

New Hanover High Schools, over 90 sites in NC; 26 counties

C. SCHOOL EMPLOYEES PROVIDE COUNSELING SERVICES AND INCREASING STUDENT ASSISTANT PROGRAMS

D. MEMORANDUM OF AGREEMENTS WITH COMMUNITY MENTAL HEALTH PROVIDERS FOR MOBILE CRISIS SERVICES WITHIN SCHOOLS

Memorandum of agreements with community mental health providers for mobile crisis services within schools. https://dma.ncdhhs.gov/lme-mco-contracts-dma

E. TRAUMA SENSITIVE AND RESILIENCY SCHOOLS

Compassionate Schools: The Heart of Learning and Teaching- An initiative that focuses on students who are chronically exposed to stress and trauma in their lives.
http://childrenfirstcisbc.org/2015/08/compassionate-schools-its-not-a-program-but-a-process/

https://buncombe.ss11.sharpschool.com/cms/One.aspx?portalId=92531&pageId=5106194

III. LEGISLATIVE STATUTORY CHANGES THAT ARE BARRIERS TO PROVIDING SCHOOL BASED MENTAL HEALTH SERVICES

A. STATUTES REQUIRING SUPPORT STAFF TO SPEND THE MAJORITY OF TIME ON THEIR KEY ROLE, SOME TIME ON MENTAL HEALTH

IV. RATIOS FOR SUPPORT STAFF TO STUDENT, JOB DESCRIPTIONS FOR SUPPORT STAFF WITH % OF MENTAL HEALTH TIME, WHAT IS BEHAVIORAL HEALTH?

V. TRAINING ON MENTAL HEALTH FOR SCHOOL STAFF

VI. THREAT ASSESSMENT TEAMS

Appendix A

S.T.A.M.P Program

S.T.A.M.P is a Student Tutoring And Mentoring Program designed to meet the whole child needs of our North Carolina students. As stakeholders in the educational process, we try to ensure that all NC students are having all basic needs met. Often left out are the emotional needs of our students. This is more important than ever, as it is often the isolated child that we see acting out, resulting in disruptive behavior, violence, poor academics, or excessive absences. S.T.A.M.P. gives the student the ability to discuss emotional needs and allows them to have at least one close mentor within the school setting.

- These lessons consist of real-life scenarios that spark discussion. These lessons are shared throughout each school that is implementing S.T.A.M.P.
- Topics taught include: Responsibility, Integrity, Cyber Safety, Being a Good Citizen, Trustworthiness, Perseverance, and Positive Attitude.
- S.T.A.M.P. is a unique program that has a cross-grade approach to mentoring. Different grade levels work together to allow for academic and behavioral mentoring. This cohort moves together through the school years; a teacher's S.T.A.M.P. "family" becomes a community of students working together.

The first year of S.T.A.M.P. (2016-2017) proved very successful. Discipline referrals were down 69%. Absences were down 11%. Multiple schools have viewed these numbers and are now on board with the program. One school in particular (Smithfield Middle School in Smithfield, NC) is weaving in a community cultural night based off of their S.T.A.M.P. work. Options with S.T.A.M.P. are endless. We are giving attention and placing emphasis on the thoughts and feelings of each student.

Appendix B

Peer Group Connections

The Center for Supportive Schools describes Peer Group Connections (PGC) as "Peer Group Connection-High School (PGC-HS) is an evidence-based and school-based program that supports and eases students' transition from middle to high school. This program taps into the power of older students to create a nurturing environment for incoming freshmen. PGC-HS is the Center for Supportive Schools' seminal peer leadership program, and has been implemented with a 70% sustainability rate in more than 175 high schools since 1979. A four-year longitudinal, randomized-control study conducted by Rutgers University with funding from the U.S. Department of Health and Human Services found, among other major results, that PGC-HS improves the graduation rates of student participants by nine percentage points and cuts by half the number of male students who would otherwise drop out. PGC-HS has been recognized by the National Dropout Prevention Center as a Model Program demonstrating Strong Evidence of Effectiveness, its highest effectiveness rating." Research indicate peer leadership is an effective approach to positively impacting student behaviors if implemented with key elements in place by shifting social and group norms toward positive student behaviors.

Curriculum standards include:

- Sense of belonging
- Competence in interpersonal relationships
- Conflict resolution/anger management/violence prevention
- Bullying and bystander behavior
- Achievement orientation and motivation
- Goal setting
- Coping skills
- Decision making
- Peer Acceptance & Resisting Peer Pressure
- Stress Management
- Service Learning

Local successes include Lakewood High School in Sampson County. Lakewood High has used PGC for 5 years and has experienced a decline in dropout rate, an increase in graduation rate, and an increased feeling of belonging for freshmen students.

Reference:

http://supportiveschools.org/wp-content/uploads/2016/03/PGC-HS_1-pager_REV_2016-03-15.pdf

Appendix C

Compassionate Schools- Trauma Sensitive Schools

The Compassionate Schools Initiative within Learning and Teaching Support provides training, guidance, referral, and technical assistance to schools wishing to adopt a Compassionate Schools Infrastructure. Compassionate Schools benefit all students who attend but focus on students chronically exposed to stress and trauma in their lives. These schools create compassionate classrooms and foster compassionate attitudes of their school staff. The goal is to keep students engaged and learning by creating and supporting a healthy climate and culture within the school where all students can learn. It is not a program; it is a process and as such is not "one size fits all." Each school and community will develop their own unique compassionate "personality."

Ten Principles of a Compassionate School include:

- Focus on culture and climate in the school and community.
- Train and support all staff regarding trauma and learning.
- Encourage and sustain open and regular communication for all.
- Develop a strengths based approach in working with students and peers.
- Ensure discipline policies are both compassionate and effective (Restorative Practices).
- Weave compassionate strategies into school improvement planning.
- Provide tiered support for all students based on what they need.
- Create flexible accommodations for diverse learners.
- Provide access, voice, and ownership for staff, students and community.
- Use data to: Identify vulnerable students, and determine outcomes and strategies for continuous quality improvement. For more information on the book and about the Compassionate Schools Initiative in Washington, contact Ron Hertel, (360) 725-4968, ron.hertel@k12.wa.us.

Buncombe County implemented the Compassionate Schools model initiative in 2015-2016 school year.

References:

http://www.acesconnection.com/blog/tools-to-create-compassionate-schools-1

http://childrenfirstcisbc.org/2015/08/compassionate-schools-its-not-a-program-but-a-process/

Public Schools of North Carolina

School Psychological Services
Barriers to Student Access

House Select Committee on School Safety

Student Health Subcommittee

Raleigh, NC

April 9, 2018

Public Schools of North Carolina

Presenter Information:

Lynn K. Makor

Consultant for School Psychology

NC Department of Public Instruction

lynn.makor@dpi.nc.gov

School Psychology Website:
http://www.ncpublicschools.org/studentsupport/psychology/

School Psychology Training/Licensure

- Completion of an approved program in school psychology at the sixth-year level
  - Specialist
  - 60+graduate credits
- NTE/Praxis School Psychology. Educational Testing Service (ETS)
- License for LEA employment issued through the NC DPI/State Board of Education

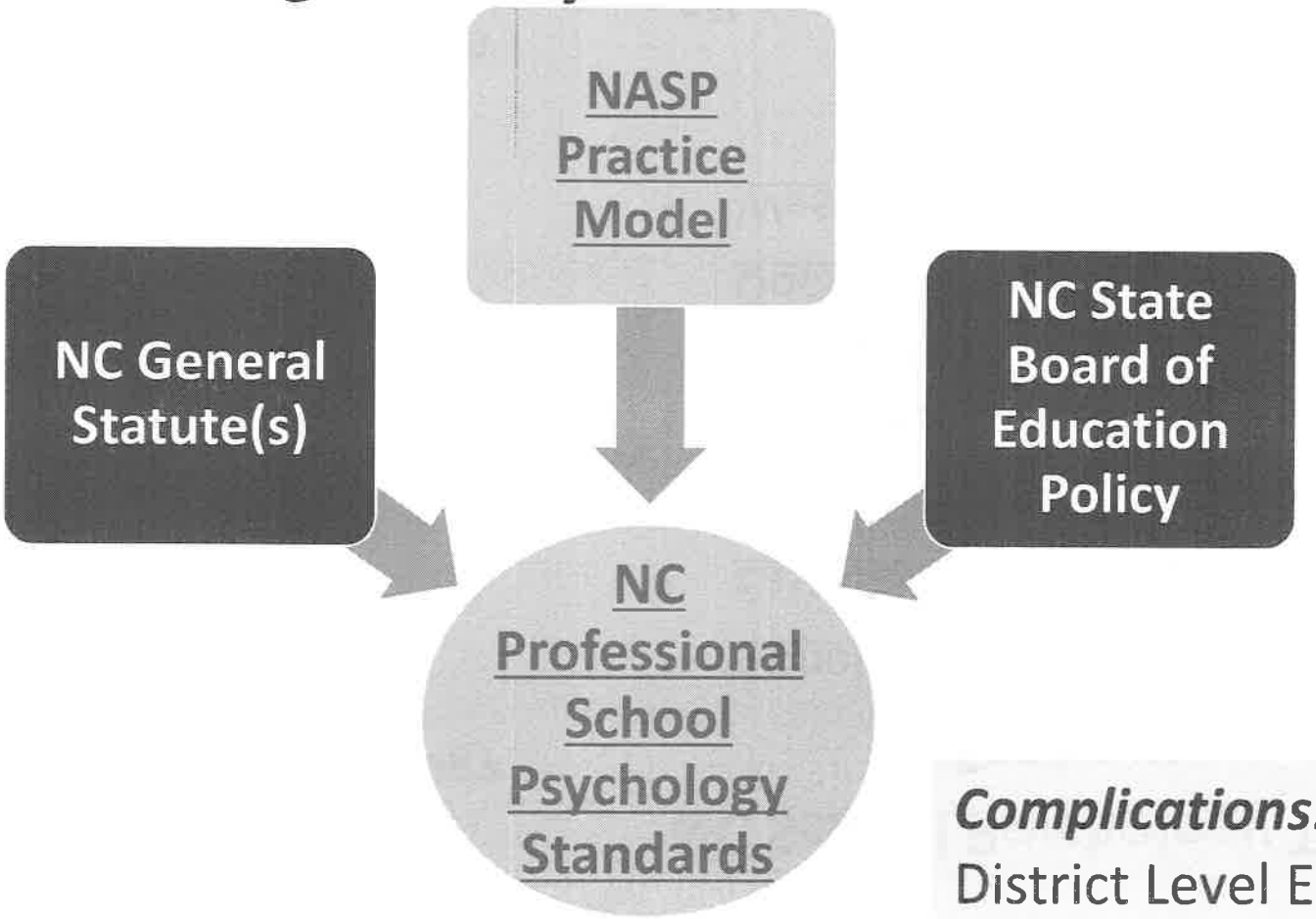
NC School Psychology Training Programs:

- Appalachian State University
- East Carolina University
- North Carolina State University
- The University of North Carolina at Chapel Hill
  Doctoral Program
- Western Carolina University

All are NASP-Approved Programs

School Psychology Practice

In NC, practice is guided by:



Complications:
District Level Expectations
Workforce Reality

North Carolina by the Numbers:

65 vacancies reported in 2016-2017

65

12 Districts with NO school psychologist employed in 2016-2017

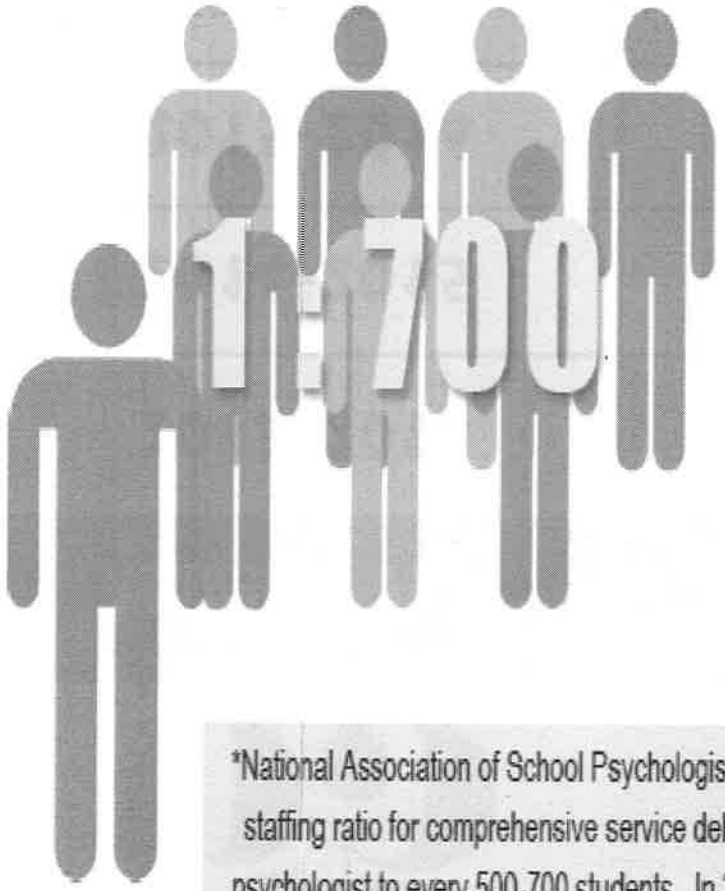
12

Academic Year	School Psychologists DECREASING	Student Average Daily Membership INCREASING
2013-2014	781	1,456,330
2014-2015	749	1,456,119
2015-2016	749	1,525,942
2016-2017	740	**1,543,518**

Public Schools of North Carolina

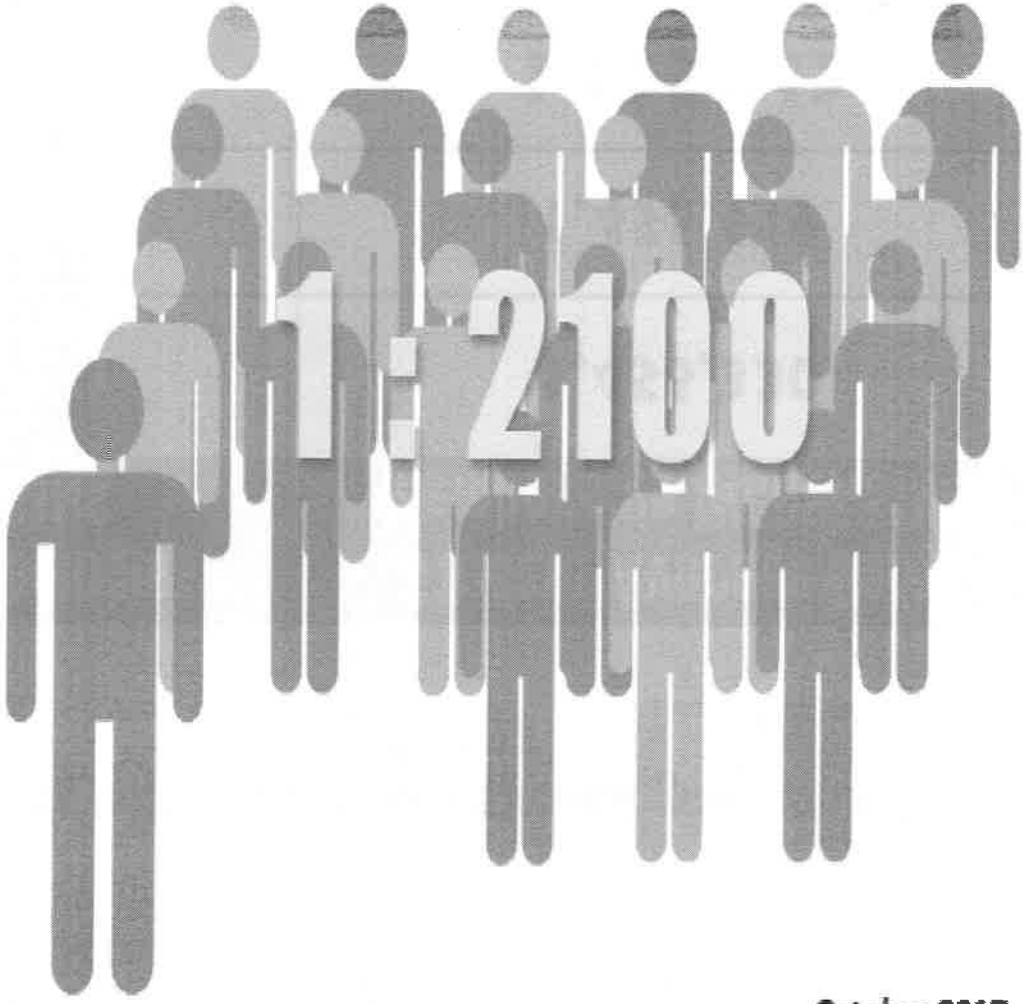
Source:
NC DPI Consultant for School Psychology
2016-2017 Workforce Report

*NASP Recommended Staffing Ratio



*National Association of School Psychologists' recommended staffing ratio for comprehensive service delivery is 1 school psychologist to every 500-700 students. In 2016-2017, North Carolina Public Schools employed 1 school psychologist for every 2100 students.

North Carolina Staffing Ratio



October 2017

Public Schools of North Carolina

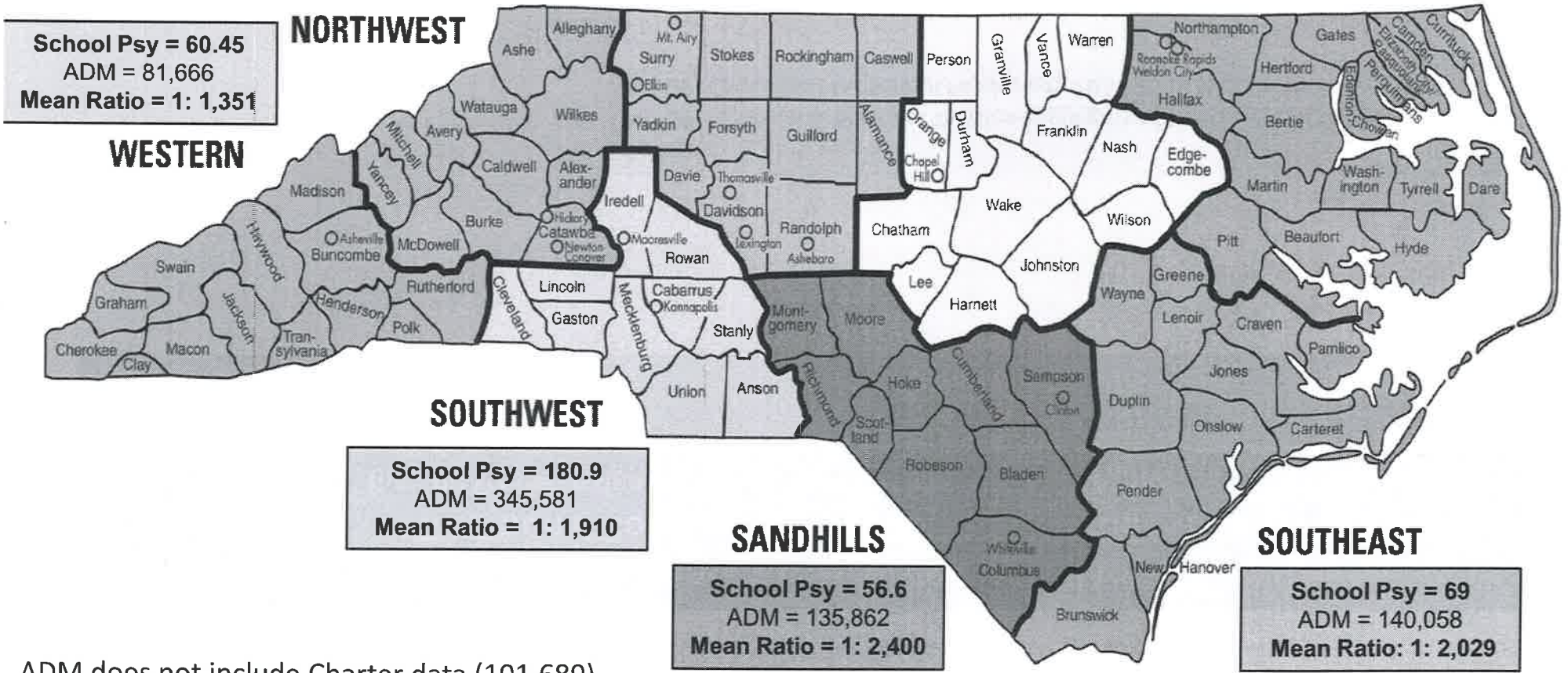
Source:
NC DPI Consultant for School Psychology
2016-2017 Workforce Report

2017-2018 Ratio Data

Total Employed	Total Serving in Non-Traditional Role (i.e., no school assignment)	Adjusted Total (staff: student)	Total Student ADM	2017-2018 Ratio
784.25	38.5	745.4	1,552,638	1:2083

Sources:
NC DPI Financial & Business Division Highlights of the NC Public School Budget
NC DPI Consultant for School Psychology 2017-2018 Workforce Survey (in press)

Regional Distribution of School Psychologists



ADM does not include Charter data (101,689)

Sources:
NC DPI Financial & Business Division Highlights of the NC Public Sch Budget
NC DPI Consultant for School Psychology 2017-2018 Workforce Survey (in press)

Districts with <1 FTE School Psychologist

LEA	% Employed	Reason C = Contract only (per case) D = Decrease in position T = Total % funded V = Vacant position
Northeast		
Gates County	0	V
Halifax County	0	C
Perquimans County	0	V
Washington County	0	C
Weldon City Schools	0	C
Southeast		
Duplin County	.80	D
Greene County	0	V
North Central		
Granville County	0	C
Warren County	.25	T
Sandhills		
Clinton City Schools	0	C
Whiteville City Schools	.20	T
Piedmont-Triad		
Caswell County	.40	V
Elkin City Schools	.50	T
Southwest		
Anson County	.75	T
Northwest		
Hickory City Schools	0	C
Mitchell County	0	D
Western		
Cherokee County	.25	D

At the time of this report, workforce data was not available from the following LEAs:

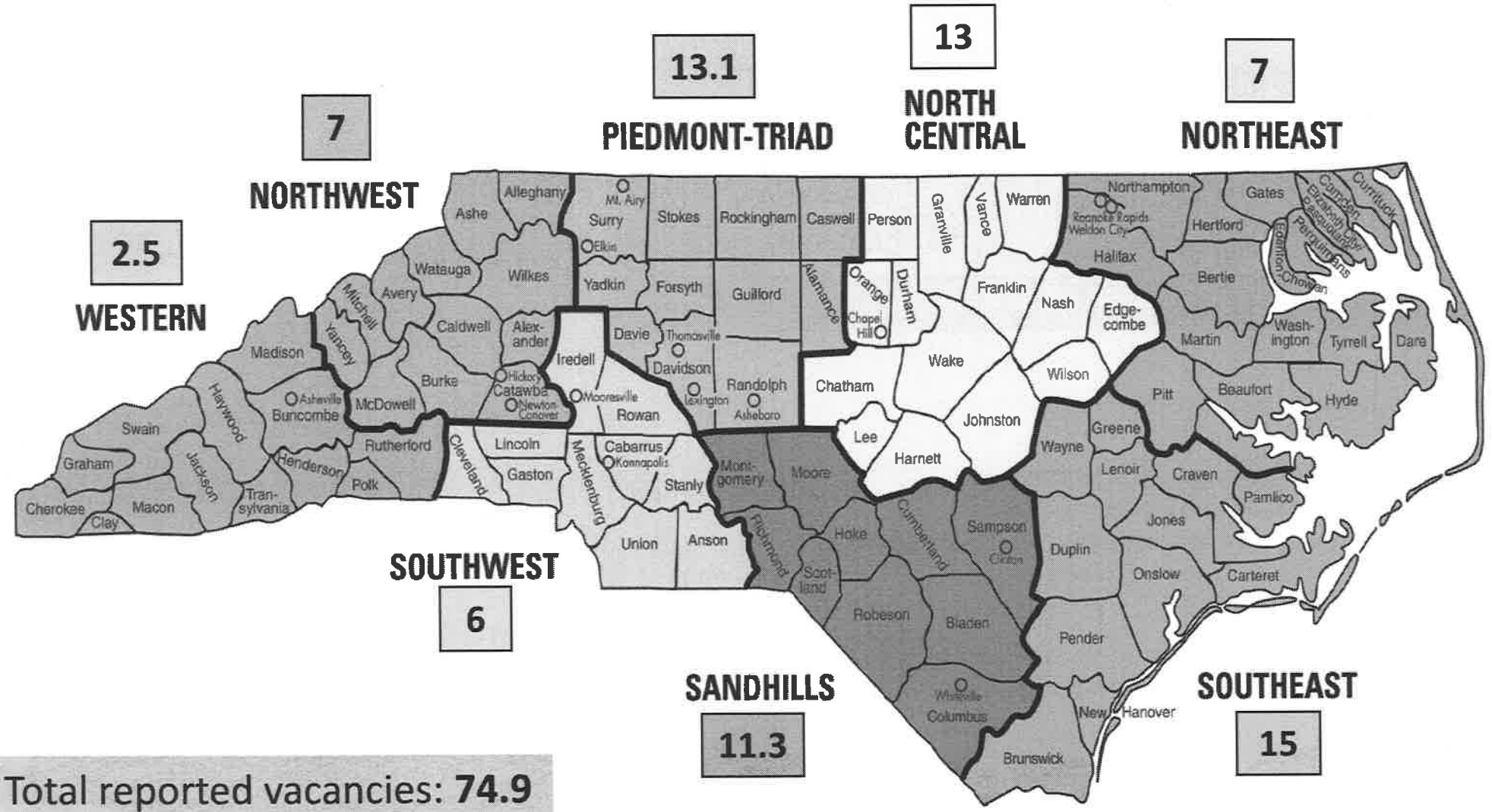
- Hyde County (Northeast)
- Jones County (Southeast)

Source:
NC DPI Consultant for School Psychology
2017-2018 Workforce Survey (in press)

Ratios in Low Performing Districts

LEA:	School Psychologists:	Student ADM:	Ratio:
Thomasville City Schools	1	2,329	1 : 2329
Washington County Schools	0	1,555	---
Edgecombe County	3 (2 vacancies)	5,994	1 : 1998
Robeson County Schools	3 (2 vacancies)	23,185	1 : 7728
Kannapolis City Schools	5	5,306	1 : 1061
Anson County Schools	.75	3,339	.75 : 3339
Halifax County Schools	0	2,593	---
Nash-Rocky Mount Schools	14	15,253	1 : 1089
Hertford County Schools	1	2,885	1 : 2885
Northampton County Schools	1	1,783	1 : 1783
Pasquotank County Schools	2	5,714	1 : 2857

School Psychologist Vacancies by Region



Total reported vacancies: **74.9**

Public Schools of North Carolina

Source:
NC DPI Consultant for School Psychology 2017-2018 Workforce Survey (in press)

License and Salary Data

Licensure Information:	
NC Active Licenses	1274
LEA Employed	781.35 (61%)

Sources:
NC DPI Licensure Division
NC DPI Financial & Business Division
Highlights of the NC Public School Budget

Sources:
NC DPI Financial & Business Division
2017-2018 Salary Schedules
National Association of School Psychologists
Workforce & Salary Information
Walcott & Hyson (in press)

Salary Information:	
NC Salary Range	$43,390 – $61,920 (0-1yr) (25+yrs)
National Median Salary	$63,000 (2015)

Required Actions:

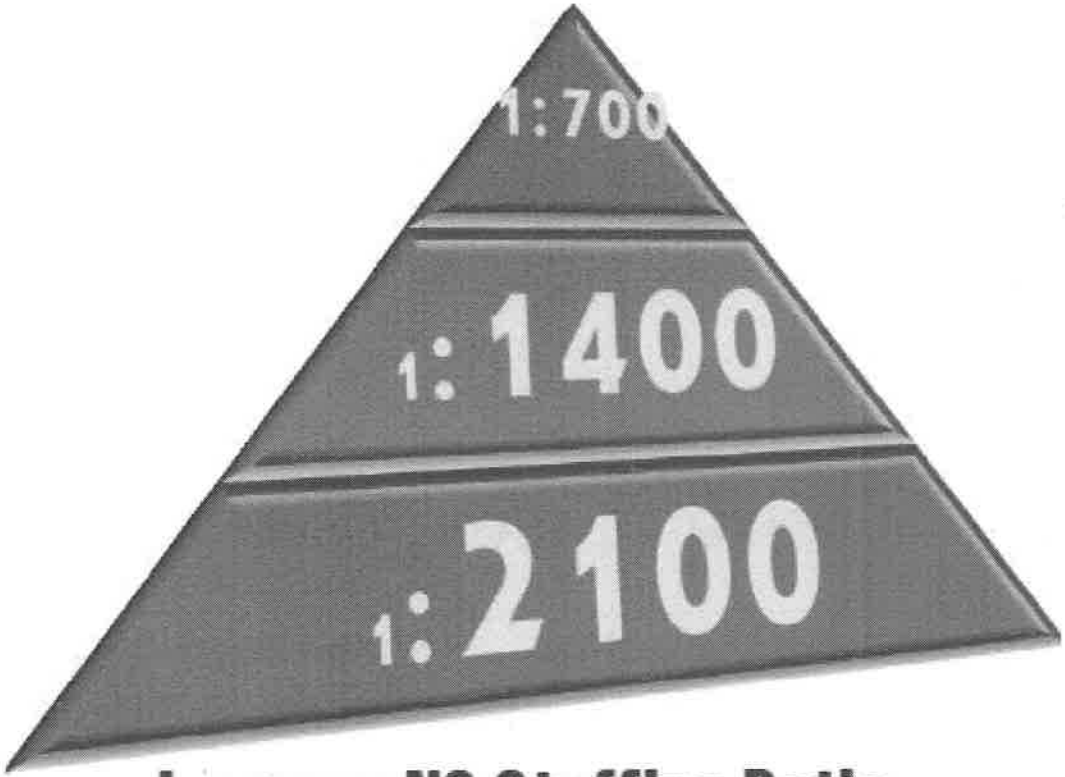
Close the Employment Gap

INCREASE:

Student enrollment in NC training programs

Intern placement in LEAs

Recruitment efforts in other states



Improve NC Staffing Ratio

Identify steps for aggregate funding

Consider additional funding sources

Determine replicable practices

Public Schools of North Carolina

Needs: Targeted Recruitment Efforts

- NC training programs are necessary, but not sufficient, to close current employment gaps
- States where training surplus appears to exist:
  - California (33 programs)
  - New York (26 programs)
  - Pennsylvania (14 programs)
  - Texas (20 programs)

Source:
National Association of School Psychologis'
School Psychology Program Information

Needs: Targeted Recruitment

Licensure Reciprocity:

- Nationally Certified School Psychologist (NCSP) credential
- Explore other streamline processes to license qualified out-of-state candidates

Competitive Salaries:

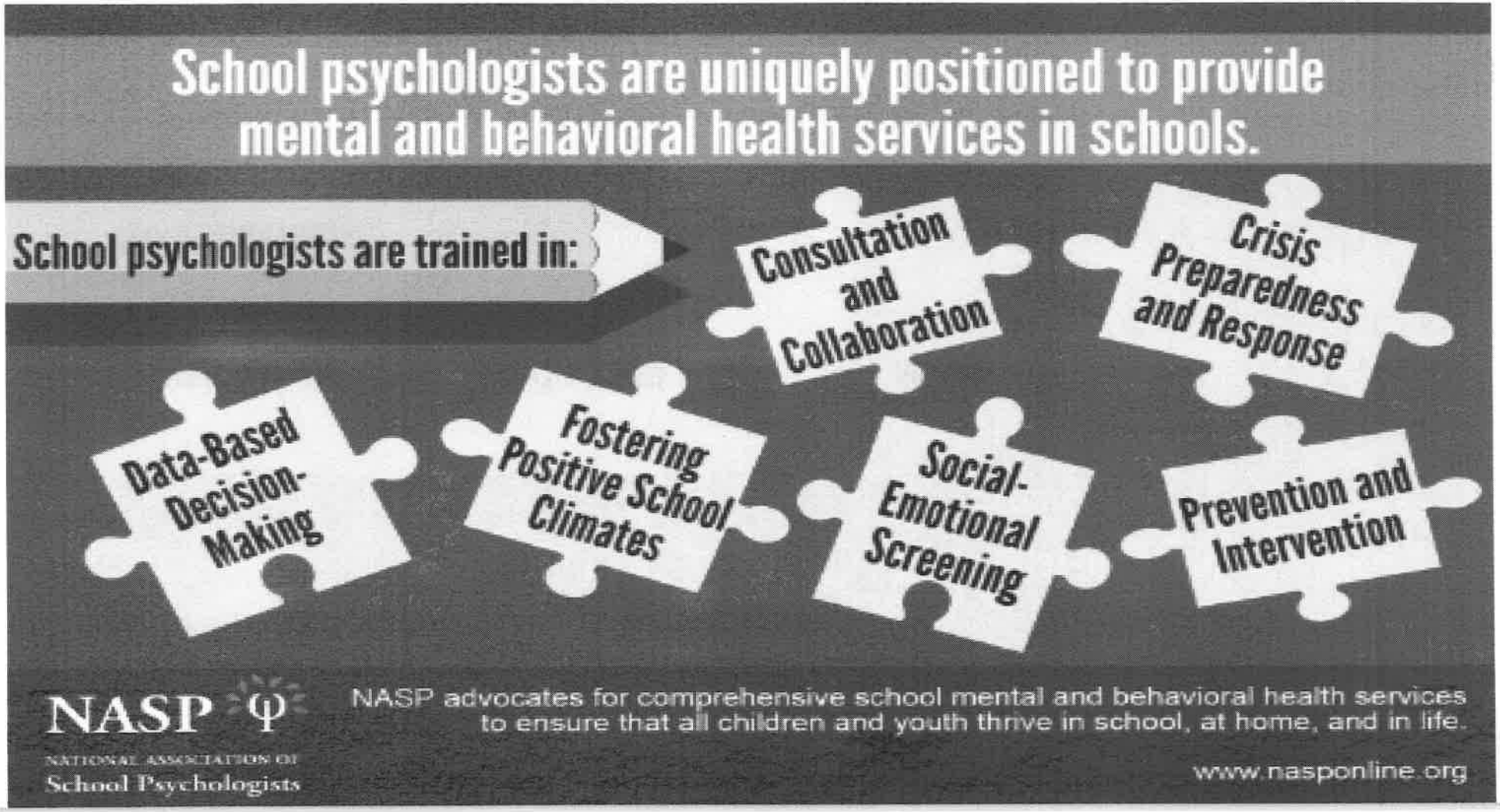
- Point of entry for School Psychology licensure is advanced specialist degree (60+graduate credits, including 1200 hour internship)
  - Highest entry level degree requirement for SBE licensure

Needs: Funding of Positions

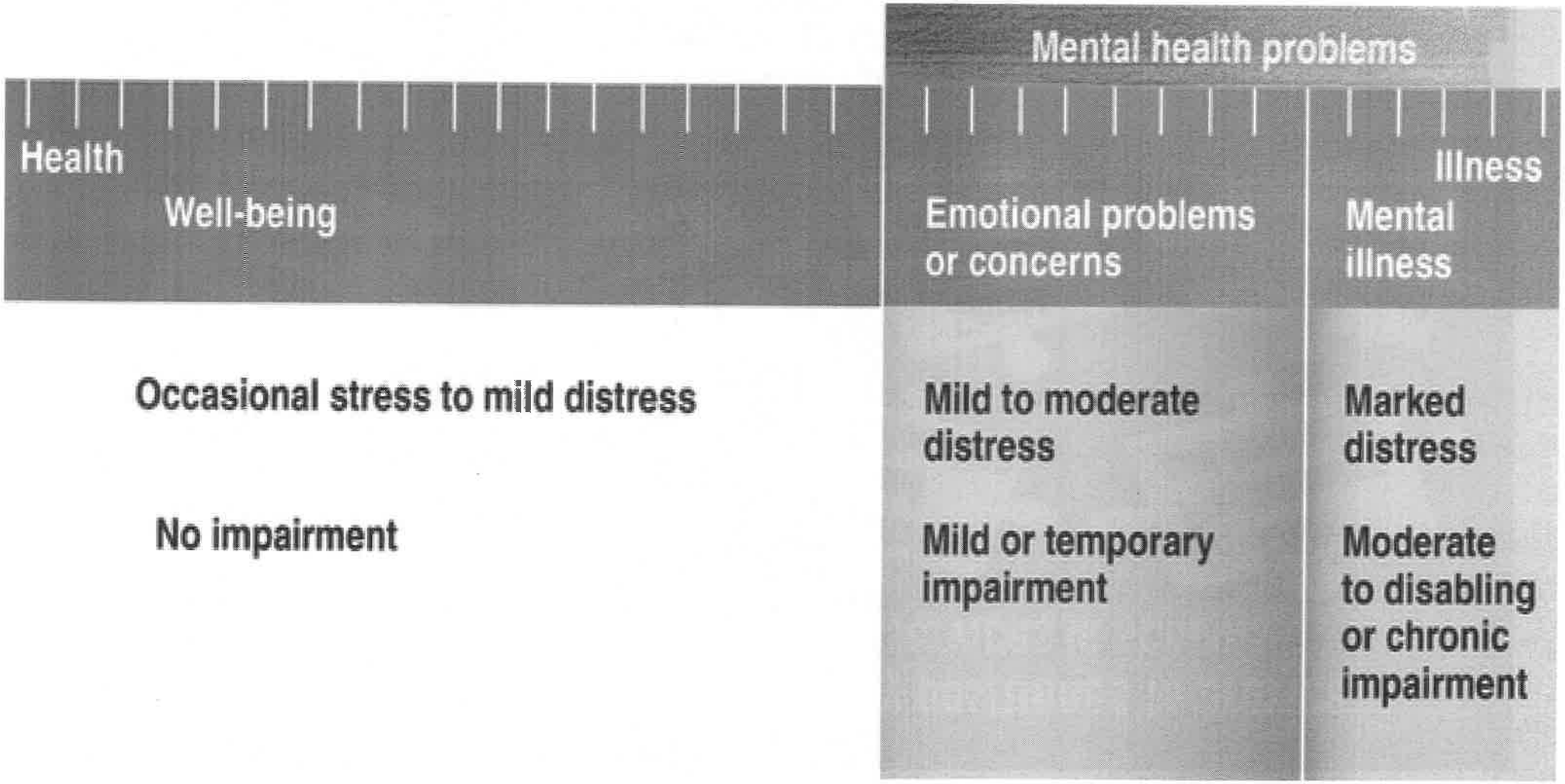
- Existing positions appear to be mainly funded through special education sources
- Balanced approach to funding (Instructional Support funds and Special Education funds)
  - NC Professional School Psychology Standards are based on comprehensive program of school psychological services (all students)
  - Staffing ratio is calculated by total ADM, not special education child count

Source:
NC DPI Consultant for Scho sychology
2016-2017 Workforce Repo.

School Psychologists – Qualified Mental Health Professionals



Mental Health - Mental Illness Continuum



Source: Mental Health America

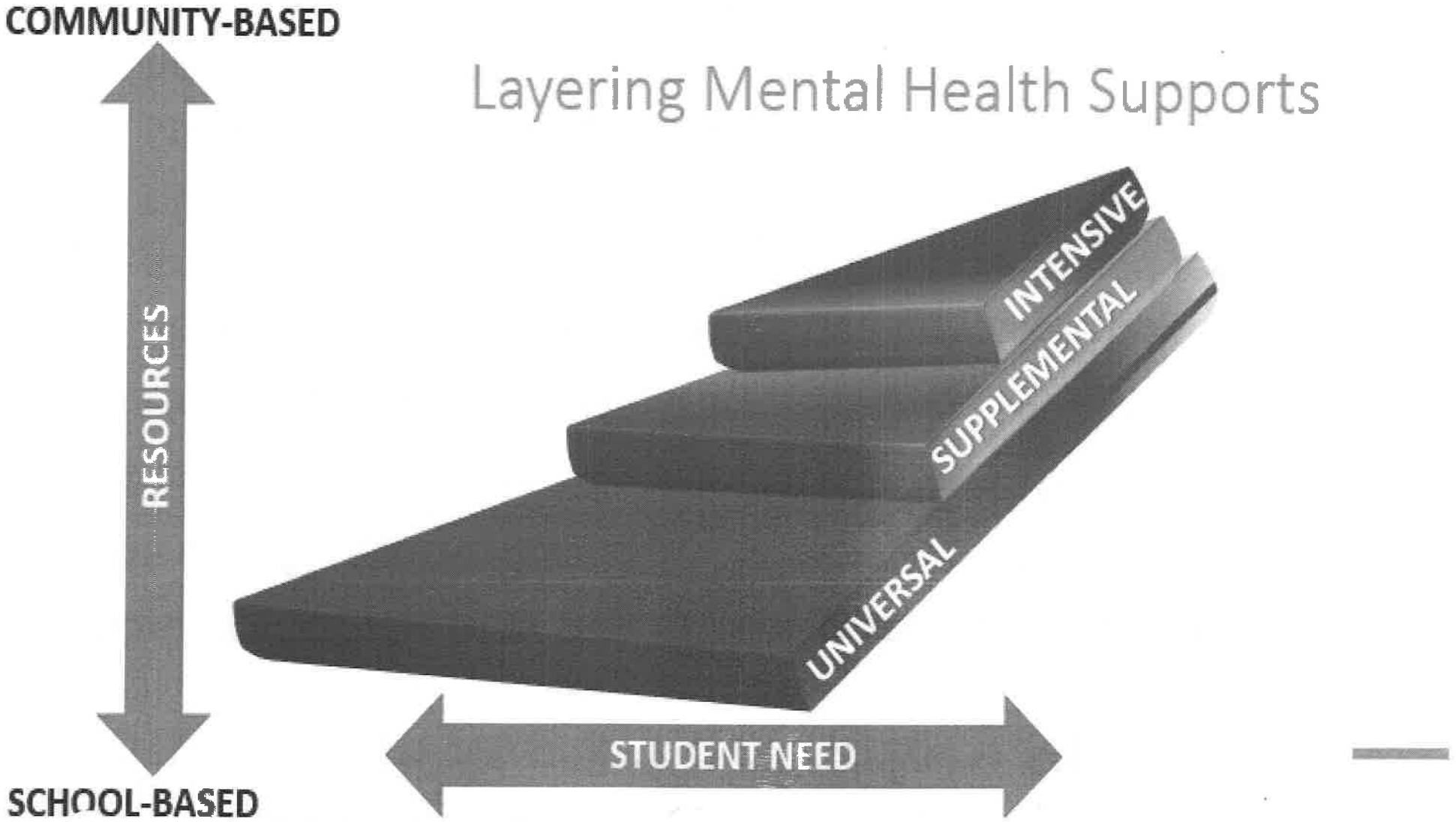
Comprehensive School Safety Planning

Continuum of mental health supports addresses the needs of ALL students:

Benefits:

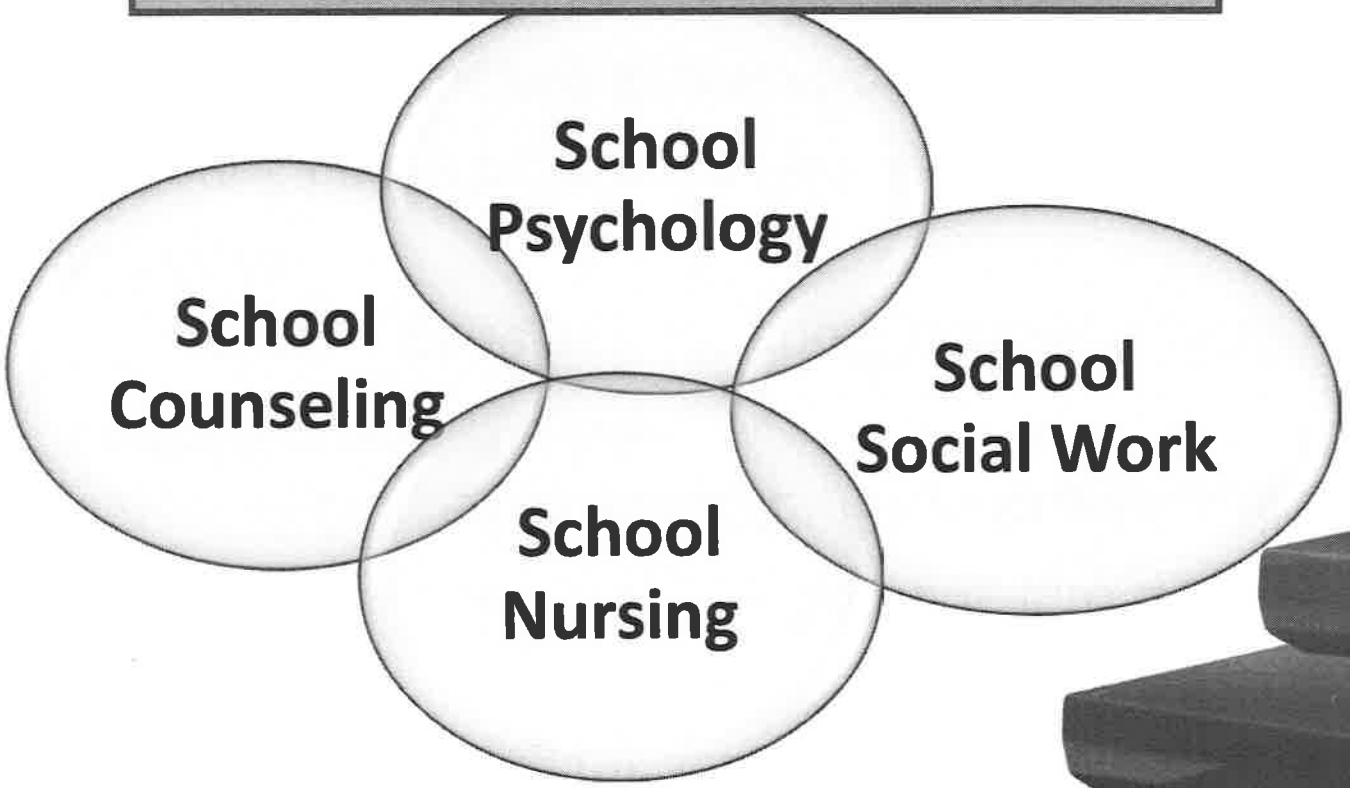
- Healthy students stay healthy
- Positive school climate and positive behavior supports improve students' overall trust in the system and feelings of safety
- Students at-risk are identified early; efficient response to needs reduces risk factors
- Students with intensive needs receive intervention matched to need through effective school-community partnerships, including family engagement

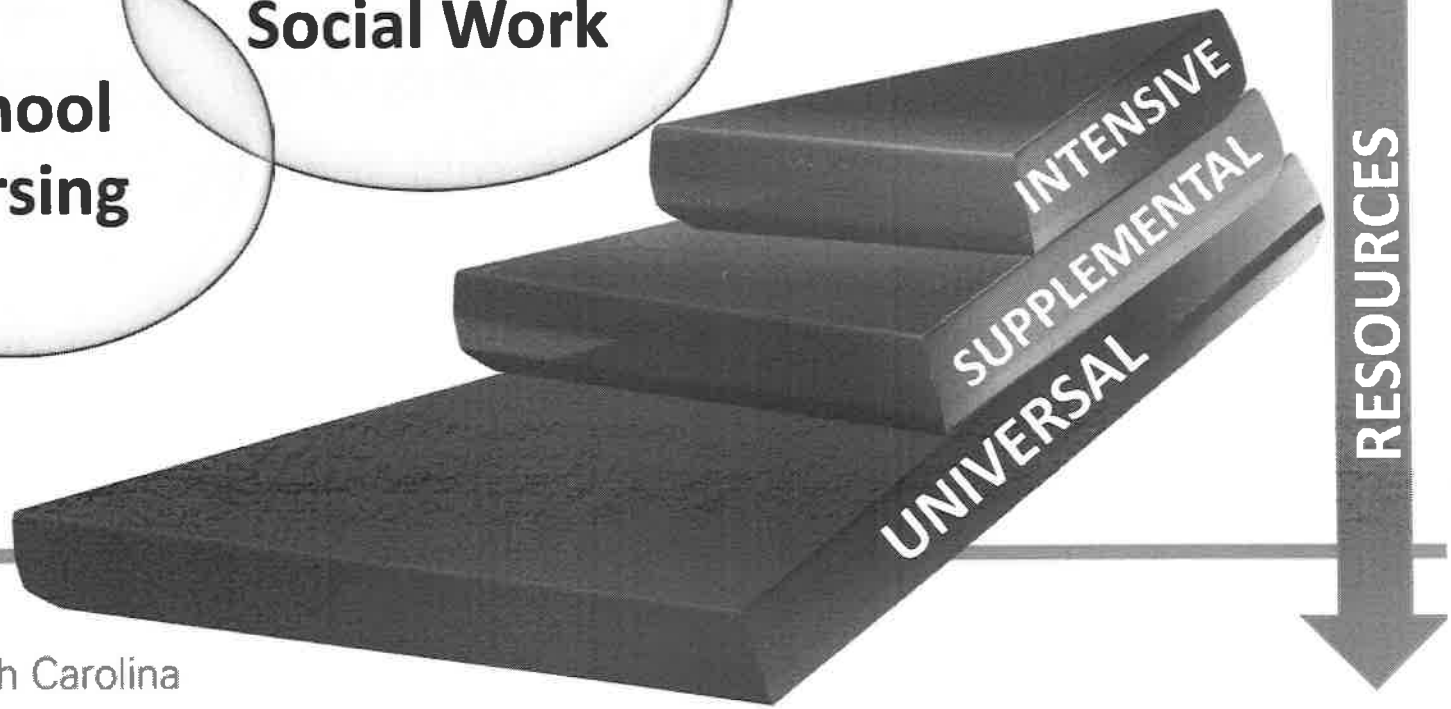
Matching Student Need to Intervention through a Multi-Tiered System of Supports



Integrated System of Social-Emotional/ Behavioral Supports

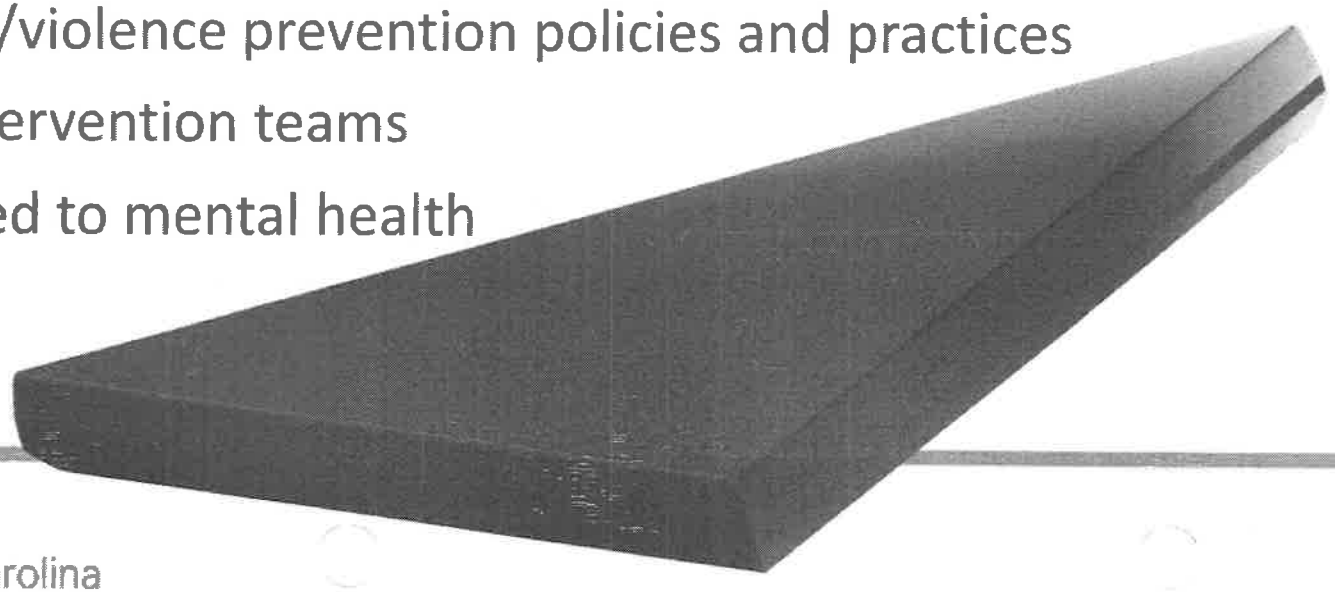
School Mental Health Team of Professionals





Universal Supports Available to All Students

- Universal screening for academic, behavioral, and emotional barriers to learning
- Infusion of social–emotional learning into classroom/curriculum
- School-wide positive behavior interventions and supports; focus on **positive school climate**
- Effective discipline policies and practices, including culturally responsive practices
- Evidence-based bullying/violence prevention policies and practices
- Crisis prevention and intervention teams
- Staff development related to mental health



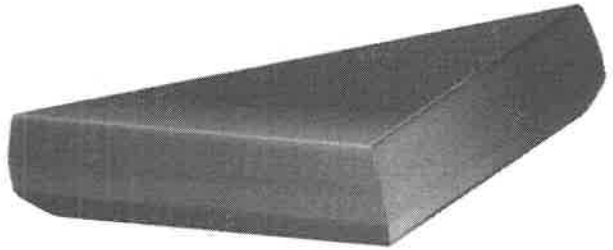
Supplemental Resources Required for Some Students

- Suicide risk/threat assessment
- Protocols for responding to bullying
- Evidence-based mental & behavioral health programs
- Skills group counseling (e.g., social skills training, anger management, stress reduction)
- Development and monitoring of individual student behavior intervention plans
- Educator–family collaboration to address mental and behavioral health problems
- Collaboration among family, school, and community to address mental and behavioral health



Intensive Supports Required for Few Students

- Direct therapeutic services, including individual and group counseling
- Cognitive–behavioral therapy, behavior therapy, and dialectical behavior therapy
- Psychological assessment of social, emotional, and behavioral problems
- Suicide intervention and postvention
- Crisis intervention/crisis response
- Collaboration among school providers with community agencies and other outside mental and behavioral health providers



Recommended Readings/Resources:

- Addressing Shortages in School Psychology-Resource Guide (NASP)
- NC School Psychology Infographic
- NC School Psychology Infographic – Supporting Details
- NC School Psychology Workforce Report (2016-2017)
- NC School Mental Health Initiative
    - Full Report
    - Executive Summary
    - Final Recommendations
- NC State Board of Education School-Based Mental Health Policy (SHLT-003)
- Pay Scale Determination for School Psychologists (NASP)
- Research Studies: Shortages in School Psychology (NASP)

School Counseling



- Specialized Master's Degree required
- Current School Counseling graduate master's programs are 48 to 60 semester hours
- School counselor training and position make them uniquely qualified to provide education, prevention, intervention and referral services to students and families
- Appropriate roles of school counselors are supported by NC Professional School Counselor Standards and by NC G.S. 115C-316.1 Duties of School Counselors
- Paid on the Teacher salary scale at the Master's level

School Counseling



- Comprehensive school counseling programs serve all students and include three domains
  - · Academic · Career · Social/emotional
- The social/emotional domain is most directly connected to mental health services
  - unmet mental health needs can be significant obstacles to student academic, career and social/ emotional development and compromise school climate and safety
- School counselors are often the first, sometimes the only, mental health professional with whom a student interacts

School Social Work



- Specialized area of professional practice in the broad field of social work with specific training to address barriers to student learning
- Minimally required to have a Bachelors' degree in social work with additional course work specific to education for School Social Work licensure by NCDPI
- Serve as a vital link between the home, school, and community, working with families and community agencies
- Paid on the Teacher salary scale at the Bachelor's degree level

School Social Work



School Social Workers often work to address children's unmet physical and emotional needs that interfere with their school attendance and ability to learn by

- engaging families with the school and student learning
- connecting families to needed physical and mental health community resources
- educating and assisting families with school policies and student needs
- Serving as a liaison team member with other specialized instructional support personnel and school staff

School Nursing



- School nursing is a specialty nursing practice of a Registered Nurse (RN) with Baccalaureate Degree and School Nurse Certification
- 20% of Baccalaureate RN preparation includes training on mental health
- Students with mental health issues often present to the school nurse with physical complaints, so there is no concern that others may know the reason for a visit

School Nursing



- School nurses often refer emotional or mental health concerns to other specialized instructional support personnel, such as school counselors, while they continue to work with the student on the physical manifestations
- School nurses provide care management services to students in need of long term support
- Students with known mental health issues, who are under the care of a mental health professional, often receive related support services from a school nurse

G.S. 115C-316.1 Duties of School Counselors

- G.S. 115C-316.1 Duties of School Counselors law originated in Part II of 2013 House Bill 452 which lead to the School Safety Act
- Prohibits school counselors from serving as school testing coordinators, but allows them to assist other staff with the coordination of standardized testing.
- Directs that school counselors shall implement comprehensive developmental school counseling programs in which they spend at least 80% of their work time providing direct services to students as defined in this statute.

G.S. 115C-316.1 Duties of School Counselors

Defines direct services as

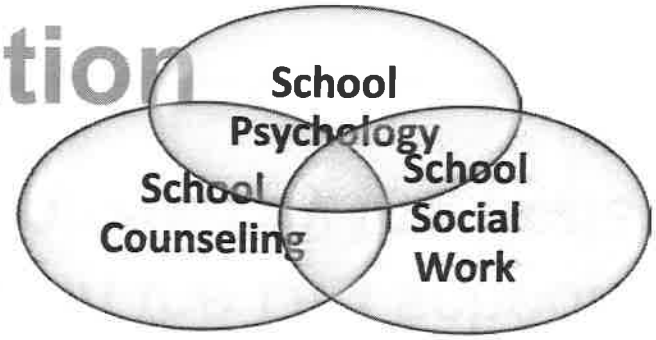
(1) Delivering the school guidance curriculum through large group guidance, interdisciplinary curriculum development, group activities, and parent workshops.

(2) Guiding individual student planning through individual or small group assistance and individual or small group advisement.

(3) Providing responsive services through consultation with students, families, and staff; individual and small group counseling; crisis counseling; referrals; and peer facilitation.

(4) Performing other student services listed in the DPI school counselor job description that has been approved by the State Board of Education.

Related Proposed Legislation



- 2013 House Bill 452 where the G.S. 115C-316.1 Duties of School Counselors statute originated also included grant funding for additional School Psychologists, School Counselors and Social Workers in Part II of Editions 1 and 2
- Edition III kept focus on physical safety and security and emergency planning and response which was included in the School Safety Act, but did not include the original content related to specialized instructional support personnel

House Select Committee on School Safety
Student Health Working Group

Improving Mental Health Services in Schools

Mark T. Benton
Department of Health and Human Services

April 9, 2018

Unrecognized and untreated, mental health issues can lead to academic failure in school, conflicts with teachers and family members, and justice involvement.

Those issues include:

- **Depression**
- **Anxiety & coping**
- **Eating disorders**
- **Substance use disorders**
- **Self harm, suicide** (2nd leading cause of death, 10-17 yo's)
- **Violence**

Prevalence of Mental Health Issues/Coverage

From DHHS' *Behavioral Health Strategic Plan:*

(released January 2018):

- *Nearly a quarter (23%) of NC's population of 10 million is under 18 yrs. of age*
- *Just over 10% or 250,000 of those under 18 are estimated to be struggling with a significant mental health or substance use issue*
- *About a third (31%) are not receiving help or treatment for their mental health or substance use issues*
- *Similar to national patterns, NC is experiencing a shortage of psychiatrists and other behavioral health clinicians*

From Kaiser Family Foundation *(2017 release, 2016 data):*

- *Roughly 4-5% of all children lack health insurance.*

Current DHHS Involvement in Schools

Services, Funding, etc.

- **Funding IEP Services for Medicaid recipients enrolled in the Exceptional Children's Program**
  - ***Speech/Language, Physical & Occupational Therapies, Audiology, Nursing, and Counseling Services***
  - ***Reimbursement available to all LEAs***
- **School Nurses**
  - ***Subject of a just-released PED study that looked at funding, ratios, etc.***
  - ***School Nurses perform a variety of duties, including: responding to emergency conditions, immunization record reviews, health counseling, monitoring communicable diseases, managing chronic care, and assisting with referrals to primary & specialty care***

Current DHHS Involvement in Schools, cont'd

Services, Funding, etc.

- **School-Based Health Centers**
  - *Located in or near middle schools and high schools, and targets youth 10-19 years old*
  - *Services include management of chronic illnesses; mental health counseling; and preventive services, such as health education, physical and dental exams, and nutrition services*
  - *Roughly 90 centers in 26 counties. Division of Public Health financially supports a third of all centers*
- **LME/MCOs**
  - *LME/MCOs System of Care coordinators work with schools to improve student access to behavioral health services*
  - *Care coordination for Medicaid and uninsured youth transitioning back to school from out of home behavioral health settings*

Future Efforts & Brainstorming Ideas

Training & Technical Assistance

- *Increase the number of individuals trained under youth & adult **Mental Health First Aid***
- *Expand use of the **Community Resilience Model** (CRM) by school personnel*
- *Expand **Counseling on Access to Lethal Means** (CALM)*
- *Provide more training for clinicians thru **Center for Child & Family Health** and other efforts to better treat children with significant behavioral health needs*

Workforce

- *Increase the number of school counselors, psychologists, social workers and nurses*

Future Efforts & Brainstorming Ideas, cont'd

Payers

- **Medicaid & NC Health Choice (NCHC)**
  - *Expand number of services an LEA can bill Medicaid*
  - *Amend state law to exempt LEAs from collecting NCHC copayments (violation of "free and appropriation" requirement)*
- **LME/MCOs**
  - *Continue work to finalize the "School Mental Health Initiative," a memorandum between each LME/MCO and LEA*
  - *Explore and refine use of "Mobile Crisis Services" that bring behavioral health professional on-site to respond to a crisis or event*
- **Private Insurers**
  - *From DHHS Behavioral Strategic Plan, consider requiring health insurers to offer parity in behavioral health services*

THANK YOU

Questions or Additional Information?

Mark T. Benton, Deputy Secretary for Health Services

NCDHHS

mark.benton@dhhs.nc.gov

(919) 855-4800

Public Schools of North Carolina

NC Center for Safer Schools

NC DPI
School Operations

Executive Director, Kym Martin

04/09/2018

Roles of N.C. Center for Safer Schools

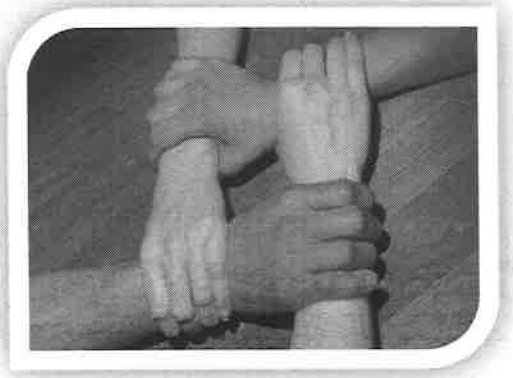
- Mission- Develop and Implement Strategies to ensure that students are safer in school.
- Vision- All schools in the state are safer, secure and offer an environment conducive to learning.

- Strategies:
  - Collaborative Partnerships with State Agencies
  - Convening and supporting the Advisory Board: Task Force for Safer Schools
  - Filling gaps in research, training, and information sharing
  - Seeking grant and legislative backing to increase support personnel at schools, and enhance school safety planning
  - Serve as a repository for best practices and model programs



Comprehensive School Based Mental Health Model

- Schools/Mental Health Provider Partnerships
- School mental health programs supported by university training programs
- School based health clinics with behavioral health component
- School employees provide counseling services and increasing Student Assistant Programs.
- Memorandum of agreements with community mental health providers for mobile crisis services within schools
- Trauma Sensitive and Resiliency Schools
- Continuum Social Emotional Support



School/Mental Health Provider Partnerships

- Founded in 2004 to address the multiple unmet mental health needs of the student population of Jackson County Public Schools
- Schools were staffed with social workers and guidance counselors dealing with increasingly large numbers of students and family needs; and the local area mental health program had divested of direct child services (NC Mental Health Reform)
- JCPS is a group of professional mental health clinicians based in a Jackson County school to serve the mental health needs of that school
- Goal of the school-based model was to establish a symbiotic relationship between the school community and agency personnel
- Currently in their 11th year, Haywood, Macon and Swain counties have been added

CONTACT PERSON: Greta Metcalf 828-399-1399
greta.Metcalf@meridianbhs.org

School Mental Health Programs Supported by University Training Programs

Definition: university partners with local school systems to provide school mental health services using graduate students across disciplines (Psychology, Social Work, etc.) supervised by licensed faculty and staff at the University.

Example: ASC Center at ASU (Assessment, Support and Counseling)

- Established in 2006 at Watauga High School, now has been implemented in 3 school districts- Watauga, Ashe, and Alleghany
- Goal is to collaborate with the professionals already in the building (support staff) and provide evidence-based services at school which removes barriers
- Involves MoA from both agencies, hiring a fulltime master's level social worker by WHS to coordinate the project

CONTACT PERSON: Kurt Michael (828-262-2272)
MICHAELKD@APPSTATE.EDU



School Based Health Clinics with Behavioral Health Components

Definition: Partnerships between schools and community health organizations to provide physical and mental health services at or near schools. Currently over 90 sites in NC, 26 counties.

Example: New Hanover High School Wellness Centers, WHAT- Wilmington Health Access for Teens

- Committee began meeting in 1994 to address unserved and underserved adolescents; and, increasing risks of poor health outcomes and avoidable deaths among adolescents
- Today has merged with Coastal Horizons Center and has SBHC at all NHHS
- **Provides:** Wellness Physicals, Mental Health Counseling, Vaccinations and
- Immunizations, Alcohol and Substance Use Screening and Counseling, Risk
- Reduction Health Education, Insurance eligibility and enrollment for Medicaid

School Employees Provide Counseling Services and Students Support Peers

Definition: teachers or other school staff work with students to assist them in peer tutoring and mentoring. A counselor can assist teachers, and older students are assigned to younger students.

Example: STAMP, Student Tutoring and Mentoring Program, designed to meet the needs of the whole child, and meet the emotional needs of students who are struggling. Each student who participates has one close peer mentor, and a teacher who watches out for them.

S.T.A.M.P. Focus Areas

Topics taught include

- Responsibility
- Integrity
- Cyber Safety
- Being a Good Citizen
- Trustworthiness
- Perseverance
- Positive Attitude
- Kindness and Being a Good Friend

S.T.A.M.P Celebrations

The first year of S.T.A.M.P. (2016-2017) proved very successful.

- Discipline referrals were down 69%.
- Absences were down 11%.

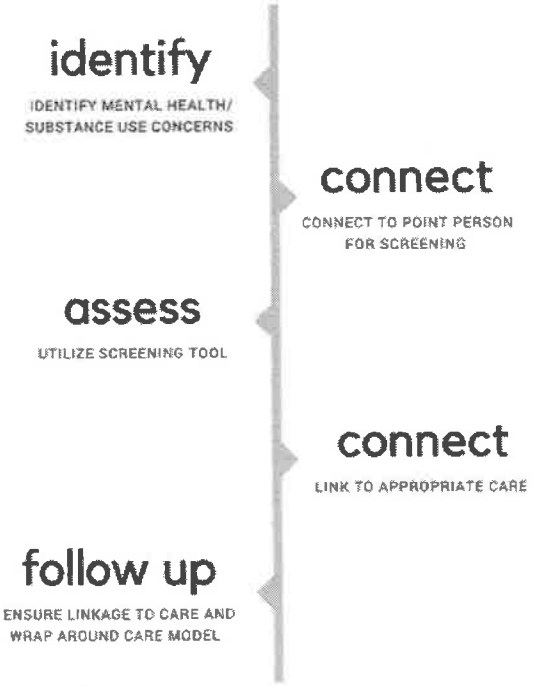
Threat Assessment Teams and Oversight Committees

- The Center has been contacted by school and law enforcement personnel, asking for ways to handle the uptick in threats against schools by students, and bomb threats. The Task Force on Safer Schools is looking at a threat assessment instrument and process.
- Student Walk-outs and Walk-ins have been planned for April 20th (the 19th Anniversary of Columbine High School) "National School Walkout"
  - Organized by SchoolWalkoutsUS (Twitter Handle)
  - Begins at 10:00 am
  - Urges students to walk out of schools, sit outside of their schools and peacefully protest

  - VA Legislation: Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Task Force for Safer Schools and the N.C. center for Safer Schools.

Access to Care Protocol

TO MANAGE BEHAVIORAL HEALTH AND SUICIDAL/HOMICIDAL CONCERNS IN SCHOOLS



1. **Identify**: All school Faculty and staff need to be equipped to identify warning signs of at-risk behaviors

2. **Connect**: Schools should have one or two point persons at each school to receive referrals of identified students presenting warnings signs

3. **Assess:** An evidence based, cost effective, user friendly screener is essential

4. **Connect:** Linkage to care is essential when students present urgent/emergent, while preventative/routine care is equally important for those who do not present as urgent/emergent

5. **Follow up:** Ensuring linkage to care occurs and there is wrap around care model is in place

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 4/9/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rhaegen Jackson	Focus Carolina
Demetrius Deloatch	Troutman Sanders
Rhonda Allen	Rhonda for NC House 39 PO Box 1954 Wendell NC 27591
Lindsay Marchello	Carolina Journal
Katherine Joyce	NCASA
Jacqueline Wyatt	NCASA
Susan Forrest	NCMS
Christie Ebert	NCDPI
Ellen Essick	NCDPI
Tarrah Callahan	CCSR

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 4/9/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sarah Jackson	Am Heart Assoc.
Leah Sutton	The Hunt Institute
David Smith	DPI/SBE
Brian Perkins	Alliance BHC
Deborah Richardson	Alliance BHC
Chloe Grossage	NCDPI
Erika Berry	NC DPI
Kristen Powers	YJP
Carolyn Currie	Moms Demand Action

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 4/9/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sherry Thomas	NC DPI
Deana McCoy	NC DPI
Chris McCa	[illegible]
Eric Harbour	NC DHHS
Edna Wallace	RTI
Dee Rich	DHHS
[illegible]	[illegible]
LT McCrimmon	DHHS
Johanna Reese	NCACC

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 4/9/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kaki McKinney	Moms Demand Action
Meredith Altieri	Moms Demand Action For Gun Sense
Lynn Shapiro	mom's Demand action for gun Sense
JOHN YALCH	EVERYTOWN FOR GUN SAFETY MOMS DEMAND ACTION FOR GUN SENSE
Dodie Renfer	CCR
Karen Wade	DHHS
S. Wilson Norman	DPI
Lee Tatum	NCTA
Will Pamplin	NCHFA
Lisa Mucci	Moms Demand Action
BRIAN JONES	PRIVATE PROTECTIVE SVCS.

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 4/9/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Skye David	newframe
Emma Shelby	Policy Group
Pearl Burris-Floyd	Partners Behavioral Health
John Metcalf	Policy Group
Chris Emanuel	Emanuel Group
Bruce Muldwurf	NCSBA
Adam Prudence	NCSBA
Caroline Hale	NASW-NC
Kay Castillo	NASW-NC
Ashley Perkinson	Perkinson Law
Lori Thompson	NC Child

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Tuesday, April 17, 2018
TIME: **9:00 AM**
LOCATION: **643 LOB**
COMMENTS: **THIS WILL ONLY BE A MEETING OF THE STUDENT PHYSICAL SAFETY WORKING GROUP CHAIRED BY REPRESENTATIVE JOHN BELL. MEMBERS OF THIS WORKING GROUP ARE: REPRESENTATIVES PIERCE, VICE-CHAIR, L. BELL, BOLES, BRAWLEY, BUMGARDNER, BURR, CUNNINGHAM, DAVIS, FARMER-BUTTERFIELD, FAIRCLOTH, FISHER, GRANGE, HENSON, HOLLEY, ILER, JOHNSON, BRENDON JONES, MCNEILL, R. MOORE, ROSS, SAINE, STRICKLAND, AND WARREN**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 4:27 PM on Monday, April 09, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

North Carolina General Assembly
House Select Committee on School Safety
Student Physical Safety Working Group

Room 643 Legislative Office Building

April 17, 2017
9:00 AM

I. CALL TO ORDER

Representative John Bell, Chair

II. PRESENTATIONS

- ***Joe Haas***, Executive Director, North Carolina Christian Schools Association
- ***Chip Hughes***, Chairman (Former), Governor's Task Force on Safer Schools
- ***Mike Anderson***, Community Development and Training Manager, North Carolina Center for Safer Schools, Department of Public Instruction
- ***Sheriff Samuel S. Page***, Rockingham County
- ***Sheriff Asa B. Buck, III***, Carteret County

III. COMMITTEE DISCUSSION

IV. ADJOURNMENT

MINUTES

Student Physical Safety & Security Working Group
House Select Committee on School Safety

April 17, 2018

The Student Physical Safety and Security Working Group of the House Select Committee on School Safety met Tuesday, April 17, 2018 at 9 a.m. in Room 643 in the Legislative Office Building. Representative John Bell, Chairman of the Working Group, presided during the meeting. Members present were Committee Chairmen Torbett and Lewis, and Members of the Working Group were Representatives Pierce, Boles, Brawley, Bumgardner, Burr, Davis, Fisher, Faircloth, Grange, Henson, Holley, Iler, Cunningham, Johnson, Jones, McNeill, Ross, Saine, Strickland and Warren. Staff Members present were Susan Sitze, Samantha Yarborough and Shawn Middlebrooks along with the Committee Clerk, Susan Horne. The Sergeant-at-Arms Assistants that provided assistance during the meeting were David Layton, Jonas Cherry, Jim Moran and Russell Sauls.

The Working Group was called to order at 9 a.m. After introductions by Chairman Bell, Susan Sitze read the charge of the Working Group.

The first presentation was given by Dr. Joe Haas, Executive Director of the North Carolina Christian Schools Association. Dr. Haas represents over 100,000 children in the non-public schools. He said children deserve a safe environment to study and learn, so safety and security are imperative in a school setting. He noted non-public schools don't get the same amount of funding as public schools but they deserve the same protection. He reviewed what other states are doing and noted security signage at a school would act as a deterrent. Dr. Haas would like to see changes made in the statutes that would repeal the restriction of non-public schools be required gun-free zones and also include language in the statutes that include protections such as allowing school boards to authorize training for staff members who already have concealed-carry permits. He talked about the differences that affect churches affiliated with non-public religious schools.

Representative Iler commented that government has stood in the way of allowing protections for non-public schools and asked if there is a need for more funding or changes in the statutes. Dr. Haas responded the schools need the ability to make decisions on their own. Representative Iler commented there is a need to change the statutes and to provide assistance (also additional funding) for SRO-type training in non-public schools. In the Christian school environment, Representative Faircloth asked what your experience is with bullying. Dr. Haas said the schools are proactive and deal with such problems as any other disciplinary action. Representative Faircloth asked about the perspective of Christian schools utilizing either uniformed or non-uniformed SRO's (school resource officer). Dr. Haas replied non-public schools aren't provided funding for SRO's. Representative Faircloth asked if SRO's are

prohibited. Dr. Haas replied they aren't prohibited but the schools can't afford the additional cost. If the additional cost could be handled with the SRO concept, Representative Faircloth asked if it would be acceptable to allow school personnel to be armed who already have conceal carry permits. Dr. Haas said it would be an ideal situation but reminded the Members that non-public schools don't accept public money. Representative Johnson asked Dr. Haas if he liked former Senator Bingham's bill or would prefer something similar. Dr. Haas said the bill is a good start but needs to be reviewed again. Representative Johnson asked if combining Representative Turner's bill with former Senator Bingham's bill would be a good start. Dr. Haas replied it would be a good start. Representative Johnson asked how the General Assembly could help the non-public schools with this situation. Dr. Haas replied the SRO model won't work unless it's privately funded. He said it would be helpful if school boards could authorize personnel to work with local law enforcement and put together a security protocol. Representative Johnson clarified that classification and training is what is needed, to which Dr. Haas agreed.

The second presentation was given by Chip Hughes, the former Chairman of the Governor's Task Force on Safer Schools. He noted 50% of the counties in the State have SRO's in their schools, and it is important that they are properly trained and equipped to handle the job. Some of the SRO's weren't there by choice which is unfortunate. There is basic and advanced training available at the NC Justice Academy for certification, and officers need to be certified with more qualifications in advanced or specialized training. He continued by saying these officers should be specialized in this field, and there should be a mandate that they receive this certification within a certain period of time.

Representative McNeill asked if there is a problem hiring qualified personnel throughout the State to which Mr. Hughes replied there is a problem because the pay is low. Representative McNeill asked if it is harder to find qualified SRO's to which Mr. Hughes replied this is true. Representative McNeill asked would it be desirable to put someone who is close to retirement in a school as a SRO. Mr. Hughes replied it would be if the person was a good fit for the setting. Representative McNeill noted the Working Group needs to look at the law enforcement side of this situation. The Working Group can look at funding for training and grants but it won't be able to address the situation without looking at the needs of law enforcement. Representative Ross asked should an SRO be required to be certified for the position. Mr. Hughes replied it is important that SRO's should receive adequate training and believed a certification process is important although training doesn't cover all aspects of what SRO's encounter. Regarding a previously reviewed survey, Representative Cunningham asked about the required training for SRO's. Mr. Hughes replied there is no required training or list of requirements for SRO's. Regarding information provided to her in a survey, Representative Cunningham asked if the average age is 45 and if SRO's are losing pay. Mr. Hughes replied the average age sounded correct but wasn't sure about the pay. Representative Cunningham remarked if mandates are established, the Working Group should invite an SRO to ask what requirements should be included. She asked what training is most desired of the SRO's. Mr. Hughes thought that hiring more SRO's, and including tactical training and training that deals with mental health issues are needed. He also mentioned the need to add locks and video equipment in schools are other items

needed. Representative Bell noted there is another working group that is working on the mental health component. Representative Brawley asked if Mr. Hughes was a former sergeant in the State Highway Patrol in which he acknowledged he was. He continued by asking about the emotional impact of a SRO in a school setting if the officer saw an incident that occurred outside the school setting. Mr. Hughes discussed his observations of how this disparity affected the morale of the SRO's throughout the State. Representative Brawley asked if there was any data or documentation that showed the lack of arrests of students who knew there would be no consequence while attending school. Mr. Hughes responded there is no written documentation, just conversations with officers that have taken place. Representative Brawley commented about a situation that happened at a school in his district. Representative Jones asked if it would help if law enforcement would enhance the position of SRO's to include pay incentives and special positions. Mr. Hughes thought these incentives would be a good idea but noted it is difficult to find qualified applicants. Representative Speciale asked if there are any counties that have counter school policies of not arresting students who would be arrested outside a school setting. Mr. Hughes said he doesn't know of any counties that have counter school policies but noted there are individual cases that have occurred. Representative Fisher remarked increasing pay and training are positive suggestions but increasing the number of SRO's could escalate suspensions and expulsions. Mr. Hughes noted the ratio of students to SRO's should be reviewed. Chairman Torbett reminded the Working Group is tasked to review the physical security of schools/facilities and find solutions. Representative Saine asked if an ongoing program should be developed for SRO's. Mr. Hughes replied additional training and a certification program are paramount for SRO's to retain their positions. Representative Faircloth remarked there is an opportunity to do some things that haven't been accomplished before; we must think outside the box and not be held to the antiquated scenario of the guard standing at the school door. Mr. Hughes responded there are many aspects that need to be reviewed, and we need to be proactive instead of reactive. Regarding certification for a SRO, Representative McNeill noted the NC Justice Academy has a voluntary SRO certificate program that includes 400 hours of training (voluntary) and would like to know how many are enrolled in the program. Representative Speciale asked if school buildings have been assessed from the physical aspect and asked for available information. Mr. Hughes replied school buildings haven't been assessed and he doesn't have any information. He noted many school buildings are old and weren't built to safety standards, and added schools in rural NC need the resources the most. Representative Johnson asked how could the Justice Academy and community colleges work together on the SRO certification training and does the program include mental health. Mr. Hughes said the community colleges do work with the Justice Academy on their curriculum, and noted it needs to be updated as new aspects are introduced. Representative Johnson asked if it would help if the community colleges adjusted their curriculum to include courses that were taught at the Justice Academy for SRO's. Mr. Hughes responded the use of the community colleges would help the situation if the instructors have the appropriate credentials to teach the classes. Representative Holley noted the students in her schools feel like the SRO's are there to police the students, and there are more infractions and tend to be more severe. She asked if resource officers are hired by the school or by the local law enforcement agency and the differences on how they work. Mr. Hughes replied the officers are still employed by the law enforcement agency regardless of the circumstances, and he hasn't seen a SRO hired by a school. Problems arise when the officer is

treated like an employee of the school and not as a law enforcement officer. Representative Holley asked if North Carolina schools have looked at hiring their own SRO's. Mr. Hughes replied the actual hiring wasn't reviewed when he was chair of the Task Force so he doesn't know if that is a better fit. Representative Brawley said that Charlotte-Mecklenburg Schools have a police force and those officers act as SRO's at times. He said the SRO's hired by the school system act under the policy of the school, not the police force. Representative Holley requested the Working Group look into this matter in more detail.

The next presentation was given by Mike Anderson, Community Development and Training Manager of the NC Center for Safer Schools in the Department of Public Instruction (see Attachment A). He gave a brief overview of the history since Columbine and post-Columbine which changed law enforcement tactics. He talked about the different types of drills and exercises in the schools, and the changes that have been made. Mr. Anderson reviewed what our schools are doing in terms of the equipment being used, the steps taken in the event of an active shooter, the response of faculty and staff, and lockdown procedures. He noted it was important to establish a uniform response by schools across the State, and gives a teacher options to run, hide or fight. Mr. Anderson reviewed how teachers, fire department and EMS personnel and SRO's can work together (and train) to find ways to thwart an attack. He talked about the aspects of policing in school programs, and how SRO's can get involved in the school activities. He reviewed the SRO training requirements and his work with the Justice Academy to enhance the training of the program. He discussed short term solutions such as including charter schools in mandatory yearly drills, getting the language term words corrected and requiring a system of accountability.

Regarding the change in the General Statute in 2015, Representative White asked how many LEA's are conducting critical incident training drills. Mr. Anderson replied he didn't know because there are no records kept of who is conducting the drills. Representative McNeill asked should the General Assembly get involved in the area of school training to standardize and track. Mr. Anderson thought it would be good to mandate the drill and record the data. Representative McNeill asked if the training for law enforcement is adequate in today's setting. Mr. Anderson thought law enforcement needs more realistic training. Regarding the advanced realistic training, Representative McNeill asked about this type of training and its cost. Mr. Anderson didn't know what the cost would be; the training would allow law enforcement to react in a realistic manner which they haven't been trained before. Representative McNeill stated the Working Group needs to decide whether training is a State or local issue, and if the training should be mandated on the State level or left up to local law enforcement. Chairman Torbett wanted to know if school employees would feel better if there was a non-lethal device that could be used to disrupt or disable a shooter in order to allow rapid response to arrive on sight. Mr. Anderson said he had been involved with the use of non-lethal devices before and non-lethal devices weren't effective against a lethal threat. Chairman Torbett asked if a non-lethal device would be effective for teachers and other school personnel to deploy that would temporarily disable a shooter. Mr. Anderson said this situation could be examined but he believed lethal forces should be met with lethal force. He added that 205 officers have graduated from the SRO certificate program which was established in 2005.

The next presentation was given by Sheriff Samuel S. Page of Rockingham County (see Attachment B). He is a former resource officer and has worked in law enforcement for 34 years. Sheriff Page said the Sheriff's Office meets regularly with school personnel about school safety. Sheriff Page reviewed the requirements and training (crafted from the SRO training at the NC Justice Academy) to become a Volunteer School Resource Safety Officer, and the statute (NCGS 162-26) that gives the authority for a Sheriff to establish the Program. He noted the Program is one option, and believes a full-time, trained officer should be in every school with the support from counselors and psychologists within the school system. He hoped the General Assembly would consider increasing the funding for the Program through DPI but noted the training portion wasn't developed or included in the legislation so the Volunteer Program can't be implemented until that change in the law takes place. Sheriff Page hoped the Volunteer Program would give additional assistance as a backup to the SRO's.

Regarding funding for SRO's, Representative Iler understood from conversations with school administrators and school board members that the funding is ending and they will have to re-apply. Sheriff Page said the funds are recurring on a year-to-year basis so a school must re-apply for the funds. Representative McNeill asked staff to check with the Justice Academy to see what needs to be tweaked in the legislation to rectify the training situation. In the full Committee, Chairman Torbett said there was concern about retirements so the state Treasurer's Office confirmed that officers are funded through the State Retirement System and the Local Government Retirement System so if you are State retired, the officer can be paid through the Local Government with no impact to your State retirement and vice versa. In an active shooter situation, Representative Cunningham asked who was preferred in a school shooting situation - a psychologist, nurse or counselor. Sheriff Page replied he would prefer a nurse, and added it is important to train school staff for such situations. Representative Cunningham talked about what the Mecklenburg County Sheriff's office does regarding securing faith-based facilities.

The final presentation was given by Sheriff Asa B. Buck, III of Carteret County. He said the schools and law enforcement agencies work well together and train together which includes active shooter response and lockdown drills. Every school in Carteret County has cameras that are accessed by the county communications center. There are panic buttons and door buzzers that control who is coming and going at the school. Many of their officers are tactically trained and they have a multi-jurisdictional response team in place. Sheriff Buck talked about the creation of the position entitled school resource detective, and what their duties/responsibilities are in the schools, the judicial system and the community. The county commissioners and all of the partners fully supported the position and thought it was important to implement the position this school year. He noted that sharing information within a jurisdiction with key partners is extremely important.

Regarding cameras in the schools, Representative Faircloth asked how their system was set up. Sheriff Buck explained how the video system works with the cameras in the schools. Representative Faircloth asked if there was any pushback from the school teachers. Sheriff Buck replied there wasn't any strong concern and there wasn't any malicious intent of the employees at the communications center. Representative Faircloth asked if the Sheriff considers the system

worthwhile. The Sheriff replied the camera system is an extremely valuable tool and recommended it. Representative Iler asked how many schools are in Carteret County. The Sheriff said there are 19 schools. Representative Iler asked about the authority the school resource detective has in the county. Sheriff Buck explained the responsibilities of the school resource detective in the county. Representative Iler said that having a sheriff's car in front of a school is a good deterrent. Representative Johnson asked about the safety of doors in the schools. The Sheriff replied every school has buzzers to control entering and exiting the school building. Representative Johnson asked about the inside doors to the classroom. Sheriff Buck said the inside doors are secure during a lockdown drill but noted the doors don't have bullet-proof glass. Representative Bumgardner asked how the video feed works and is there a back-up. The Sheriff replied he would have to provide more detailed information to him. Representative Bumgardner said the video system must be reliable and secure if it is used throughout the State. The Sheriff noted that the system is logged in and logged out every day to ensure the system is working. Representative Bumgardner noted a bad individual who is monitoring the video system could potentially be a problem to which the Sheriff said you would have to take that thought into consideration. Representative Holley said her constituents feel over-policed and adding a detective (SRO) who is dealing with juvenile crime outside the school would scrutinize children inside the school is a concern (policing instead of protecting). She asked if there are any mechanisms in place to keep this from becoming a "policing force." Sheriff Buck said the detective's responsibility would be concerned with school threats but if a crime occurs, law enforcement must investigate it. Representative McNeill asked who owns the camera system – the school or the call center. The Sheriff responded the cameras are operated by the school system and the log-in is provided to law enforcement (by the county consolidated 9-1-1 communications center). As a clarification, Representative McNeill asked if law enforcement had any control over the camera system. The Sheriff said they didn't have any control of the camera system. Regarding a unified response, Representative Saine asked how law enforcement is training with other agencies. Sheriff Buck said every agency (emergency, medical, fire, etc.) doesn't train every time with law enforcement but they are incorporated through periodic drills and play a role with a response team. Representative Saine noted the information shared after Columbine showed many individuals died because of loss of blood so it is important to include medically-trained staff as well as law enforcement personnel. Representative Cunningham commended Sheriff Buck on the creation of the school resource detective but noted her concern pertaining to video coverage and privacy issues. The Sheriff said the monitoring is done by personnel at the 9-1-1 communications center. He explained personnel log into the system everyday but the screens are minimized and not watched unless there is a training event or an emergency that would require a live view inside the school. Representative Cunningham voiced her concern about how many individuals could view the video feed. Chairman Bell asked the Members to stay focused on the Sheriff's presentation, not on the use of the cameras.

Chairman Bell recognized Ms. Kym Martin, the Executive Director for the Center for Safer Schools in the audience and thanked her for being a resource for this and other committees.

At this point, Chairman Torbett presides over the Working Group. He tells the Members this phase is a discussion of future direction and possible recommendations.

Representative Johnson asked about the Working Group's plan of action for discussion. Chairman Torbett noted there was no plan of action for discussion, and topics would include issues that have been discussed during the meeting or outside the meeting. Representative Johnson mentioned cameras in schools in which Chairman Torbett remarked the subject of cameras in schools would need to be discussed in more detail at a later date. Representative Iler recognized Brunswick County's Teacher of the Year Carolyn Phillips' involvement with school safety issues. He added the importance of communication and respect for SRO's as well as teachers is vital when it comes to school safety. Representative Speciale thought the Working Group should look at expanding the pool of volunteers (including retirees) that have law enforcement training. Representative Warren appreciated the presentations and suggested the Working Group look at the training and certification program of SRO's. Chairman Torbett suggested Representatives Warren and Saine review this matter and put together recommendations. Representative McNeill noted the Working Group needs to look at what the General Assembly can do to facilitate changes to school facilities (adding bullet-proof glass, locks, camera systems, etc.), training for resource officers and providing assistance to the counties. Chairman Torbett added the Working Group should look at solutions, not what it's going to cost. Representative Fisher suggested more mental health training is needed for SRO's and would like to see the position of SRO's elevated to a more elite position. Representative Strickland asked staff to look at how SRO's are funded through the local LEA's and review ways to entice qualified candidates (increase compensation) to a SRO's position. Chairman Torbett noted the training for SRO's is voluntary at this time but it must be decided to change the training from a volunteer status to the next level. Representative Johnson suggested changing the formula for matching grants would be easy to adjust (noted as a recommendation to the full committee) and would allow Tier 1 and Tier 2 counties to afford to hire SRO's in their schools. She noted a recommendation to change the training would need to be agreed to by the Justice Academy, community colleges and the locals. Representative Holley noted her conversations with groups in her community and their concern about students who fear being shot by an SRO or being detained by ICE. Representative Cunningham recommended increasing school support staff (nurses, counselors and psychologists), using the Speak-Up app as a prevention for school children and encouraging collaboration as preventative measures. Chairman Torbett spoke to a high school group and asked them what they consider to be school safety issues. They replied they need more curriculum-based counselors so he said the different levels of counselors would be looked at. Representative McNeill asked staff for more information regarding DPI's "at risk" funds and which LEA's (from DPI) are using the funds for SRO's or something different. Representative Faircloth said the Working Group needs to look at the relationships between law enforcement and schools so that we can find the best answer that works for both groups. Chairman Torbett suggested that every school be required to form a safety team which would include someone from the administration, parents, teachers, students and law enforcement so that they can review the possibility of emergencies or threats within the schools and community. He also noted that a facility assessment should be mandated across the State. Representative Speciale noted the need for local school representatives and their local law enforcement to find workable solutions, and the Working Group examine ways the General Assembly can give them the flexibility to act on these issues. Chairman Torbett noted a conversation he had with students

specifically about doors that were unlocked at their school that the administration didn't know about and how eye-opening the conversation was.

Ms. Sitze noted the date change for next meeting will be May 2 at 9 a.m. Chairman Torbett told the Members that the next meeting will be to review and approve recommendations to the full committee which is scheduled for May 10. Representative Faircloth asked if proposed legislation should be brought to the next meeting for discussion. Ms. Sitze asked the Members to submit any proposed legislation to staff before the May 2 meeting so that it could be added to the recommendations.

The meeting adjourned at 12:08 p.m.

Respectfully submitted,

Representative John R. Bell, IV
Presiding Chair

Representative John A. Torbett
Presiding Chair

Susan W. Horne
Committee Clerk

Attachment A

NC Center for Safer Schools



NC DPI
School Operations

COLUMBINE

- Changed Law Enforcement Tactics
- The practice of School Lockdowns
- Bullying/Socioeconomic/Cliques
- Zero Tolerance in Schools
- The Use of Explosives
- Now THE "LITMUS TEST"

POST COLUMBINE ISSUES

- LE KEPT ADVANCING PRACTICES AND TACTICS
- SCHOOLS STAYED IN 1999 MINDSET
- HOW TO DRILL EFFECTIVELY AND WHO RAN THEM

§ 115C-105.49. School safety exercises.

(a) At least once annually, each local school administrative unit shall require each school under its control to hold a full school-wide tabletop exercise and drill based on the procedures documented in its School Risk Management Plan (SRMP). The drill shall include a practice school lockdown due to an intruder on school grounds. Each school is encouraged to hold a tabletop exercise and drill for multiple hazards included in its SRMP. Schools are strongly encouraged to include local law enforcement agencies and emergency management agencies in their tabletop exercises and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the SRMP needs to be modified.

(b) For the purposes of this section, a tabletop exercise is an exercise involving key personnel conducting simulated scenarios related to emergency planning.

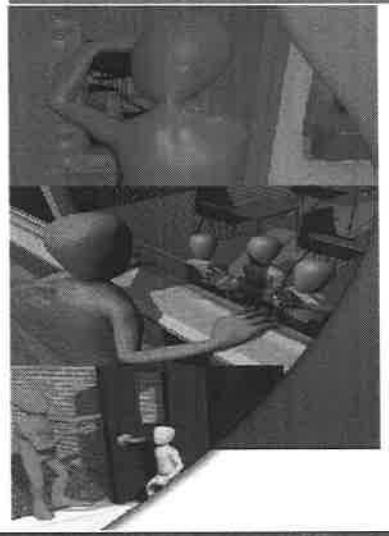
WHAT IS NC DOING?

CRITICAL INCIDENT RESPONSE FOR SCHOOL FACULTY AND STAFF



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

North Carolina Critical Incident Response for School Faculty and Staff



January 27, 2025

WHAT DOES IT TEACH?

1. Define the term active shooter.
2. Name some characteristics to look for in students that are congruent to the typical school shooter.
3. Name the steps can be taken to identify, mitigate and prevent an active shooter event.
4. Introduce and discuss the three new response actions teachers may utilize in a critical incident.
5. Introduce and discuss the new Lockdown Procedures for the classroom.
6. Introduce the new standard card notification system and why the changes were made to the system.
7. Be aware of Reunification issues

This establishes a uniform response by schools all across the state.

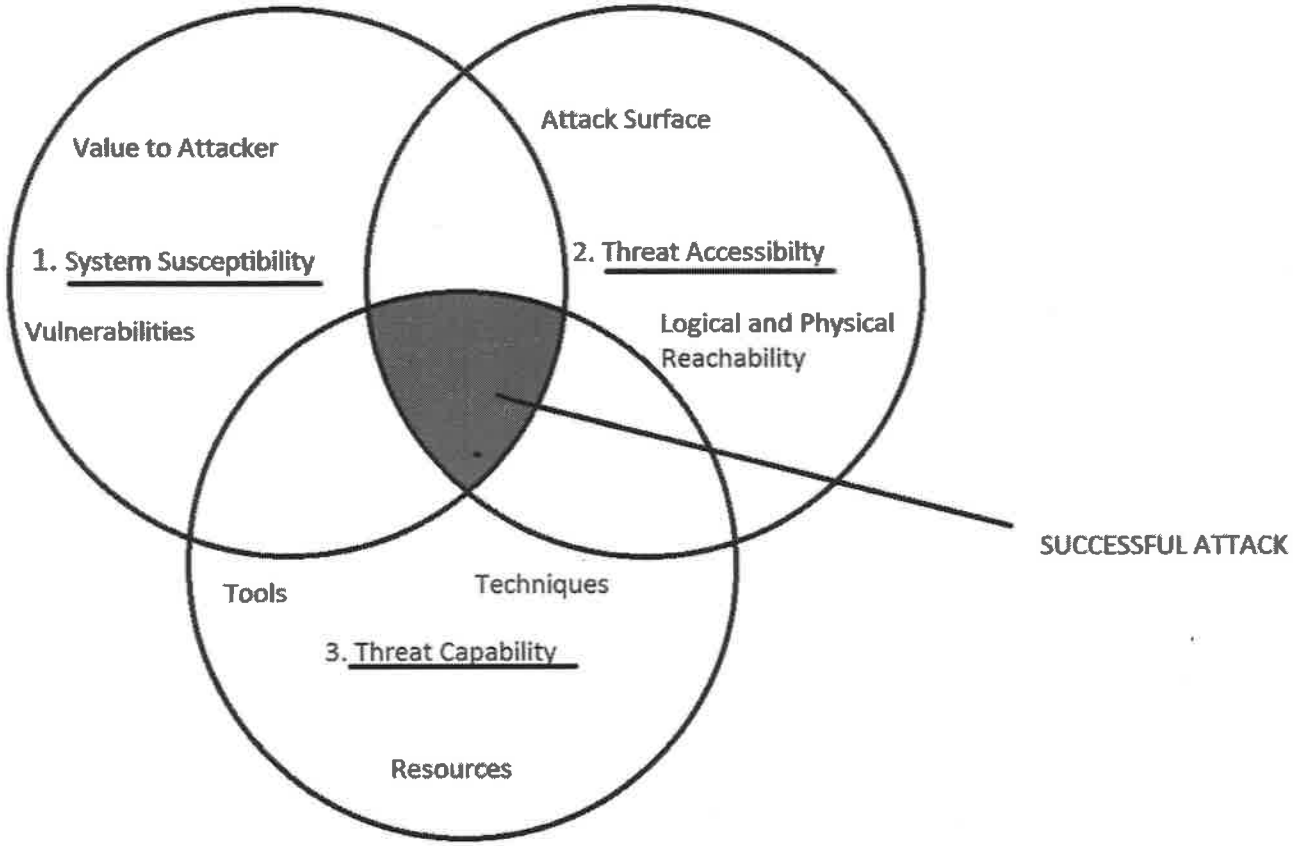
Has ZERO impact on HOW law enforcement or first responders respond to critical incidents at the schools. Only changes what they may see once they are on-scene.

GIVES TEACHERS OPTIONS

RUN

HIDE

FIGHT


Value to Attacker
1. System Susceptibility
Vulnerabilities
Attack Surface
2. Threat Accessibilty
Logical and Physical
Reachability
SUCCESSFUL ATTACK
Tools
Techniques
3. Threat Capability
Resources

NEW WAY OF THINKING FOR STAFF

School Faculty and Staff HAVE to start thinking:

CRITICALLY

TACTICALLY

BEFORE DURING AND AFTER

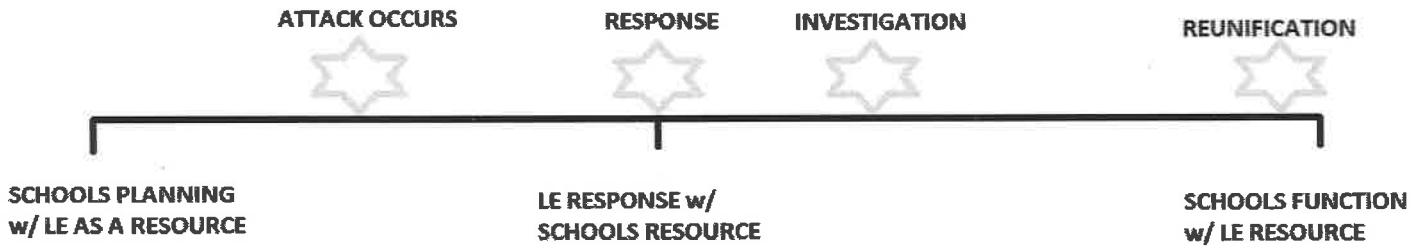
BULLYING PREVENTION

SCHOOL CLIMATE ISSUES

CHOOSING CORRECT MITIGATION EFFORT

REUNIFICATION

REUNIFICATION AND THE NEED TO TRAIN TOGETHER



UNDERSTANDING AND PLANNING FOR SCHOOL BOMBING INCIDENTS



UPSBI

1. Describe the factors involved in school bomb threats
2. Identify critical response actions based on scenario types and factors associated with time, distance and shielding
3. Recognize the primary components of an Improvised Explosive Device (IED)
4. Identify critical components of a school bomb incident response plan

POLICING IN SCHOOLS: AN INSIDE LOOK AT POLICING OUTSIDE THE BOX

DISCUSSES THE WANT TO'S VS. THE HAVE TO'S

WAYS SRO'S CAN BECOME MORE INVOLVED IN THEIR SCHOOL

LEGAL ISSUES FACED BY SRO'S WORKING IN A SCHOOL ENVIRONMENT

WAYS SRO'S AND SCHOOL ADMINISTRATORS CAN WORK MORE AS A TEAM

DISCUSSES HAVING ANOTHER MINDSET TO GET THEM TO RUN TO YOU INSTEAD OF AWAY FROM YOU

UNDERSTANDING THAT YOU CANNOT SIMPLY ARREST YOUR WAY OUT OF A PROBLEM

SRO TRAINING

Basic SRO - 40 hour course

Advanced SRO - 40 hour course

Certificate Program – 400 Course hours

SHORT TERM SOLUTIONS

WORDING TO INCLUDE CHARTER SCHOOLS IN MANDATORY YEARLY DRILLS

NCGS 115C-105.49

GET THE VERNACULAR CORRECTED

GO KITS vs CRISIS KITS

VULNERABILITY ASSESSMENTS (FACILITIES) vs THREAT ASSESSMENTS (PEOPLE)

SCHOOL RESOURCE OFFICER vs. ARMED SECURITY GUARD

A SYSTEM OF ACCOUNTABILTY SO WE CAN TRACK WHO HAS PERFORMED THE DRILLS AS PER GENERAL STATUTE

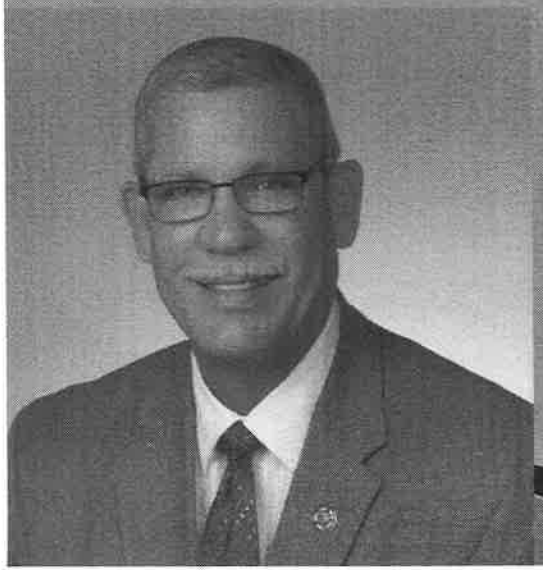
Attachment A

Anderson

Attachment B

Volunteer School Resource Safety Officer Program

N.C.§ 162-26
N.C.§ 160A-288.4



Sheriff Sam S. Page
Rockingham County

About Sheriff Sam Page:

- Sheriff of Rockingham County North Carolina since 1998.
- 35+ years in military and civilian law enforcement.
- Former School Resource Officer
- Current State Certified General Instructor
- Past President of NC Sheriffs' Association (2010-2011)

State Law

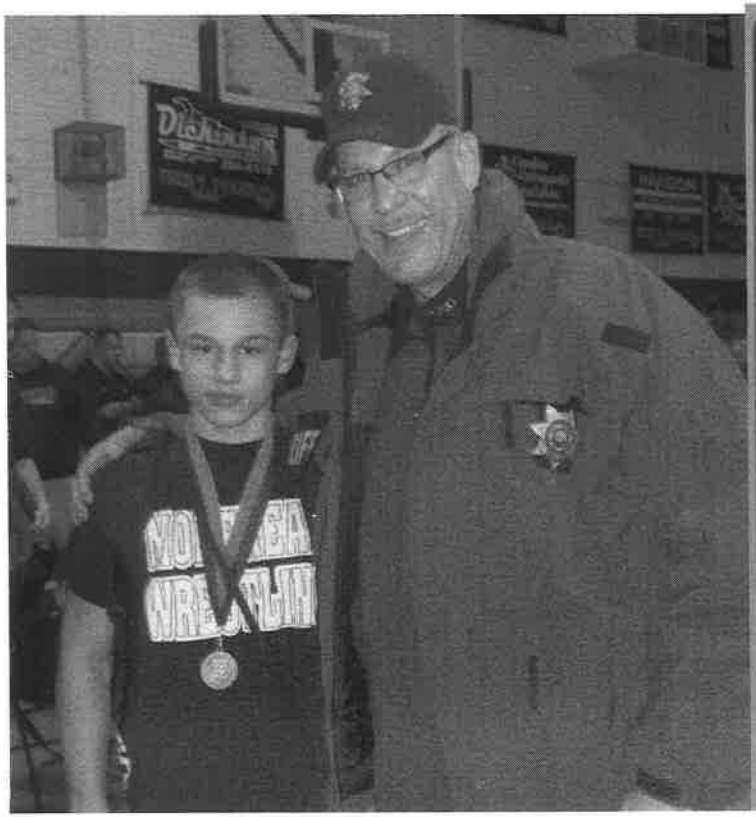
Pursuant to North Carolina § 162-26, a Sheriff may establish volunteer school safety resource officer program (first established in 2013 in the wake of the Sandy Hook Elementary School tragedy in Newtown Connecticut and later revised in 2017):

State Law (cont.)

(a) The sheriff may establish a volunteer school safety resource officer program to provide non-salaried special deputies to serve as school safety resource officers in public schools. To be a volunteer in the program, a person must have prior experience as either

State Law (cont.)

(i) a sworn law enforcement officer or







State Law (cont.)

(ii) a military police officer with a minimum of two years' service. If a person with experience as a military police officer is no longer in the armed services, the person must also have an honorable discharge.

State Law (cont.)

A program volunteer must receive training on research into the social and cognitive development of elementary, middle, and high school children and must also meet the selection standards and any additional criteria established by the sheriff.

State Law (cont.)

(b) Each volunteer shall report to the sheriff and shall work under the direction and supervision of the sheriff or the sheriff's designee when carrying out the volunteer's duties as a school safety resource officer.

State Law (cont.)

No volunteer may be assigned to a school as a school safety resource officer until the volunteer has updated or renewed the volunteer's law enforcement training and has been certified by the North Carolina Sheriff's Education and Training Standards Commission as meeting the educational and firearms proficiency standards required of persons serving as special deputy sheriffs.

State Law (cont.)

A person selected by the sheriff to serve as a volunteer under this section shall have the power of arrest while performing official duties as a volunteer school safety resource officer.

State Law (cont.)

(North Carolina § 160A-288.4 is similar law that covers Police Departments, Police Officers and Chiefs, whereas North Carolina § 162-26 covers Sheriffs Offices, Sheriff's Deputies and Sheriffs)

ROCKINGHAM COUNTY SCHOOLS

What does this mean?

- Must be former law enforcement officer or military police officers to be eligible to volunteer.
- Will be vetted by "hiring" agency
- Will be armed as our current SROs

ROCKINGHAM COUNTY SCHOOLS

What does this mean?

- Must be willing to go through training that is still being developed (NC Justice Academy).
- Will answer to the Sheriff (or Police Chief)



What's needed?

Training for volunteers needs to be effective and purpose specific without being so overwhelmingly timely that it dissuades potential volunteers from participating.

- Maybe 40 hours total?

What's needed?

TRAINING – FIREARMS (16 hours?)

- Use of Force law review
- Arrest, Search and Seizure
- Shooting Qualification/Scored
- Close Quarter Shooting Drills
- Tactical Drills
- Active Shooter Response

What's needed?

TRAINING - SCHOOL RESOURCE OFFICER (24 hours?)

- Specialized curriculum crafted from the existing N.C.J.A. SRO1 training.

What's needed?

This training regiment should be "train the trainer", meaning any Certified State Instructor can administer the required curriculum.

Reoccurring annual re-cert training for volunteers (Possibly 16 hours?) covering firearms qualification and any necessary legal updates.

What's needed?

The School Resource Safety Officer Program is just one tool in the "toolbox".



What's needed?

IDEALLY, funding for a full-time paid school resource officer, dedicated to each public school in N.C. is the best option in my opinion, along with more counselors and phycologists in the schools.

What's needed?

We hope this legislative body will consider additional funding for School Resource Officers through D.P.I. in the very near future.

THANK YOU FOR YOUR TIME!

Sheriff Sam Page

Rockingham County

Attachment B

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — April 17, 2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Lauren Bock	Public School Forum of NC
Tim Drake	NC State Univ.
Susan Mayo	NCIEU
Elizabeth Coleman	Alleghany County Schools
Lisa Godwin	NC Teacher of the Year / EPFP Cohort
Heather Roper	Clay County Schools
Cullin Buchanan	Graham County Schools / EPFP Cohort
Kevin White	Graham County EPFP cohort
Adrienne Stubbs	Watauga County Schools / EPFP cohort
Madison Hollar	Watauga County Schools / EPFP Cohort
Cindy A. Corcoran	Rockingham Co. Schools / EPFP cohort

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — April 17, 2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
John C. Crowder	Crowder Consulting Co.
Ted Baggett	Police Chiefs Assn
[illegible]	Emanuel Group
Skye David	NewFrame
David Crawford	AIA NC
Adam Pridemore	NCACC
Cassidy Sante	RFNC
Irene Mone	Public School Forum NC
Chad Hunt	Hoke County Schools
Andrew Huggins	NC School of Science & Math
Rebecca Davis	Citizen, Raleigh NC

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House Select Committee on School Safety — April 17, 2018

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NAME	FIRM OR AGENCY AND ADDRESS
Angel Ledbetter	Rutherford County Schools
Meghan Martin	Raleigh NC Wake County
Alexandria Chadwick	UNC Chapel Hill
Sherry Freeman	Friday Institute Raleigh, NC
Westley Wood	Wilkes County Schools
Wayne Shepherd	Wilkes County Schools
M. Corinne Smith	Appalachian State University
Kate Stucke	Appalachian State University
Sara Howell	Durham Public Schools
Aleksandra Holod	American Institutes for Research
EMILY ANTOSZYK	FRIDAY INSTITUTE

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — April 17, 2018

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NAME	FIRM OR AGENCY AND ADDRESS
Justin Wilkinson	Lee County Schools/NCEPFP 1708 Wash Street Sanford NC 27330
Rachel Beaulieu	RBLaw
Bryan Muldowney	NCSBA
Michael Rafetto	NCJC
Rhaegan Jackson	Focus Carolina
Demetrius Deboatch	Troutman Sanders
Lindsay Marchello	Carolina Journal
Jacqueline Wyatt	NCASA
Matt Gross	DHHS
LT McCrimmon	DHHS
John Thompson	TPG

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — April 17, 2018

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NAME	FIRM OR AGENCY AND ADDRESS
George Smith	Nexsen Pruet
[signature]	[signature]
Dennis Reynolds	Thinkstream
Carolyn Phillips	Brunswick City Schools
Anne Bacon	NC Community Colleges
Mary Shuping	NC Community Colleges
John Dorman	NCEM - Risk Mng't
Leah Sutton	The Hunt Institute
Kaki McKinney	Moms Demand Action
Alice Armstrong	Moms Demand Action
Caroline Hale	NASW-NC

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — April 17, 2018

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NAME	FIRM OR AGENCY AND ADDRESS
Brian Jones	NC DPS, Private Protective Services
Laura Parks	Education Policy Fellowship Program
Takeda LeGrand	Education Policy Fellowship Program w/ NC Public School Forum
Bart Jenkins	NCDPI
Ricky Parks	Task Force Member NC Center for Safer Schools
Tami Olen	Moms Demand Action
Jason Joyce	New Rams
Elizabeth Bis	Brown Pi
Carolyn Currie	Moms Demand Action

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Monday, April 23, 2018
TIME: **9:00 AM**
LOCATION: **643 LOB**
COMMENTS: **THIS WILL ONLY BE A MEETING OF THE STUDENT HEALTH WORKING GROUP CHAIRED BY REPRESENTATIVE JOSH DOBSON. MEMBERS OF THIS WORKING GROUP ARE: REPRESENTATIVES LUCAS, VICE-CHAIR, BLACK, CARNEY, DIXON, DOLLAR, ELMORE, FLOYD, GILL, C. GRAHAM, HARDISTER, HARRISON, HASTINGS, HORN, HURLEY, INSKO, JACKSON, LAMBETH, MALONE, B. RICHARDSON, STEVENS, AND WHITE**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 12:24 PM on Tuesday, April 17, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

North Carolina General Assembly
Select Committee on Safer Schools
Subcommittee on Student Health

April 23, 2018
Legislative Office Building, 643 LOB
9:00 AM

Representative Josh Dobson, Subcommittee Chair

Welcome and Introductions
Representative Dobson, Subcommittee Chair
Representative Lewis, Committee Chair
Representative Torbett, Committee Chair

Responses to Past Information Requests
- Kara McCraw, Staff Attorney, Legislative Analysis Division, NC General Assembly

School Nurses Association of North Carolina (SNANC)
- Liz Newlin, RN, BSN, NCSN, Immediate Past President of the School Nurse Association of North Carolina (SNANC)

North Carolina School Social Workers Association
- Sandra Williams-McGlone, Bertie County Schools, President-elect, North Carolina School Social Workers Association

Alliance Behavioral Health
- Deborah Richardson, LPC,LCAS,ACS Alliance Behavioral Healthcare School Based Care Coordination Supervisor in partnership with Wake County Public School System

Newport Middle School – SOS Program
- Don Griffin, Newport Middle School Counselor, Carteret County Schools
- Dr. Sue Kreuser, Healthful Living Director, Carteret County Schools
- Robbie Coleman, Seventh grade student, Newport Middle School
- Ally Dew, Seventh grade student, Newport Middle School
- Amber Lugo, Seventh grade student, Newport Middle School

Committee Discussion on Recommendations

Final Remarks
Representative Dobson, Subcommittee Chair
Representative Lewis, Committee Chair
Representative Torbett, Committee Chair

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY
SUBCOMMITTEE ON STUDENT HEALTH WORKING GROUP
April 23, 2018
Room 643 of the Legislative Office Building

The House Select Committee on School Safety subcommittee on Student Health Working Group, met on Monday, April 23, 2018 at 9:00 AM. The meeting was held in Room 643 of the Legislative Office Building. Members present were: Representative David Lewis, Chair, Representative John Torbett, Chair, Representative Josh Dobson, Chair, Representative Marvin Lucas, Vice-Chair, Representative Maryann Black, Representative Jimmy Dixon, Representative Nelson Dollar, Representative Elmer Floyd, Representative Rosa Gill, Representative Charles Graham, Representative Jon Hardister, Representative Pricey Harrison, Representative Kelly Hastings, Representative Craig Horn, Representative Pat Hurley, Representative Verla Insko, Representative Darren Jackson, Representative Bobbie Richardson, Representative Michael Speciale, Representative Donna White.

Chairman Josh Dobson presided.

Chairman Dobson welcomed the members of the House Select Committee on School Safety, subcommittee on Student Health Working Group. Chairman Dobson recognized the Sgt-At-Arms for the House, David Linthicum, Reggie Sills, Bill Bass and Jim Moran.

Chairman Dobson recognized Kara McCraw, Staff Attorney of the Legislative Analysis Division to present responses to the information requests' from the past Student Health Working Group meeting.
There were a number of request from the last committee meeting for documents or information that the committee was interested in finding more about. The documents are as follows and are attached. These documents are also found on the School Safety Student Health Working Group under the subcommittee folder:
-2017/2018 School Psychology Vacancies
-Instructional support personnel by LEA for FY2018
-Instructional support ratio by LEA for FY2018
-School Safety-DHHS final responses
-School Safety-Personnel summary
-Social Worker/Counselor/Psychologist licenses
-Specialized instructional support personnel

The Chair will now take questions:
Rep. Speciale: If a county is not on here, does that mean there are no shortages?

Kara McCraw: Are you looking at the school psychology vacancies document? If that is the question then yes the only ones listed have vacancies that show up on that list.
Rep. Gill: Are you saying they have vacancies or they have no representative at all?
Kara McCraw: My understanding based on the information DPI provided, is that they may be choosing to fill these positions through contracting rather than direct employment so it may be that they have school psychologists, they just are not directly employing them.

The next presentation was from the School Nurses Association of North Carolina. With us we have Ms. Liz Newlin, Immediate Past President of the School Nurse Association of North Carolina (SNANC). Ms. Newlin you are recognized at this time to present. (See attached presentation)

The Chair will now take questions:
Rep. Horn: You said that we do not have school nurses in all the schools. Do you have the data as to elementary, middle and high school and could you provide us with that information? You mentioned some 17,000 plus interactions, how many of those are referred out for follow-up?
Liz Newlin: That is a piece of the data we have and we can give you all that broken down and how that is broken down by counties. Ann Nichols is here and can give you more extensive information on that data.
Rep. Horn: Do nurses do out of school interactions as well as in school interactions?
Liz Newlin: Yes we frequently make home visits to identify home environmental issues or support children with needs at home. I also make visits with children to the doctor as well.
Rep. Horn: This question is directed to the committee. As the presenter mentioned, often school nurses are first to know of an issue. Some of that is because kids are more likely to go to a school nurse instead, ie-stomach hurts, when the real issue is beyond physical, it is an emotional issue. School nurses interact throughout the school so that they have a really good feel for what is going on with some of our troubled kids. So I would point out to the committee that from what I am told, we do not yet meet the national standard for school nurses in schools. That cost about $44 million. I understand that to put a school nurse in every traditional public school it is somewhere around $75-76 million. To put a school nurse in every school, somewhere around 90 million. For 44 million, we can at least get up to national standards. I believe the school nurses play an integral role in school safety and mental health issues. I strongly encourage us as a committee to recommend at least that we get up to the national standard on school nurses, if for no other reason than the mental health aspect that school nurses bring to the part.
Kara McCraw: In response to Rep. Horn's question, the number of school nurses by school is part of that data set that we just talked about that just got added to the committee website. The one called instructional support for highlights by LEA by school has got it listed out by school the number of school nurses assigned to each school.
Rep. White: Could you give us, from your experience, a description in the life of a school nurse each day or one day that stands out to you, to bring it home with the practical application?
Liz Newlin: You might start with a plan, but your plan may be detoured by the needs of the students. You might have a day where you are interacting very intensively with a new diabetic and the comfort level of a parent with the child in school and the teacher with that child in

school. You may spend the day for several hours doing a suicide assessment. Reaching a parent, helping a parent intervene with the mental health system or going with the parent to take a child for an assessment. You may be assessing a child who is uncomfortable with something that has happened at home and the parent has alerted the whole team, which I am included in that. A home situation that may be affecting their ability to perform at school. If you have the old idea of a band-aid and a pill, you can wipe that from your memory because that is not at all what we do. We case manage some of the more complex students that require our intervention and our assessment and we work with teachers to develop IEP's that may include medical/behavioral issues. We are pretty complex in our dealings with students.

Rep. White: Could you go back to the clinical aspect of what a school nurse does in the schools with the multiple inclusion of all students now in the public school system. It does bring a higher level of clinical need from the school nurse, and sometimes teaching a school employee to do some things. Could you just talk for just a moment about those clinical skills that the nurse has to do in school?

Liz Newlin: When you are the only health professional in the school you need to be very confident in your clinical skills. At a minimum, nurses have 5 years, most of us have 10 plus years of experience to make decisions. There is nobody to call in to help you assess that situation, you are there to do that. Between 18 and 20% of the students nationally have a chronic illness in the schools so you are very involved with making sure those medicines are there to be given. You have to be confident with your assessment skills and make sure the teacher is comfortable with that child in the classroom. If you have a child with cancer or complex medical issues that we need to make sure the teacher understands and again most of these are in the regular classroom, not special Ed classes. In the special Ed classes we have children who have tube feeds and catheterizations, suctioning and many other complex medical issues in those classrooms as well.

Rep. White: You told us exactly what I wanted you to tell. Thank you.

Chairman Torbett: Are you trained on some type of school training that involves being mindful or alerted to kids that might be exhibiting the warning signs that we here so much about?

Liz Newlin: We are trained in school based mental health, which is also something that is supported by North Carolina's DPI. That is an extensive 8 hour training program in identifying mental health issues along with that 20% of training that we get in nursing school as well.

Chairman Torbett: Let's say a student is exhibiting one of those warning signs to somewhat of a severe state. If you are alerted to it, what is the next step? How is that addressed, mediated or remedied?

Liz Newlin: It can come in several different ways. Often times it is the teacher who is seeing something in the classroom. Sometimes a parent comes in and tells us something. Based on what we hear, we immediately work with the student. It is not left to the next day, we deal with it immediately. Many of these very complex issues come back to that team you saw with the school social worker, school counselors and school psychologist in the room with us. Once we work through what we think that situation is, the parent may be present. We get the parent in and involve the school administrators to work out what our plan is going to be and how we are going to deal with it in the school setting.

Rep. Graham: What is the ratio for a school nurse in North Carolina?

Liz Newlin: It varies county to county. Orange County has a school nurse in every school. Charlotte-Mecklenburg has a school nurse in every school. Only 10% of LEA's have a school nurse in every school. That ratio should be in the data, if it isn't we can get that for you, we have it by county.
Kara McCraw: Based on the information that DPI provided, it is 1:2,315 ratio, however they have noted that it does not include contracted personnel or personnel provided by other organizations as noted. So in some cases there may be nurses provided through HHS or other settings that may drop that number lower but within nurses that employed by LEA's it is as noted above.
Liz Newlin: The national recommendation is a nurse in every school.
Rep. Lucas: Is there any data available for the number of students who seek nursing care but the parents do not have health care?
Liz Newlin: We have the number of students who seek health care. I will have to defer to our data specialist on that information on insurance. I don't know that we have it for every county. I know some counties do ask that question, maybe not every county.
Rep. Lucas. So it is available for counties rather that state wide?
Ann Nichols: I am the state school nurse health consultant with the NC DHHS. We do not ask the questions related to insurance, about whether their parents have insurance. School nurses do help with the access of care through obtaining insurance if that is an issue. The number of encounters with school nurses in the last year that we have data for, which is the past school year, was 2, 218,972 significant encounters that would require documentation.
Rep. White: This a ballpark question but I feel like it should be stated. If the school nurses could be increased, which current level of the schools, elementary, middle or High schools do you feel like are the most underserved with the current numbers that we have?
Liz Newlin: It's hard to say that one would rise above the other. They each have their unique issues. Elementary you have children who can't articulate their medical needs. Then you have unique issues of substance abuse in middle and high school and rising suicide rates in middle and high school, some in elementary. I don't' know that I could say one would be higher than the other.
Rep. Floyd: What happens if you are leading the care for one child and another problem arises? Would a nurse come from another school to fill in until you addressed that issue?
Liz Newlin: It is handled county by county. In the county I was in, another nurse would not be there, but I would be having a conversation with administrators whether it would be appropriate to leave at that time and to know what is going on and I have a supervisor I can call for back-up as well.
Rep. Insko: What happens when an incident comes up and there is no nurse available? The other question I have is related to what I heard Kara McCraw say that some nurses are contracted nurses and the numbers we have are only for those that are employed by the LEA. Is that correct?
Liz Newlin: School staff is trained in emergency procedures, calling 911. They have a statewide criteria list for dealing with those situations when a school nurse is not in the building.
Kara McCraw: The numbers we have are from DPI and based off of the financial and business service records for employment within the LEA's. There are additional nurses that may be in the

public schools that are not directly employed by the LEA's. That was a caveat given by the department.

Liz Newlin: Some of those contract nurses may be providing one-on-one care with very complex children that require constant suctioning or seizure management and sometimes they are employed to do one-on-one care.

Rep. Floyd: Do the contract nurses have the same skill set?

Liz Newlin: They are hired through agencies and again I would ask Ms. Nichols to address those contract nurses specifically.

Ann Nichols: The contract nurses are the ones that are contracted one-on-one for students that have critical, high-level needs. There is another category of contract nurse and that all LEA's do not employ their own school nurses, some contract agreements with local health departments. There is about 13-14 that provides school nurses through local health departments and we have 2 that do it through a local hospital situation and 1 or 2 that are doing it through an alliance type situation, like a an AHEC. All those school nurses serve the same role and are employed in the same manor, they just are not necessarily directly employed through the school district. The number that were shared in the data, the 1: 2,315 is not reflective of the actual ratio of school nurses serving in North Carolina. If you wanted that piece of information from last year, which is our last full year of data, the nurse to student ratio is 1: 1,073 with all forms of school nurses but that did vary from a district that served 1:313 students all the way up to a district that served 1:2,243 students. There is a wide variability in our state.

Chairman Dobson: The Chair will ask committee to get us a complete comprehensive list of the ratio when contract nurses and also DHHS nurses are considered as well.

Eric Moore, Fiscal Research Division: For the document that I provided that has the summary of school personnel information, including the current ratios and cost figures to getting toward a desired ratio, for the school nurse I did use PED's 2015-2016 report that attempted to gather information about the number of nurses out there, whether they are funded through DPI or DHHS. At the time, that ratio was 1: 1,178 students. Ms. Nichols did provide more updated information. That document does reflect a more comprehensive look at the positions out there where as the positions Ms. McCraw mentioned t provided by DPI is just the nurses that are funded through DPI.

The next presentation is from Sandra Williams-McGlone, of the North Carolina School Social Workers Association, Bertie County Schools. Chairman Dobson recognized Ms. Williams-McGlone to present.
(See attached presentation)

The Chair will now take question:

Rep. Horn: I am curious about the ratio of social workers to students and given the fact that we have many campus style education facilities. Is it reasonable to expect that social workers could cover a campus for multiple schools instead of necessitating a social worker in every school? Is that a reasonable concept?

Ms. McGlone: I feel that every school could benefit, due to the high rise of mental health behavior issues that we are having in our school system. In rural counties, we do have to cover multiple schools and we do the best that we can. When we have situations that arise where there

are things going on, ie.-a crisis in the Middle school and a crisis in the High school then we are neglecting those other kids because of the fact of having only one social worker.
Rep. Graham: Did we get a ratio number in terms of the current ratio in the state right now?
Ms. McCraw: Based on the information provided by the DPI, there are 1:1,427 students to school social workers.
Rep. Graham: When you said we need change, what kind of change would you say would be the most effective if we could bring about change to your profession?
Ms. McGlone: That we have more social workers available to assist because of the things that we do. When I look at some of the rural counties, and I can speak to the rural counties because of being in Bertie County, there are a lot of things that are offered in our larger counties that we don't get. There are some things such as training and things we could do more with services and resources that could be offered directly in the school to assist our students. Those things would be much better for us to have in rural counties.
Rep. Graham: Thank you for advocating for rural counties and I agree with you 100%. You identified yourself as an at-risk social worker. How many social workers do you have in your county?
Ms. McGlone: There are 4 Social Workers in my county. One at the elementary schools, one at the high school and there is a CFST worker at the middle school and I cover the entire county.
Rep. Graham: So you work with a variety of issues related to mental health or emotional issues?
Ms McGlone: Yes, those students that are failing academically due to other situations recently has picked up in the last 2 months due to students who are making bomb threats. If a student is under the age of 14, we were advised as a social worker in my department that we still had to provide some type of education for those students outside the school setting.
Rep. Graham: You said there are 4 social workers in your county, what is the school population in that county?
Ms. McGlone: I don't know off hand. I do know that we have 579 students in our middle school and possibly about 700 in the high school and then we have 4 elementary schools.
Rep. Black: I am a fellow social worker, clinical. You talked about the comprehensive nature of what social workers can do. What are the needs that you see in your county? When you have a lack of services, how do you then address an issue for a student and/or family?
Ms. McGlone: When we lack resources we try to reach out to neighboring counties or we speak to other agencies that provide services. Sometimes it does cause the families to have to travel but we try to find something that will help to assist those students and those families with what they need. It may not be the best of what could be provided due to the lack of resources in our area.
Rep. Black: What would you say are your 3 greatest needs for your rural county that may be the same for other rural counties?
Ms. McGlone: Mental health services, medical services and transportation.
Rep. Insko: We have a mental health program called Day Treatment and I think it is for students who have mental health problems. Are those programs delivered in the school, by school personnel or are they delivered by contracted personnel or are those student taken off the campus?

Ms. McGlone: There are 2 types of day treatments. One that is on the county line serving multiple counties in our district, but those students do not leave the school. They receive services after school. We do have a licensed clinical social worker that comes in through the health agency and the school system. In the middle school she is there once every 2 weeks and services about 15-20 kids when she is there. She's at the high school 2 times every 2 weeks.
Rep. Black: Do those students stay in those programs long term or are they in those programs short term to get issues resolved?
Ms. McGlone: We would hope that they would be in long term until their issue is resolved but we do know that most of them, according to what type of insurance they have, and how many times the social worker can see them, determines how often and how many times they are seen.
Rep. Insko: Is that a recommendation that you would make is that we increase access to those programs?
Ms. McGlone: Yes
Rep. Hardister: Could you remind me, the education and licensure requirements that you have to obtain to become a social worker?
Ms. McGlone: A school social worker must have a Bachelor's degree in school social work from an accredited school and with the licensure, DPI sets the number of hours or accreditation courses that we need. When you obtain that school social worker degree, then you are qualified through DPI.
Rep. Hardister: What type of continuing education do you have to obtain?
Ms. McGlone: We must have at least 8 credit hours to continue our license.
Rep. Hardister: Do you have reciprocity with social workers from other states.
Ms. McGlone: Yes I do because I stay near the Virginia line and so therefore I am able to interact through other organizations
Rep. Black: I want to make sure that people understand that there are many different levels of social workers and so a school social worker is not required to have quite as much education and follow up training as a clinical social worker must have.

The next presentation is from Deborah Richardson, LPC, LCAS, ACS Alliance Behavioral Healthcare School Based Care Coordination Supervisor in Partnership with Wake County Public School System. Chairman Dobson recognized Ms. Richardson to present. (See attached presentation)

The Chair will now take questions;
Rep. Hurley: The crisis intervention training for all mental health from law enforcement to a hospital worker to our SRO is extremely important. Do you know if there are any more crisis centers specifically for children besides the one you are talking about?
Ms. Richardson: I do not know that answer, specific for children. I know as a state and with MCO collaborations, that it is in the forefront but I cannot specifically answer that. We have modeled some of our programs from other states and I forgot to add that we do mental health first aid for our other school districts.
Rep. Hurley: We have mobile crisis centers and hopefully those can be used for this and we do need to have as much training as we can get for the people who are working with our children.

Rep. Dollar: This is an example of the kind of thing we need to make sure is available on a statewide basis. This is the kind of program where you have got a lot of alignment and coordination and you have the ability to not only treat an immediate situation, a crisis situation, but also long term treatment which is really important, particularly with respect to folks that we are concerned about that might do violence to themselves or others. They usually have long term issues that require a long term treatment and therapy regiment. I believe that it is Vaya that had a somewhat similar program. I'm sure that within our state behavioral health that is made up of 7 LME/MCO's that there are some varying programs that are there but I think that this program seems to be in the vanguard and it's the kind of thing that I hope that the full committee and subcommittee will take on as a recommendation to promote and expand and encourage this kind of networking to be carried all across the state where it is not currently.
Rep. Lucas: It is appalling to hear that 20% of our students in the state are involved in mental health or substance abuse issues. I applaud you Ms. Richardson on what you are doing in Wake County to alleviate some of this. Since Wake County has this comprehensive program, I am wondering what you are doing in Wake and how that compares with rural areas. If there is a discrepancy and if so, how wide would this discrepancy be and do you have any ideas on what we can do to alleviate it because all students need this care?
Ms. Richardson: I agree but I can only speak for Wake County or the area that Alliance covers. Even within Alliance's four counties that we work with, all the counties work to provide the mental health services that are needed within their counties, and each are designed in a way to support that. I would not be able to answer what is happening in the other counties other than there are state collaborative's with this initiative with the school based mental health and the MCO's in reaching out to provide those but that is not something I am able to speak on. I do know that in our own counties, for example Durham County, we have a very strong relationship and our providers do go directly into the schools. In Johnston County, we are expanding to do more of the kids in crisis work there and in Cumberland, their county government has asked about a day treatment program. Each county and each local entity is working together.
Rep. Lucas: Is there anyone who can give us information on what is happening in some of the rural counties?
Chairman Dobson: The Chair happens to live in the catchment area of Vaya, which is also a rural area of the state, and I know that they have extensive programs and we can update the committee. We can get the committee an update on what is happening in those rural areas.
Rep. Dollar: We can certainly get some information on what is going on in the various LME/MCO's and get that distributed to the committee.
Rep. Richardson: I have worked in 2 rural counties and we would have liked to have had such a program. Wake County is also having an issue with resources and staff because we tried to start a program. Would you be willing to work with counties who contact you and ask your advice on how to get started? I know you cannot do anything about lack of staffing in these areas, but I was wondering if you all would be able to council with other rural areas to identify the resources that we have or help them to form something similar to this.
Ms. Richardson: I would definitely be consulting with the leadership of Wake County public school system about our direct model but I am on the state collaborataive with school based mental health and working with every county and MCO's and that would definitely be something looking at in regards to the release of information and how to expedite using what is in existence

and then working with that. We would be more than glad to share our information and what we have learned in the last 3 years here.
Rep. Graham: Can you tell us how your program is funded?
Ms. Richardson: We are specifically a Wake County government program. They fund most of the whole program. Alliance does give additional funding with access through our doctors and crisis liaisons. Those are in-kind to support the model. The basis of the program was given to Alliance to develop this from Wake County government in partnership with Wake County public schools. Every decision is made with the leadership of Wake County public schools and wake county government with the county manager and county auditor that we work with in the program. So it was a county decision to support the behavioral health work that we do.
Rep. Graham: These programs are funded with Wake County tax dollars?
Ms. Richardson: Wake County government funds the program.
Rep. Graham: Do you have any students who are receiving services who are getting these services through their health insurance?
Ms. Richardson: We work with populations within the school, with any Wake County public school system child. For us it does not matter what insurance or what MCO they come from, we coordinate the care whether it is through a private insurance company or Alliance or through uninsured. This program works with every student. We have special teams at Alliance who are experts in every insurance panel. We work with all populations.
Rep. Black: In those rural areas where they can get extended broadband, would a program work through teleconferencing?
Ms. Richardson: It would probably work best to do a pilot. We do some tele-psych/teleconferencing. We have some rural areas in Wake County that are very difficult for some of our providers when we are looking at in-home services. I do know that they are creative but I can't answer that directly. I think people have been creative and innovative in reaching these populations. Our family partners do use the web to reach people we cannot get to with supports and information.
Rep. Black: That is something we can think about as we wait to get additional services. Secondly, 80% of the children are able to work within the diversion program. 20% are not. What happens to that 20%.
Ms. Richardson: The 20% that may come in that are not able to complete the program, typically go on to another charge while on the program. We would still support their behavioral health needs and the recommendations but they would not be able to successfully get the diversion piece. So we would not stop supporting them, they just were not able to complete the program.
Rep. Black: Do you find that those 20% have diagnosis that are more difficult than your 80% or just family situations that prevent them from following through?
Ms. Richardson: I wouldn't say they have higher clinical. It would be more a family choice.
Rep. Insko: Are the services you provide through this program billable services and are you billing all of them and are all the children covered with insurance or do you have to fund some of them with single stream funding for uninsured?
Ms. Richardson: We are working with the students to link them to the providers in the provider network that we have through our network or through our own private insurance. So those

services when linked to the provider would be billable. Our prevention services are not always a billable service. Our services that we do in the schools are not billable.
Rep. Insko: Your specific program is paid for by Wake County money and then you refer the students to providers and then they make the assessment about whether those students are eligible or whether they have to be covered with IPRS money.
Rep Horn: Do you work with charter schools that are in Wake County or just public schools?
Ms. Richardson: We specifically are with Wake County public school system, however, if we get a referral in to a crisis center that may be from a charter or private school, we have other crisis liaisons within Alliance that would pick up those children and alert the school to get a release of information. We do not work with Charter or private schools.
Rep. Horn: I would like to point out that Charter schools are publicly funded. I noticed that you talked about SRO but you didn't mention school nurses. Do you have any interaction with school nurses?
Ms. Richardson: We work very closely with the school nurses. The releases of information are a little more difficult because the nurses work for Wake county human services. We are working with the school nurses on many of the medical issues to get the information and the school nurses are often the ones that do alert us when our teams are imbedded in the schools. I apologize for not mentioning this when I was addressing this earlier when I was talking about the medical concerns.
Rep. Dollar: I know the funding issues are complex. This particular program is supported by the Wake County public school system and they decide which schools you are in?
Ms. Richardson: The program is funded by Wake County Government and it is specifically for students in the Wake county public school system. So the way the model and the partnership was developed, it's Wake county leadership, Alliance leadership and Wake County government doing the program.
Rep. Dollar: So the program is a bridge into the resources that Alliance has and the provider networks and the resources that you have and those resources are supported by Medicaid, the CHIP program, the Health Choice program, and the Federal block grants and the state appropriation which is single stream funding. So all of those funding sources, in addition to the normal county participation is involved in that and that is what keeps your program going, the ability to provide. The county has come in to bridge to make this connection with the schools so that we can have these treatments. It seems to me Mr. Chairman we don't always know what resources we actually have out there. We have been exploring a lot of that and where more resources could go to help strengthen the system. It might be something that the Chair may want to consider looking at this program as a potential pilot in some way for a model that you may want to expand around the state to get at the mental health services that we think these young people need around the state to address a broad range of issues.

The next presentation is from Newport Middle School to talk about the SOS program. Representing the school is Don Griffin, Newport Middle School Counselor, Dr. Sue Kreuser, Healthful Living Director and three 7th grade students, Robbie Coleman, Ally Dew and Amber Lugo. Chairman Dobson recognized them to present
(See attached presentation)

Committee discussion on recommendations:

Chairman Dobson: We have six recommendations to consider that staff will present to you. The Chair now recognizes Ms. Kara McCraw for her presentation of the recommendations. (see attached recommendations)

The Chair will now take questions on the recommendations:

Rep. Richardson: Recommendation 1: Do we have any idea what increase in the number of psychologist we would gain by putting this recommendation into practice?

Jason Moran-Bates, Legislative Analysis: I don't know what kind of increase we would get, I do not have the numbers on that.

Chairman Dobson: The Chair would add to that, although we don't know how many potential school psychologist this would bring to North Carolina, we do know that funds are already appropriated for the slots across the state, we just don't have the school psychologist to fill the positions. This would allow those from out of state who meet a national certification to come to North Carolina.

Rep. Richardson: Do we have any idea if our salary is competitive with other states that would attract these personnel?

Chairman Dobson: We do not have that information readily available but we can get a comparison from other states.

Rep. Horn: Recommendation 2: I would like to strengthen that. School nurses are on the front line, identifying and coordinating help for students with emotional challenges. Recognizing that in particular, and urging the General Assembly to meet the national standard on school nurses. School nurses could go a long way in helping us get out in front of the mental health needs of our kids for a minimal cost and something that could be done right now. Would that be an acceptable amendment, will follow the direction of the Chair

Chairman Dobson: To clarify, the amendment would be to strengthen the language with regards to school nurses. Since this will go before the full committee, at that time we can add additional language to strengthen.

Rep. White: There are a lot of retired School psychologist and school counselors. They have approached me over the last few weeks and are anxious to come back and work in the system. Unfortunately, due to their status of being a retired state employee/teacher, they would lose benefits and money if they did that under the current system. This may be something we could consider in the joint committee.

Chairman Dobson: Point is well taken but this could go beyond the scope of this committee.

Rep Jackson: That prohibition is actually a Federal/IRS regulation that we run into often times.

Rep. Jackson: On Recommendations 3 and 4 it looked like they are both requirements that the General Assembly will require to be done. Number 3 with no funds and Number 4 says they will be a small grant program. Do we know what these recommendations will cost the local school districts that would be mandated to pay for this?

Kara McCraw: We don't have cost estimates. We have worked with the DPI and the Center for Safer Schools and they did not raise a particular dollar assessment for the use of the threat assessment teams that would just be a different organizational tool. For the peer-to-peer student

counseling programs, some of that may be reflective of what some schools are already doing. Whether there would be an additional cost to all schools, it is unclear. In consulting with them on the cost of mini grants to help provide funding for training and materials, the number that was ultimately settled on was the $5,000 as a starting figure.

Rep. Jackson: I would hope that if the full committee looks at moving forward on these recommendations, I just hope we will provide whatever funding is needed and not pass anymore mandates to local school districts.

Recommendation #2: I don't see that we are making any recommendation on what to spend on these professionals. After Sandy Hook, there was a bill for many of these same personnel that we are talking about doing today. That bill, when it was in conference, had the money removed, but the recommendations remained. Now 5 years later we are still talking about making some good recommendations but we are not putting any money towards it or making any recommendations on how much to fund it. I hope that is something we are going to discuss at some point in the future.

Chairman Dobson: The point is well taken. You and Rep. Horn can work together on a possible addition before we go to the full committee. Perhaps we can get more clear language on what we are trying to get at.

Rep. Insko: Have the school psychologist endorsed the bill on school psychologist reciprocity?

Chairman Dobson: The short answer is yes and it is their recommendation.

Rep. Harrison: On page 3 of the draft legislation of peer-to-peer counseling, there is a reference to obtaining criminal history record information of these juveniles. I understand that juvenile records are sealed and confidential. This legislature is focused on 2nd chances for children including the expansion of expungeions and the raise the age legislation. I am just trying to figure out how this plays out. Does this allow for unsealing of sealed juvenile records?

Kara McCraw: The requirement in the draft legislation requires the threat assessment team, which actually includes law enforcement officials to make a preliminary determination whether that student poses a threat of violence to self or others or exhibits significantly disruptive behavior and a need for assistance. Once that level is determined or if that trigger has been passed, then the threat assessment team is allowed to obtain any criminal history record information relevant for that student. One of the members of the threat assessment team would be a law enforcement official and under that trigger, they would make those records accessible, however, it does go on to indicate that it cannot be further disclosed beyond the purposes for that threat assessment team.

Rep. Harrison: So this is made available to the threat assessment team but can't be further disclosed?

Kara McCraw: Yes that is correct.

Rep. Dollar: We had the presentation by Meridian with a program funded by VAYA Behavioral Health in the western part of the state and I as recall, the Meridan program was in the school program. There was a lot of interest by members of the committee. We heard more detail today about Alliance. In response to Rep. Horn, if there is an amendment to be made, you can make it when the full committee meets. A recommendation I would like to throw out there to consider is, at a minimum, to take some of these programs sponsored by Vaya and Alliance and encourage expansion of those types of initiatives across the state. That may require some county

participation and may require some additional state participation. I would like to put some specificity in existing recommendations or an additional recommendation.

Chairman Dobson: The reason it wasn't included in this draft is because there were multiple successful programs across each catchment area. Not one specific program on a statewide basis. We weren't sure that we could be specific enough to make it clear what programs we would be talking about. However, for the full committee, the Chair would love to work with you on that to develop some recommendations based on multiple programs that are out there and have proven to be successful.

Rep. Dollar: I don't think we have to be cookie cutter because different regions have different provider networks and there is a lot of variation. Certainly I think our ability to encourage and memorialize that support for these kinds of programs and the goals that they have and the initiatives of what they are actually doing is important. I look forward to working with you on that.

Rep. Black: Looking at the threat assessment teams, we mention on Page 3 of the draft bill, in section C, line 34, it talks about having people on the threat assessment team who do counseling. It doesn't say counselors. I want to make sure that would include psychologists because you do need testing for some of those young people who have severe mental health issues and counselors are not certified to do that type of testing. I also have a question on how much time is involved with the threat assessment team doing the evaluations that need to be done, as well as making recommendations and working with the families. Should we think about adding some additional funding for this team as well?

Chairman Dobson: At this time I don't believe so. I think this gives us a good place to start on funding and the time that it is going to take. There may be adjustments that need to be made in the future but at this time I think this gives us a good foundation.

Rep. Black: Is this the time to also talk about the psychologist reciprocity? I do support having reciprocity for the psychologist from state to state. I do think as Rep. Richardson said is that we really need to take a look at what the funding is and what psychologist make in North Carolina compared to other psychologist because that may be a place where we won't get people coming here and we need to have many more psychologist working across our state helping families.

Chairman Dobson: The Chair would agree and we do intend to get that information to the committee based on what the salary is for those other state for school psychologists.

Rep. Insko: In am interested in knowing on page 1 of this bill some information on the schools that are operated by the DHHS. Are there schools out there that we need to be aware of run by those agencies?

Kara McCraw: The definition at the beginning we believe covers as comprehensively as can be drafted. The different kinds of schools that are operated by various public entities in the state are the Whitaker School and the Wright school and are the 2 operated by DHHS. For juvenile justice, for any student incarcerated under the age of 16, education is still provided. So there are schools run with a youth detention facilities. That is a reference to those schools as well. That definition of public school unit is reflected in the threat assessment team so any type of public school would have to have a threat assessment team.

Rep. White: For Finding #6 and Recommendations 6, we have had the joint meeting and we have had multiple student health meetings and we have had physical safety meetings. In each one of those meetings we have heard over and over again from administrators and students and

law enforcement and everyone that spoke that students know and are at the core of what is going on in the schools. Most of the time the students hear, see, know more than adults in the school. From having meetings with a lot of different groups, I feel that the students need an opportunity to be able to readily refer and report issues, things they see and hear. For 3 of the 5 years of the Safer School task force, we have had a pilot going on in the state in multiple counties for the Speak-up app. I am very pleased to see that our recommendation (#6) that we will support expansion of the Speak-Up App or some other app similar. I do want to understand what we are saying when we say explore expansion. We have the data, we have done the pilots and we know that the students and everyone else we have talked to has talked about the importance of them readily having access. I would like to go on record as saying, Parkland shooting would have happened but if they had the Speak Up App, maybe only one student would have been killed if we had that app in the school because the students would have immediately had a resource on their devices that they have in their hands all the time and if they could press a button and it goes to the proper authority outside the school, the seventeen who died could have possibly been avoided and I am just hoping when we say explore expansion that we are also exploring ways to make sure that at least middle and high schools get resources because local resources are not available. Once the app is in the schools, it is a nominal fee to re-issue it every year or 2 years under a contract.

Chairman Lewis: I agree with Rep. White's points but to be clear this is a process. This committee has learned a lot of things that I was not personally aware this Speak-Up App existed that we learned about in this committee. What this process is saying is that this working group believes that this is a good idea. It is going to start the conversation. There is a process to go through. It is our way of legislating in this General Assembly to pass policy initiatives that are important and then the budget comes in and would provide the funding for that. There is concern about saying to the locals that they have to do something if we don't provide the funding. I think this is a really good step forward to take the Speak Up app for something like that which many members were not even aware existed 2 months ago and now say we think this a good thing to have and to start the conversation on how to bring it about. I would also point out that the Speak Up app itself may actually be a recommendation of both of the subcommittees that are working on this issue so that is a really good sign.

Rep. Richardson: In looking at the bill on the threat assessment teams, page 4, I am complimentary of the fact that tier 1 counties have been given a priority. If you read the number 2 statement above, I wonder about that. Large district staff will be able to do an application within a day or two. Smaller districts because of lack of staff may not get those applications in as quickly. Does the order of which is it is received means first come first serve? If that is the case then I feel that Tier 1 counties may still be at a disadvantage.

Kara McCraw: That may be language that needs to be cleaned up. The intent was that once all applications are received, the priorities will be applied to Tier 1 first funded and all counties would be limited to 4 schools in an initial pass. Then, they would cycle back through as money remains so it is intended to put priority for Tier 1 counties.

Rep Richardson: I agree that language needs to be worked on a bit.

Rep. Graham: My concern is getting school psychologist to Tier 1 rural counties. I think it is very clear that any recruitment efforts that would be successful would have a tendency to go to urban counties and I am really concerned that our rural counties are still going to be lagging

behind the urban counties in terms of the adequate number of school psychologist. My point I would like to make is to see some kind of provision that would allow school psychologist to have incentive funding for those rural counties to recruit psychologist into those areas. We know we have a state salary schedule. If we increase the state salary schedule, they are still not going to rural counties. I am really concerned about that. If we could somehow try to incentivize them to practice in rural counties. Another point, item #6, the Speak Up app. While I agree with everything that has been said here regarding that App, we have heard good information and data, but I am concerned on the fact that we are going to explore that when we have good evidence that it is working and saving lives and we are going to explore it. If we explore it, it will still be a few years before this legislature will do anything about it. Local school districts can possibly fund it on their own but my concern is the potential delay to get something in the hands of our students that has proven to be effective and working and we are going to explore expansion statewide and would like to go on record that I am concerned and I would like to look at that Mr. Chairman.

Chairman Lewis: I think members in this room as we have become much more acquainted with it and have agreed that it would help in the goals that we have. This will be a priority that will be reviewed by budget writers. That is the way the process works here. I understand the gentleman's desire to put an exclamation point on it and that it is important but I am also just trying to say that this an important step forward in reaching this goal.

Chairman Dobson: In reference to your first question on the reciprocity agreement concerning school psychologist, the Chair also comes from a rural area so I share your concern and passion on that issue. This recommendation does not impede school psychologists from other states coming in and going to rural areas. Your concern of salary in rural vs. urban areas perhaps could go beyond the scope of this committee when it comes to salary for different parts of the state and different regions of the state. The legislation does give us a good foundation for the reciprocity agreement to allow school psychologist from other states who have the national certification, to come to North Carolina, anywhere in NC that they so choose to come to, to practice and to go into perhaps those underserved areas that you and I represent.

Rep. Hardister: A point of clarification. These findings are simply a recommendation to the full committee so we can dive into detail further and staff may have additional information, this is just a framework. Is that correct?

Chairman Dobson: These are recommendations to present to the full committee where at that point if there are further detail that needs to be added or amended, the opportunity will be there.

Rep Hardister: This has been a great discussion and is a good recommendation.

Rep. Insko: There are several other apps like the Speak up app. Are we endorsing any one of these?

Chairman Dobson: No

Chairman Lewis: Chairman Lewis moves to approve the findings and recommendations as submitted and forward them to the full House Select Committee on School Safety.

Chairman Dobson: Members you have heard the motion, seconded by Vice-Chairman Lucas. All in favor say Aye, any opposed, the motion carries.

There being no further business, the meeting adjourned at 12:46pm.

Representative Josh Dobson
Presiding

Julie Ryan, Committee Clerk

THE SCHOOL NURSE ROLE IN MENTAL HEALTH AND SCHOOL SAFETY IN NORTH CAROLINA SCHOOLS

NC Legislature School Safety Committee, 4/23/18

Presented by Liz Newlin, RN, BSN, NCSN

Immediate Past President of the

School Nurse Association of North Carolina *(SNANC)*

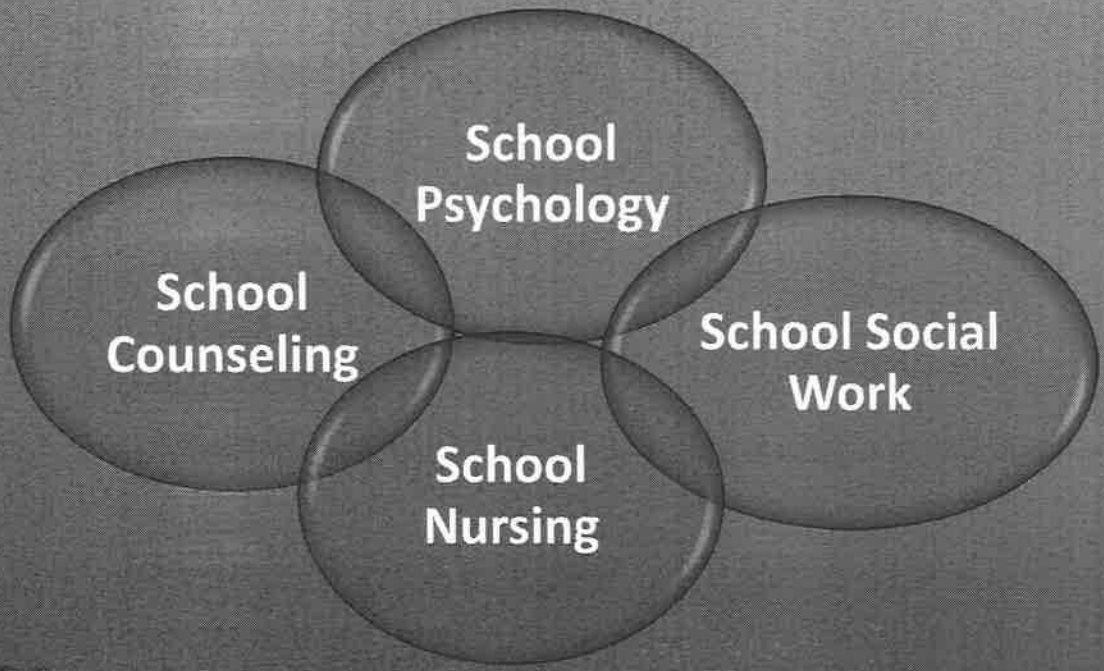
School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential. *NASN Board of Directors February 2017.*

-The School Nurse is the only clinical health professional in the education setting.

SCHOOL NURSING

INTEGRATED SYSTEM OF SOCIAL-EMOTIONAL/ BEHAVIORAL SUPPORTS

School Mental Health Team of Professionals



THE SCHOOL NURSE IS ACCESSIBLE

- School nurses are the most accessible professional with mental health training when present in school every day. They are viewed as 'safe'. Students do not need an appointment, they can request to go to the nurse. Physical complaints are often related to nonphysical causes.

- In NC many schools do not have a school nurse every day where they are regularly assigned to anywhere from one to six schools.

Programs supported by NASN/SNANC

See Something, Say Something...The School Nurse Role in Bullying Prevention

Approximately 20% of students are bullied, bully others, or both

-This equates to approximately 160,000 students on any given day

Youths who are bullied often have:

-Negative psychological and physical consequences

-Increased school absenteeism

-Worsening academic performance

SchoolNurseRoleBullying

NATIONAL ASSOCIATION OF SCHOOL NURSES

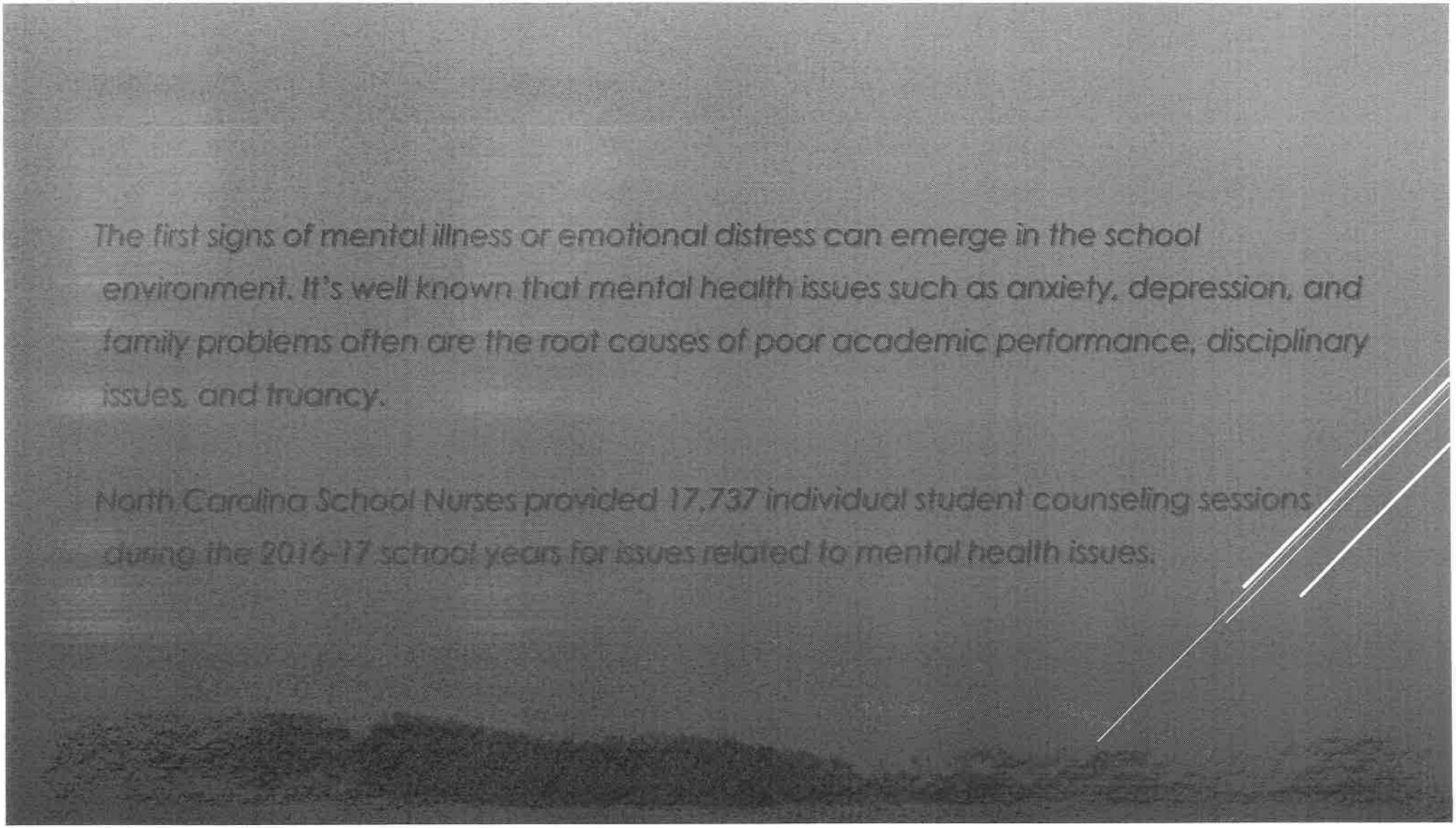
Programs supported by NASN/SNANC

Disaster and Crisis Preparedness

The school nurse is often the first health professional who responds to an emergency. The school nurse has the education and knowledge to identify emergent situations, manage the emergency until relieved by emergency medical services (EMS) personnel, communicate the assessment and interventions to EMS personnel, and follow up with the health care provider.

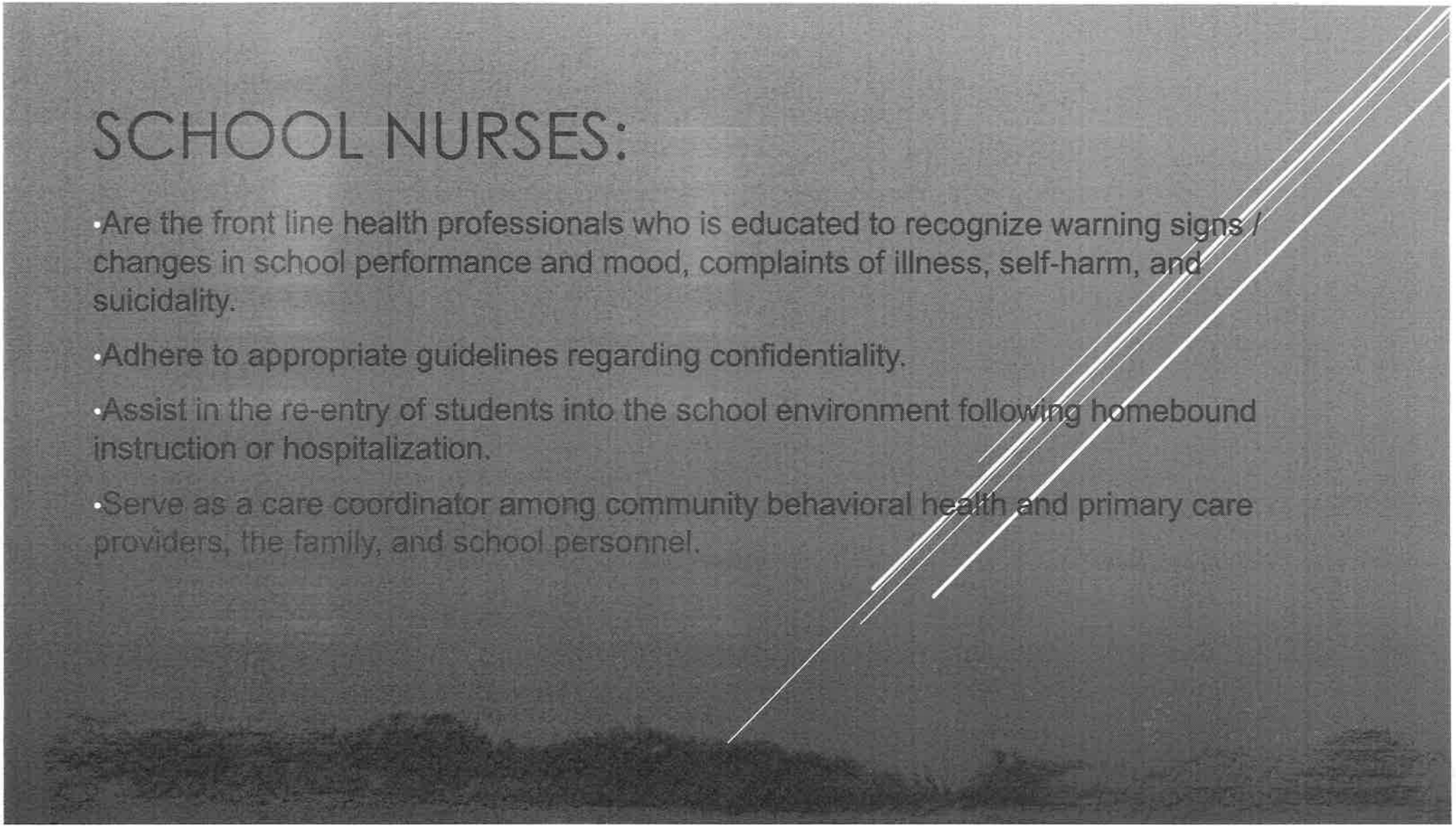
SchoolNurseCrisis/Disaster

NATIONAL ASSOCIATION OF SCHOOL NURSES (NASN)


The first signs of mental illness or emotional distress can emerge in the school environment. It's well known that mental health issues such as anxiety, depression, and family problems often are the root causes of poor academic performance, disciplinary issues, and truancy.
North Carolina School Nurses provided 17,737 individual student counseling sessions during the 2016-17 school years for issues related to mental health issues.

Behavioral health disorders that school-age children commonly experience include, but are not limited to:

- attention deficit
- hyperactivity disorders
- mood disorders
- depression
- bipolar disorders
- conduct disorders,
- anxiety disorders
- panic disorders,
- eating disorders
- psychotic disorders


SCHOOL NURSES:
•Are the front line health professionals who is educated to recognize warning signs / changes in school performance and mood, complaints of illness, self-harm, and suicidality.
•Adhere to appropriate guidelines regarding confidentiality.
•Assist in the re-entry of students into the school environment following homebound instruction or hospitalization.
•Serve as a care coordinator among community behavioral health and primary care providers, the family, and school personnel.

SCHOOL VIOLENCE - THE ROLE OF THE SCHOOL NURSE

- It is the position of the National Association of School Nurses (NASN) that registered professional school nurses (hereinafter referred to as school nurses) advance and encourage safe school environments by promoting the prevention and reduction of school violence. **School nurses serve on the front line and are readily able to identify potential violence and intervene to diminish the effects of violence on both school children as individuals and populations in schools and the community (King, 2014).** School nurses **collaborate with school personnel, healthcare providers, parents, and community members to identify and implement evidence-based programs promoting violence prevention. These evidence-based programs promote violence prevention through early intervention, communication, positive behavior management and conflict resolution.**

School nurse ability to be engaged with students who are experiencing crisis in mental health is limited by not being present on a daily basis. 10% of NC LEAs provide a nurse per school. School nurses in NC were assigned between one and six schools to serve.

CONCLUSION

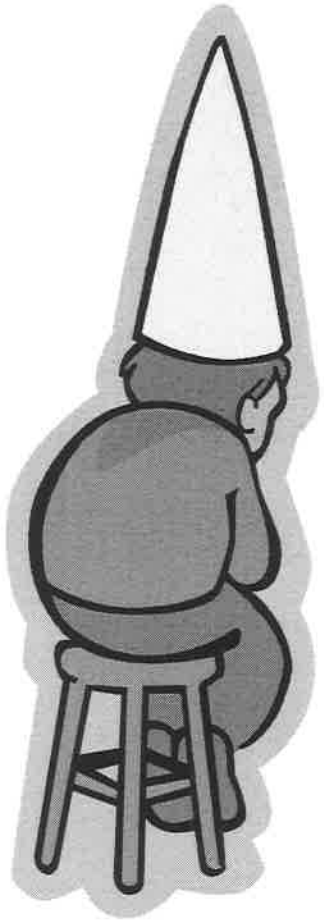
School Nurses are integral partners in creating and supporting a positive school climate, identifying and intervening with students in need of support and referring as needed to mental health professionals.

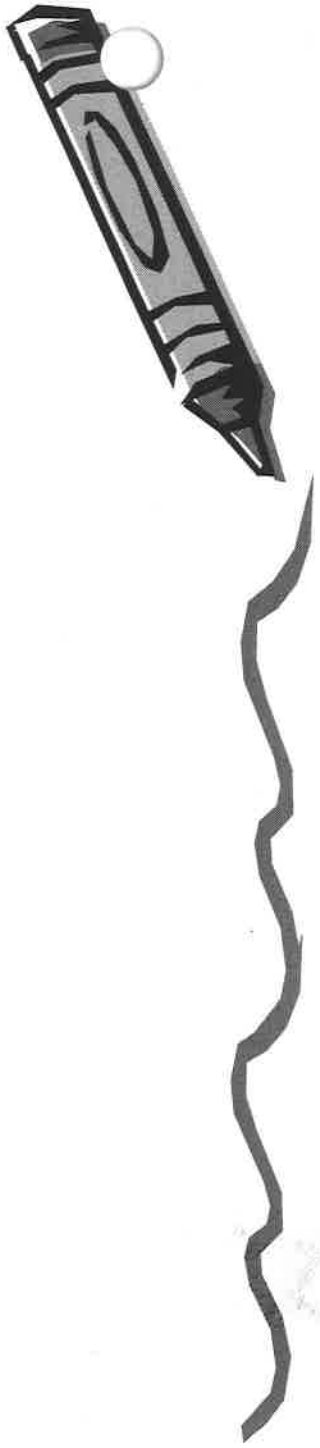
School nurses are in a unique position to play an active role in mental wellness promotion, mental health screening, and early intervention programs and to assist in managing the ongoing treatment of mental health and substance use disorders in the school setting.

School nurses are educated to identify somatic complaints and co-occurring behavioral health concerns . Thus, school nurses are often a student's first point of entry into behavioral health services. School nurses are also part of the normal school experience and are easily accessible to students seeking assistance with behavioral health issues. Visiting the school nurse may be viewed as less stigmatizing for students than seeking a school behavioral health provider It has been reported that school nurses spend approximately one third of their time providing mental health services

Role of the School Social Worker

Mental & Behavioral Health Services



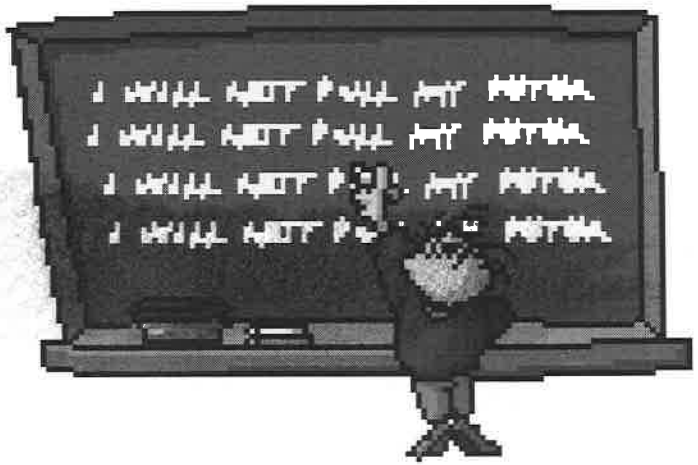


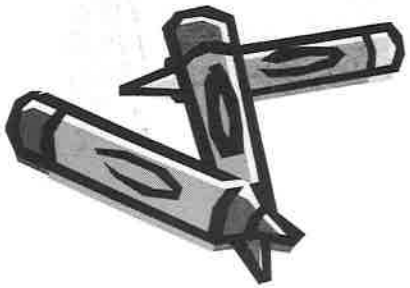
Presenter:

Sandra Williams-McGlone, BSW, MaEd

NCSSWA- President Elect

School Social Worker- At Risk





Why do today's schools need School Social Worker?

- Today's children are increasingly victims of may social forces that negatively affect their role as students.

Why we need SSW?

State of change and until it becomes stabilized

Interfere with their ability to learn and adjust in school

- Unmet physical needs
- Unmet emotional needs

Family & Children's

Who are School Social Workers?

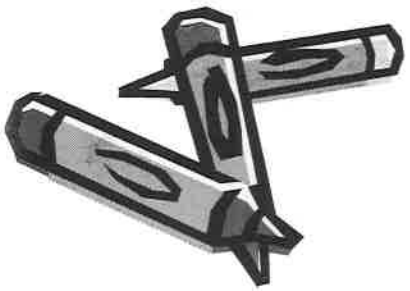
- Trained Mental Health Professionals
- Degree in Social Work
- Link
- Service Provider



- Provide Services
  - Related to
- The child's social emotional life adjustment
  - To
- School
- Society

WHO ARE SSW? (CONTINUE)

- Link
  - Home
  - School
  - Community
- Direct Services
- Or
- Indirect Services
  - While
- Promoting
  - **AND**
- Supporting
- Academic & Social Success

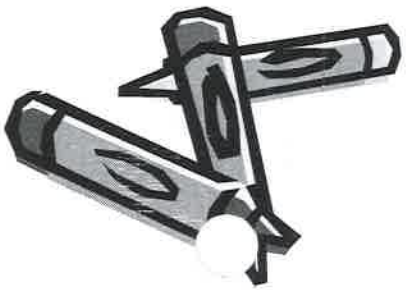


Specific Services

*Special Education Assessment

*Counseling

- PBIS
- Mobilizing







Preparing a social or developmental history on a child with a disability.

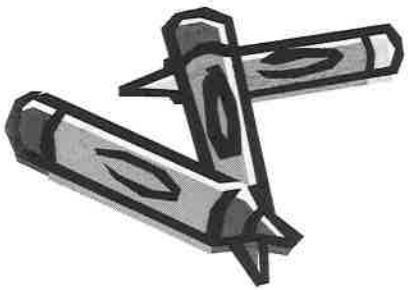


Services to Students

- Providing Crisis Intervention
- Developing intervention strategies
- Helping the child develop social interaction skills

And

- Assist with conflict resolution & anger management



Services to Parents/Families

- Interviewing to assess problems
- Working with parents to facilitate their support in child school adjustment
- Assist to alleviate family stress
- Assist parent to access programs
- Assist parent in accessing and utilizing school and community resources

Services to School Personnel

- Providing staff with essential information
- Assessing mental health concerns
- Developing staff in-service training programs
- Assisting teachers with behavior management
- Direct Support

School-Community Liaison

- Obtaining and coordinating community resources to meet students' needs
- Helping school districts receive adequate support from social and mental health agencies
- Advocating
- Helping the system respond to meet each child's need

Services to Districts

- Assist in developing and implementing educational programs
- Developing alternative programs
- Identifying and report child abuse and neglect
- Consultation regarding programs for students
- Case Management for students and families with multiple resources

Is there a shortage of Licensed School Social Workers?

YES!!!!!

Changes to replicate other states?

YES!!!!!

Alliance
BEHAVIORAL HEALTHCARE

Alliance-Wake Partnership for Student Mental Health

Presentation to the
NC House Select Committee on School Safety
April 23, 2018

Kids in Crisis Campaign

- 1 in 5 NC students has a mental health and/or substance use disorder
- Suicide was second leading cause of death (ages 10-24)
  - Youth suicides in NC have doubled in recent years
- Schools often don't know what to do or where to refer
  - Disconnect between schools and children leaving psychiatric treatment

Kids In Crisis Campaign

- Public-private partnership with WakeMed
- Designed to divert youth in crisis from the ED to more appropriate care settings



School Based Care Coordination

- Identify and connect Wake County Public School students to behavioral health services
- Help access assessment and treatment services
- Initiate process for intellectual/developmental disability service eligibility
- Link students with medical care, when needed

School Based Care Coordination

- Direct referrals from schools
- Any student needing extra support (Tier III)
- 441 students served in school year 2016-17, up 340% from 2015
- Identify and address service needs and barriers to treatment

Crisis Programs

- Support students leaving crisis and highest level psychiatric residential services
  - At highest risk for suicide, aggression, self-harm
- Served 147 students in school year 2016-17
- Staff attended 323 Child and Family Team meetings for face-to-face service coordination

Crisis Intervention Team Training

- First responders specially trained to respond to and de-escalate mental health crises
- All 23 Wake School Resource Officers are CIT trained
- Alliance coordinates the CIT program with participation from the SBCC initiative
- Communities that incorporate CIT are more successful in resolving serious crisis situations and diverting people into treatment

Diversion Program

- 16-17 year olds committing low level offenses in Wake schools offered opportunity to avoid adult criminal charges by participating in community or treatment services
- Referred to program by SROs
- 93 students benefitted from the program last school year
- 80% diverted from adult charges, avoiding criminal record

Program Specializations

- Intellectual/Developmental Disability (I/DD) Care Coordinator
- Bi-Lingual Care Coordinator
- Substance Use Disorder Specialist
- Care Coordinator stationed at Longview School (separate school for students with behavioral difficulties)

Young Child Mental Health

- Focus on children ages 3-6
- Early identification of children entering kindergarten
- Supporting children with I/DD
- Collaborate with community partnerships, including trauma informed schools

Working with the Alliance Access and Information Center

- Streamlined scheduling of initial treatment appointments
- Participated in Kids in Crisis campaign
- Crisis line has availability of interpreters for non-English speakers
- Trained to immediately refer school threats to WCPSS Crisis Response Team

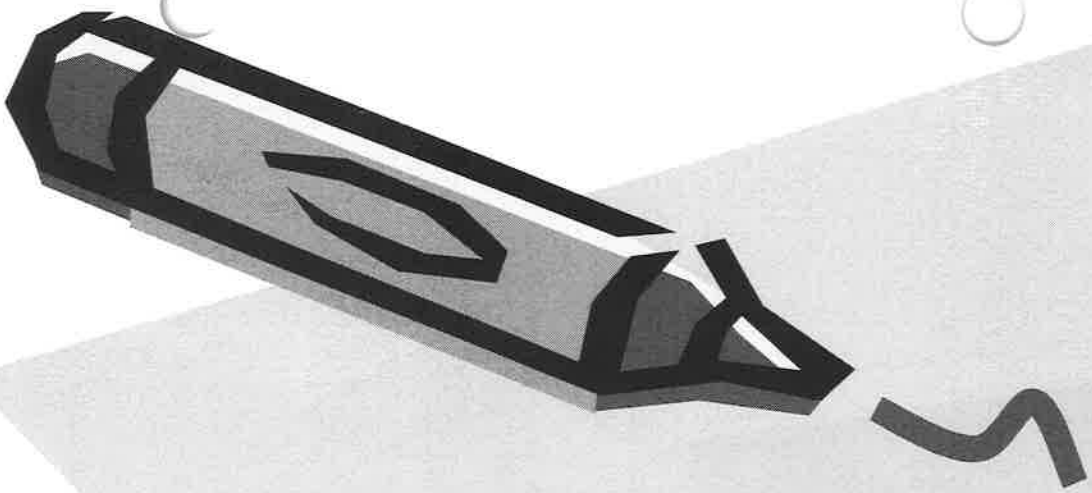
Award-Winning Program

- 2017 Program of Excellence for Partnerships to Improve Services from the NC Council of Community Programs
- "The…collaborative allows our community to provide aligned, coherent efforts that strengthen families and the school families of students facing unique struggles."

Karen Hamilton
Wake County Assistant Superintendent for Special Education Services

Award-Winning Program





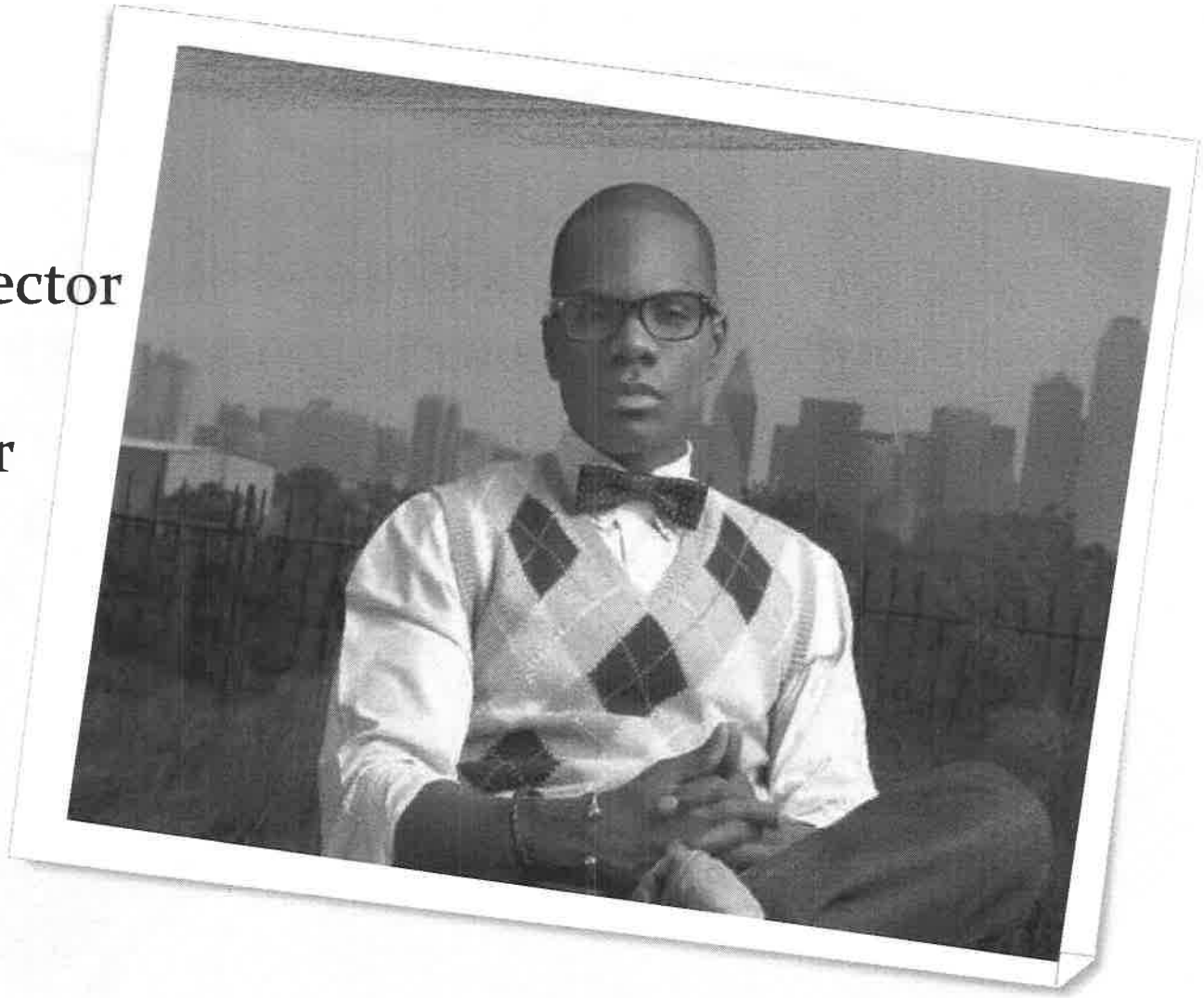
"A Silent Cry"

Services through Love, Care, and Experiences.....



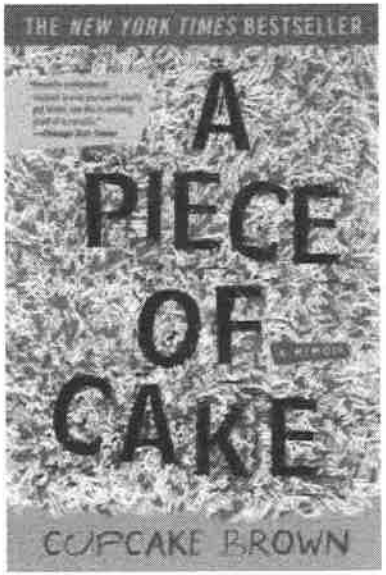
Kirk Franklin

Gospel Singer/Director
Music Artist
Author/Songwriter
Grammy Winner



Cupcake Brown Brooks

Author
Lawyer





Carteret County Schools

Dr. Sue Kreuser, Healthful Living Director

Newport Middle School

Don Griffin, Counselor

Ally Dew, Amber Lugo & Robbie Coleman,

7th Grade Students

Signs Of Suicide Prevention

A Program of Screening for Mental Health, Inc.

Rationale for the Program:

Student safety and well-being is a top priority

Suicide is the second leading cause of death for ages 15 - 24

The rate of suicide in Carteret County is much higher than other counties

Mental health is one of the top three concerns in Carteret County

There are almost always warning signs of suicide and it is preventable

S.O.S. is evidence based and provides a comprehensive approach for students and families

Myth or Fact?

Myth: Talking about suicide, may give someone the idea.

Fact: You do not give a suicidal person morbid ideas by talking about suicide. The

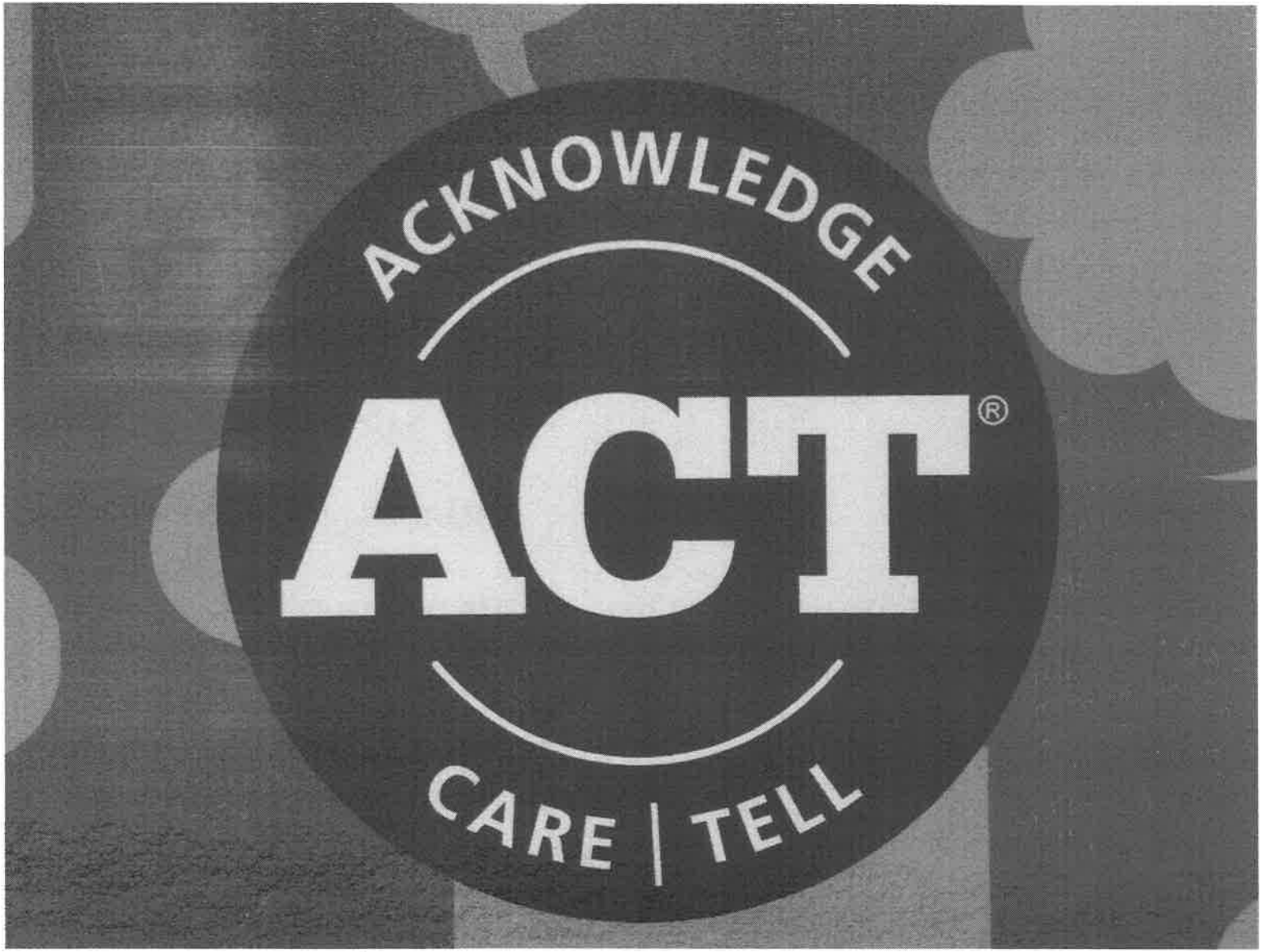
Objectives of the Signs of Suicide Program:

- encourage open communication about mental health and its importance
- learn about depression, suicide, self-harm, and associated risks of alcohol and drug use
- explain suicide is a preventable tragedy that often occurs as a result of an untreated mental illness
- provide training to teachers, parents, and students on how to identify serious depression and potential suicidality in themselves or a friend
- identify at -risk students
- increase awareness of mental health resources in the community

A Systems Approach to the SOS Program

Include all stakeholders:

- **School Staff**
- **Parent Training**
- **Students**
- **Community Health Resources, including Mobile Crisis**


ACKNOWLEDGE
ACT®
CARE | TELL

Signs of Suicide Survey Results

Average percent of Carteret County Public School students who requested to speak to an adult, or were identified as high risk on survey:

17.5% of High School Freshman

12% of High School Seniors

12.5% of Middle School Students

Student Perspectives

Ally Dew

Amber Lugo

Robbie Coleman

Questions

We are all available for questions.



EDUCATION

NC looks more to diversion programs for teens accused of minor crimes

BY T. KEUNG HUI
khui@newsobserver.com

July 10, 2017 02:16 PM
Updated July 10, 2017 05:38 PM

RALEIGH — Dozens of Wake County teenagers who brought drugs to school or got into a fight on campus have avoided getting a criminal record that will follow them for the rest of their lives.

For the past 17 months, the Wake County Teen Diversion Program has helped 65 teens accused of committing some types of misdemeanor offenses at school from facing criminal charges or an arrest record. The program, which includes community service and treatment for behavioral issues, has helped some students keep their college scholarship offers and be able to join the military.

"Every day we make a decision whether we're going to do the right thing or the wrong thing," said Eric Andrews, coordinator of the Wake Teen Diversion Program. "Sometimes situations cor. together that cause things to happen.

"Should we penalize our kids for the rest of their lives for a mistake? These are still kids."

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North Carolina will likely see more diversion programs like the one offered in Wake after lawmakers recently agreed that teens ages 16 and 17 will no longer automatically be charged as adults for crimes.

The "Raise The Age" law is expected to increase the number of cases referred to the juvenile court system. In response, the new state budget directs chief district court judges to establish partnerships between school systems and law enforcement agencies with the goal of reducing in-school arrests, out-of-school suspensions and expulsions.

The new law will go into effect December 2019.

[NC becomes last state to 'raise the age' of teens in court]

State Rep. Duane Hall, a Raleigh Democrat who was a primary sponsor of the "Raise The Age" legislation, said Wake's program puts it ahead of many other counties in dealing with the coming changes.

"The Wake County Teen Diversion Program has been a great program," Hall said. "Only a few counties around the state have similar programs.

"That was one of the big reasons for us to work on this statewide juvenile bill. We don't have this uniform program for diversions."

Counties like Wake, Orange and Durham set up their misdemeanor teen diversion programs with emphasis on helping 16- and 17-year-olds avoid facing adult criminal charges.

"This program allows students to continue with all of the possibilities for their future still intact," said Wake County Superior Court Judge Vince Rozier, who along with school board member Christine Kushner co-chaired a group that helped get the Wake program started.

[New program would keep Wake County teens out of criminal court]

[In Durham, teens get a closer look at NC justice system]

[Orange County program sentences teen offenders to a second chance]

In Wake, the program is a collaboration of groups including the school system, law enforcement, District Attorney's Office, Wake County Legal Aid and Wake County Public Defenders. The program is run by Alliance Behavioral Healthcare, which employs Andrews, the program coordinator.

"This program has been very successful at not only assuring accountability for these students but also through a thorough evaluative process identifying the underlying causes of their criminality and attempting to resolve them at this early stage to avoid additional incidents later on," said Wake County District Attorney Lorrin Freeman.

School resource officers have referred 204 cases since the program started in March 2016, according to Andrews. The program is only open to first-time offenders, so 47 referrals were rejected.

"The majority of the kids we have are just average, everyday kids," Andrews said.

He said the majority of students in the program faced charges of misdemeanor drug possession or possession of drug paraphernalia at school. He said the next largest group are students charged with assault or fighting on campus.

"IF I HAD GOTTEN A RECORD, I COULDN'T DO WHAT I WANTED TO DO, LIKE GO TO COLLEGE, PLAY LACROSSE.

Zayvion P., a rising high school senior

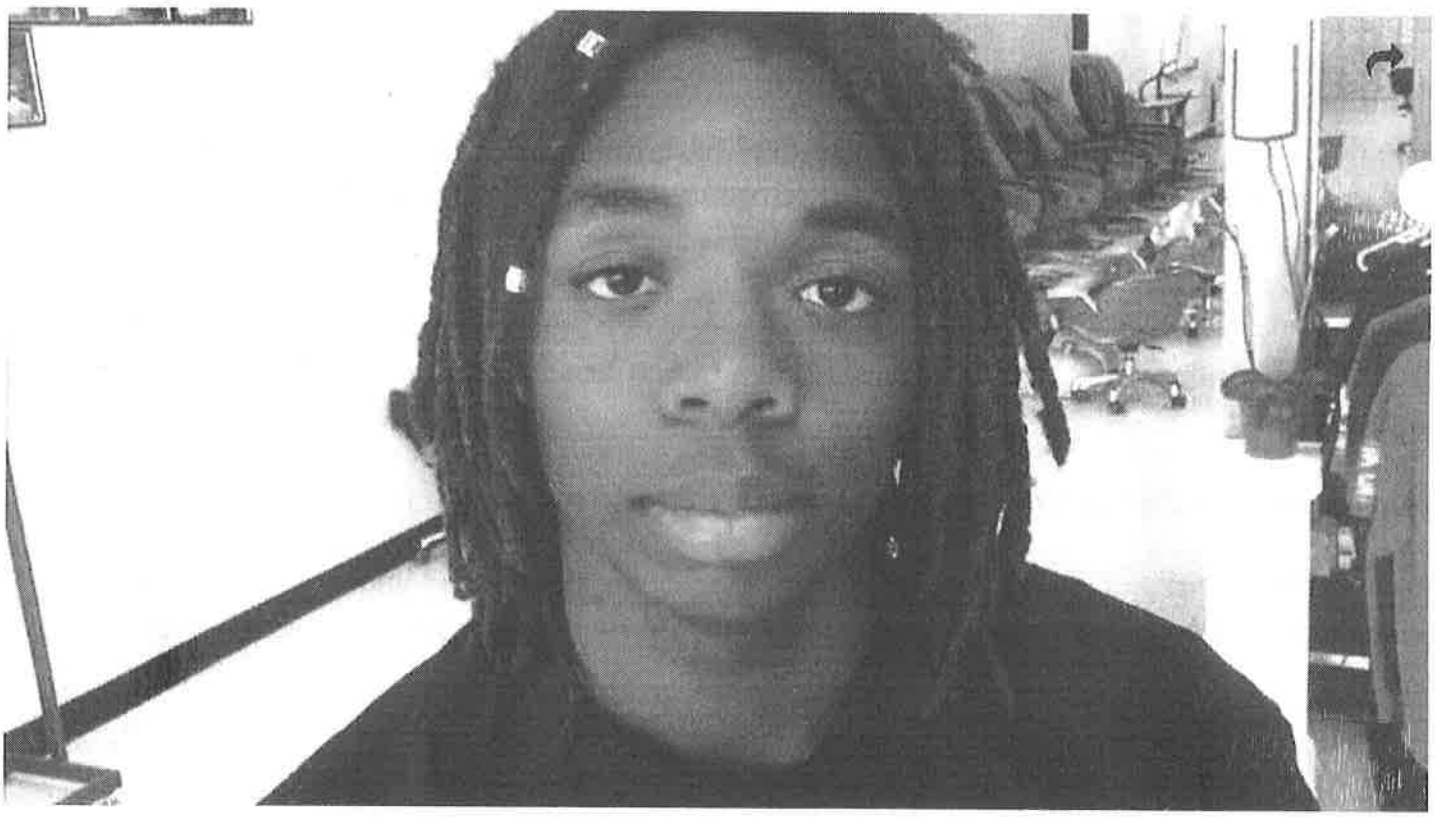
It didn't take much to persuade teens like Zavyion P. and Stephon B. to agree to join after they learned about the consequences of having a criminal record. The News & Observer is not listing the full names of the teens interviewed to help protect their privacy.

"I did think about how it could affect me, like I can't get a job, can't do none of that," said Stephon, 18, who faced charges for a fight at school. "Once you get that on your name, it's like a big bump in the hill for you. It takes a long time to get over it."

Now Stephon plans to attend Louisburg College this fall.

Zayvion, 16, had faced trespassing charges after he showed up on campus while he was supposed to be suspended from school after getting into a fight over a girl.

"If I had gotten a record, I couldn't do what I wanted to do, like go to college, play lacrosse," said Zayvion, a rising senior. "That's what I really want to do, play lacrosse."



Zayvion P.,16, talks about how much he learned from the Sean Ingram Academy while participating in the Wake County Teen Diversion Program for students charged with misdemeanors at school. T. Keung Hui — khui@newsobserver.com

Criminal charges aren't filed if teens complete the terms of the six-month program and don't get any new charges during that time.

Through the program, they are referred to places such as Teen Court; mediation; Haven House Services, which works with at-risk youth; and the Sean Ingram Academy, a program run by motivational speaker Sean Ingram. In addition to whatever punishment they may get from the school system, teens perform community service such as feeding the homeless, washing police cars and cleaning up after the horses at the Corral Riding Academy in Cary.

The Ingram Academy has served 51 students in the program, providing motivational speakers and discussing topics such as how the music teens listen to affects their mindset. Zayvion said he realized listening to hard rap music made him more likely to get into a fight.

Teresa P., 16, a rising senior who was referred to the program after fighting in school, said the Ingram Academy helped teach her to think before she reacts.

"The ultimate goal is they get to a maturity level that they can master their own mindset, not let others take their feelings and their emotions," Sean Ingram said. "They can dictate their own feelings and emotions so that if people say things that they don't like they can handle that."

Waiting list

Andrews said 65 teens have successfully completed the program and only six were later charged with committing other offenses. He said 60 students are currently going through the program, and 13 are waiting to start.

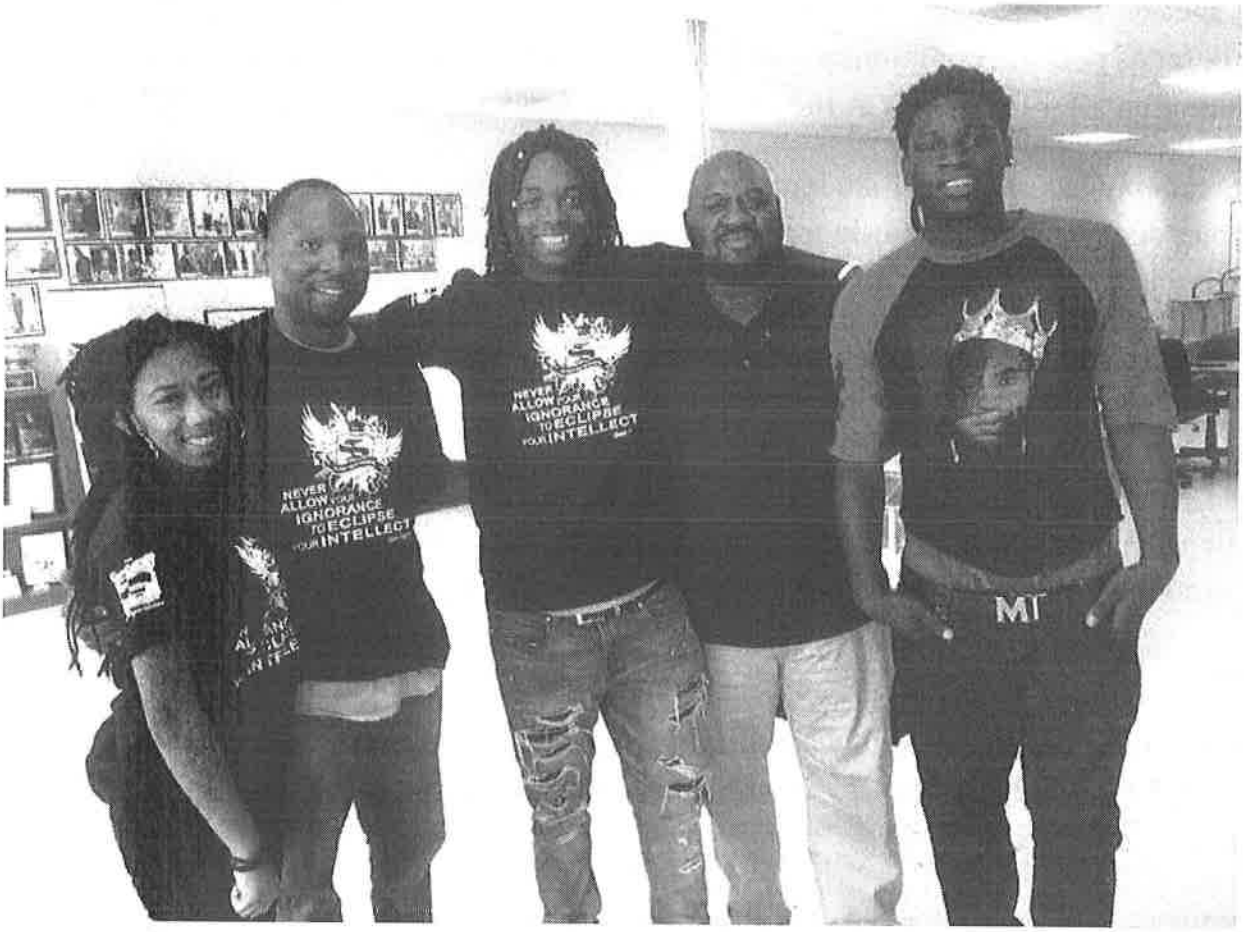
He said 19 teens couldn't complete the program for various reasons.

The program has had a positive impact on young people by sparing them the life-altering negative consequences of a criminal charge, according to Jen Story, an attorney for Advocates for Children's Services, a project of Legal Aid of North Carolina.

But Story also pointed to data her group obtained showing that Wake County's African-American students are more likely to be referred to adult criminal court, juvenile court and the diversion program than white students.

"While the consequence of being referred to the diversion program is a far more productive and preferable consequence than being referred to criminal court, a pre-charge referral by an SRO is still a form of criminalization and is one that data and anecdotal experiences show is not as readily used for white students, whose misbehaviors are more often addressed through informal, school-based measures without ever involving an SRO," Story said.

T. Keung Hui: 919-829-4534, @nckhui



From left to right, Teresa P., Sean Ingram, Zayvion W., Eric Andrews and Stephon B. pose for picture at the Sean Ingram Academy in Raleigh on July 5, 2017. Teresa, Zayvion and Stephon attended the Wake County Teen Diversion Program run by Andrews. **T. Keung Hui** - khui@newsobserver.com

SUGGESTED FOR YOU

VISITOR REGISTRATION SHEET

House Select Committee On School Safety Student Health Working Group 4-23-2018

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Michael Rafetto	NCJC
Ann Nichols	NC DHHS
MARK T. BENTON	NCDHHS
Matt Gray	NC DHHS
Karen Wade	NC DHHS
Bruce Muldwurf	NCSBA
Chris Emanuel	Emanuel Group
Rachel Bealin	RPB Law
Tom West	NCJCA
Kelly Parkinson	Parkinson Law
Roy Thompson	NC Child

VISITOR REGISTRATION SHEET

House Select Committee On School Safety Student Health Working Group 4-23-2018

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Cecilia Holden	SBE/DPI
JOHN YALCH	MOMS DEMAND ACTION
Selena Noble	MOMS DEMAND ACTION
Tina Gordon	NC Nurses Association
Alex Miller	AMGA
Anne Tekmen	Moms Demand Action for Gun Sense
Caroline Hale	NASW-NC
Kelly Peterson	NASW-NC
Valerie Arendt	NASW-NC
Kay Castillo	NASW-NC
Kelli Hatcher	CFTF

VISITOR REGISTRATION SHEET

HOUSE COMM SCHOOL SAFETY - HEALTH — 4-23-18

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
David Smith	DPI/SBE
Chloe Grossage	DPI
Dodie Renfro	CCR
Rebecca Beck	
Anna Harrison-Bailey	
Arianna Coleman	
Edna Wallace	RTI
Robert Coleman	
Megan Coleman	
Bonnie Meth	
Susan Robinson	DMHDDSAS

VISITOR REGISTRATION SHEET

HOUSE COMM SCHOOL SAFETY - HEALTH 4-23-18

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Demetrius Debath	Troutman
Rhaegan Jackson	Focus Carolina
Sara Wilson	Alliance BHC
Brian Perkins	Alliance BHC
Jacqueline Wyatt	NCASA
Lindsay Marchello	Carolina Journal
Adam Pridemore	NCAEC
Lee Teague	TAG

VISITOR REGISTRATION SHEET

HOUSE COMM SCHOOL SAFETY - HEALTH — 4-23-18

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Amanda Donovan	KTS
Sue Ann Forest	NCMS
Dai Tworek	SNANC
Ellen Essick	NCDPI
Doug Cornelius	GRNC
William Jackson	Sanford, NC
Jeff Barnhart	McGuireWoods
Vaughn Crawford	Alliance Behavioral Healthcare
Ben Matthews	NCDPI

VISITOR REGISTRATION SHEET

HOUSE COMM SCHOOL SAFETY - HEALTH — 4-23-18

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
George Robinson	DOT

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Wednesday, May 2, 2018
TIME: **9:00 AM**
LOCATION: **643 LOB**
COMMENTS: **THIS WILL ONLY BE A MEETING OF THE STUDENT PHYSICAL SAFETY WORKING GROUP CHAIRED BY REPRESENTATIVE JOHN BELL. MEMBERS OF THIS WORKING GROUP ARE: REPRESENTATIVES PIERCE, VICE-CHAIR, L. BELL, BOLES, BRAWLEY, BUMGARDNER, BURR, CUNNINGHAM, DAVIS, FARMER-BUTTERFIELD, FAIRCLOTH, FISHER, GRANGE, HENSON, HOLLEY, ILER, JOHNSON, BRENDON JONES, MCNEILL, R. MOORE, ROSS, SAINE, SPECIALE, STRICKLAND, AND WARREN**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 11:13 AM on Monday, April 23, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

--

This message was sent to you by Viddia Torbett (Rep. John Torbett) (torbettla@ncleg.net) because you signed up to receive NC General Assembly Committee Notices by email. To unsubscribe, visit
http://www.ncleg.net/gascripts/Committees/Committees.asp?sAction=ViewDLForm&sActionDetails=Non-Standing

North Carolina General Assembly
House Select Committee on School Safety
Student Physical Safety Working Group

Room 643 Legislative Office Building

May 2, 2018
9:00 AM

I. CALL TO ORDER

Representative John Bell, Chair

II. PRESENTATIONS

- ***Kimberly S. Robb,*** District Attorney, Judicial District 3A

III. COMMITTEE DISCUSSION OF POTENTIAL RECOMMENDATIONS

IV. ADJOURNMENT

Attach A

North Carolina General Assembly
House Select Committee on School Safety
Student Physical Safety Working Group

Room 643 Legislative Office Building

May 2, 2018
9:00 AM

I. CALL TO ORDER

Representative John Bell, Chair

II. PRESENTATIONS

- ***Kimberly S. Robb,*** District Attorney, Judicial District 3A

III. COMMITTEE DISCUSSION OF POTENTIAL RECOMMENDATIONS

IV. ADJOURNMENT

MINUTES

Student Physical Safety & Security Working Group
House Select Committee on School Safety

May 2, 2018

The Student Physical Safety and Security Working Group of the House Select Committee on School Safety met Wednesday, May 2, 2018 at 9 a.m. in Room 643 in the Legislative Office Building. Representative John Bell, Chairman of the Working Group, presided during the meeting. Members of the Working Group present were Committee Chairman Torbett, and Representatives Pierce, Boles, Brawley, Bumgardner, Davis, Farmer-Butterfield, Fisher, Grange, Henson, Holley, Iler, Cunningham, Jones, McNeill, R. Moore, Ross, Speciale, Strickland and Warren (see Attendance). Staff Members present were Susan Sitze, Samantha Yarborough, Shawn Middlebrooks and Kara McGraw along with the Committee Clerk, Susan Horne. The Sergeant-at-Arms staff that provided assistance during the meeting were Jonas Cherry, Rey Cooke, Kenneth Gilbert, David Leighton and Glen Wall.

The Working Group was called to order at 9:08 a.m. After introductions, Chairman Bell introduced Kimberly S. Robb, District Attorney for Prosecutorial District 3A (Pitt County) who also serves as president of the NC Conference of District Attorneys. She reviewed the recommendations to the General Statutes that need to be updated/corrected. Representative Warren asked if staff would identify the different conviction levels of punishment for the Members. Judge Robb added the level of punishment was contingent on a person's prior conviction record. Susan Sitze reviewed the penalties that are changing in the legislation (see Attachments B, C). Representative Warren asked if the judge's discretion of the prior record played into the punishment. Ms. Sitze said the prior record is not discretionary but is statutory. Representative Warren voiced his concern if an act was considered willful or accidental. Judge Robb said most judges review each situation on a case-by-case basis. Representative Torbett said there will be more meetings after the Short Session and suggested the Working Group invite someone from the judicial side (court system) to address the Working Group so there is a better understanding of the issue. Ms. Sitze and Judge Robb clarified the penalty for possession of a firearm on school property. Representative Holley would like a better understanding of the differences in the felony structure and would like a chart of the felony/class structure. Regarding a case dismissal, Representative McNeill asked Judge Robb if a statute should be in place to require a written finding. Judge Robb replied judges must file paperwork when a case is dismissed so she felt this was unnecessary. Representative McNeill asked Judge Robb if the language is sufficient noted in the proposed recommendations (if a student is in possession of firearm innocently). Judge Robb believed the language is sufficient but wasn't sure about the legislative history. Ms. Sitze added the current statute as written doesn't clearly cover this area. Representative McNeill suggested the Working Group review and change/clarify the statutes if needed to reflect the needs of the court to handle such cases. Chairman Bell asked if

modifications to the current laws would address the issue of communicating threats made on social media. Judge Robb replied if the threats were intended by someone, it would be a Class 1 misdemeanor which the penalty needs to be increased. She noted false threats is classified as a felony. Representative Speciale asked if the proposed legislation would have made any difference in the Florida shooting. Judge Robb replied if a person didn't care about a felony charge, the proposed legislation doesn't do anything that would have prevented the Florida shooting. Representative Cunningham would like to know the number of cases where guns have been found on school property and the number of school threats that have been communicated in North Carolina. Representative Farmer-Butterfield wanted to know how many cases of school violence have been considered mental health issues. Chairman Bell replied he wasn't sure if a number could be put on that question.

Ms. Sitze reviewed the Potential Recommendations for the Student Physical Safety Working Group (see Attachment 1). She reviewed recommendations #1 and #2, and the proposed legislation drafts (see Attachments 2-6). Regarding recommendation #4, Representative Fisher asked about the training requirements for SRO's. Ms. Sitze replied the proposed legislation requires the SRO's to be trained and to complete continuing education. Regarding #2, Representative Holley would like to include liability for volunteers in the event something happens. Ms. Sitze noted the issue of liability has been raised but wasn't included in the recommendations because it needs more consultation. Regarding #4, Representative Cunningham asked to include training for crisis intervention for SRO's in the recommendations. Kara McGraw who staffs the Student Health Working Group replied the intervention training wasn't included in their recommendations. Representative Cunningham said the crisis intervention training for SRO's is needed especially in chaotic situations. Chairman Bell said her recommendation would be noted. Regarding #5, Representative Speciale asked how the dollar figure of $1.8 million was reached. Ms. Sitze said she understood the Department of Public Instruction was planning to request an additional $1.8 million to the current allocation of $7 million. Representative Farmer-Butterfield asked about cameras in schools and video equipment in the sheriff's department. Chairman Bell said there was a discussion about cameras in schools at the previous meeting.

Chairman Bell asked the Members if they would like to include the recommendations from Judge Robb in the report. Representative Fisher thought there were outstanding questions from Judge Robb's presentation that needed further review and wasn't prepared to include the recommendations at this time. Representative Brawley suggested the Working Group vote on the recommendations prior to today's meeting separately from the recommendations from today's presentations. Chairman Bell said the Working Group is charged to meet during and after Session so if the recommendations from today's meeting aren't agreed to, there will be other opportunities to explore these issues in the future. He reminded the Members that if a vote isn't taken on today's recommendations, there won't be any recommendations from the Working Group to go to the full Committee. Representative Speciale made a motion for the Working Group to accept the recommendations that were drafted prior to today's meeting to the

full Committee. Chairman Bell called for a voice vote and the motion was approved. Ms. Sitze told the Members the felony and misdemeanor sentencing charts have been added to the Working Group's website under today's meeting (Attachments B, C).

The Working Group adjourned at 9:51 a.m.

Respectfully submitted,

Representative John R. Bell, IV
Presiding Chair

Susan W Horne

Susan W. Horne
Committee Clerk

Attachment B

***** Effective for Offenses Committed on or after 10/1/13 *****

FELONY PUNISHMENT CHART

PRIOR RECORD LEVEL

OFFENSE CLASS	I 0-1 Pt	II 2-5 Pts	III 6-9 Pts	IV 10-13 Pts	V 14-17 Pts	VI 18+ Pts
A	Death or Life Without Parole Defendant Under 18 at Time of Offense: Life With or Without Parole					
B1	A *240 - 300* **192 - 240** *144 - 192*	A *276 - 345* **221 - 276** *166 - 221*	A *317 -397* **254 - 317** *190 - 254*	A *365 - 456* **292 - 365** *219 - 292*	A *Life Without Parole* **336 - 420** *252 - 336*	A *Life Without Parole* **386 - 483** *290 - 386*
B2	A *157 - 196* **125 - 157** *94 - 125*	A *180 - 225* **144 - 180** *108 - 144*	A *207 - 258* **165 - 207** *124 - 165*	A *238 - 297* **190 - 238** *143 - 190*	A *273 - 342* **219 - 273** *164 - 219*	A *314 - 393* **251 - 314** *189 - 251*
C	A *73 – 92* **58 - 73** *44 - 58*	A *83 - 104* **67 - 83** *50 - 67*	A *96 - 120* **77 - 96** *58 - 77*	A *110 - 138* **88 - 110** *66 - 88*	A *127 - 159* **101 - 127** *76 - 101*	A *146 - 182* **117 - 146** *87 - 117*
D	A *64 - 80* **51 - 64** *38 - 51*	A *73 - 92* **59 - 73** *44 - 59*	A *84 - 105* **67 - 84** *51 - 67*	A *97 - 121* **78 - 97** *58 - 78*	A *111 - 139* **89 - 111** *67 - 89*	A *128 - 160* **103 - 128** *77 - 103*
E	I/A *25 - 31* **20 - 25** *15 - 20*	I/A *29 - 36* **23 - 29** *17 - 23*	A *33 - 41* **26 - 33** *20 - 26*	A *38 - 48* **30 - 38** *23 - 30*	A *44 - 55* **35 - 44** *26 - 35*	A *50 - 63* **40 - 50** *30 - 40*
F	I/A *16 - 20* **13 - 16** *10 - 13*	I/A *19 - 23* **15 - 19** *11 - 15*	I/A *21 - 27* **17 - 21** *13 - 17*	A *25 - 31* **20 - 25** *15 - 20*	A *28 - 36* **23 - 28** *17 - 23*	A *33 - 41* **26 - 33** *20 - 26*
G	I/A *13 - 16* **10 - 13** *8 - 10*	I/A *14 - 18* **12 - 14** *9 - 12*	I/A *17 - 21* **13 - 17** *10 - 13*	I/A *19 - 24* **15 - 19** *11 - 15*	A *22 - 27* **17 - 22** *13 - 17*	A *25 - 31* **20 - 25** *15 - 20*
H	C/I/A *6 - 8* **5 - 6** *4 - 5*	I/A *8 - 10* **6 - 8** *4 - 6*	I/A *10 - 12* **8 - 10** *6 - 8*	I/A *11 - 14* **9 - 11** *7 - 9*	I/A *15 - 19* **12 - 15** *9 - 12*	A *20 - 25* **16 - 20** *12 - 16*
I	C *6 - 8* **4 - 6** *3 - 4*	C/I *6 - 8* **4 - 6** *3 - 4*	I *6 - 8* **5 - 6** *4 - 5*	I/A *8 - 10* **6 - 8** *4 - 6*	I/A *9 - 11* **7 - 9** *5 - 7*	I/A *10 - 12* **8 - 10** *6 - 8*

DISPOSITION

Aggravated Range

PRESUMPTIVE RANGE

Mitigated Range

A – Active Punishment **I – Intermediate Punishment** **C – Community Punishment**

Numbers shown are in months and represent the range of <u>minimum</u> sentences

Revised: 09-09-13

*** Effective for Offenses Committed on or after 10/1/13 ***

MINIMUM AND MAXIMUM SENTENCES

The corresponding maximum sentence for each minimum sentence is shown in the tables below. In each column, the number to the left of the dash represents the minimum sentence (in months) and the number to the right of the dash represents the corresponding maximum sentence (in months).

FOR OFFENSE CLASSES B1 THROUGH E

15-30	52-75	89-119	126-164	163-208	200-252	237-297	274-341	311-386
16-32	53-76	90-120	127-165	164-209	201-254	238-298	275-342	312-387
17-33	54-77	91-122	128-166	165-210	202-255	239-299	276-344	313-388
18-34	55-78	92-123	129-167	166-212	203-256	240-300	277-345	314-389
19-35	56-80	93-124	130-168	167-213	204-257	241-302	278-346	315-390
20-36	57-81	94-125	131-170	168-214	205-258	242-303	279-347	316-392
21-38	58-82	95-126	132-171	169-215	206-260	243-304	280-348	317-393
22-39	59-83	96-128	133-172	170-216	207-261	244-305	281-350	318-394
23-40	60-84	97-129	134-173	171-218	208-262	245-306	282-351	319-395
24-41	61-86	98-130	135-174	172-219	209-263	246-308	283-352	320-396
25-42	62-87	99-131	136-176	173-220	210-264	247-309	284-353	321-398
26-44	63-88	100-132	137-177	174-221	211-266	248-310	285-354	322-399
27-45	64-89	101-134	138-178	175-222	212-267	249-311	286-356	323-400
28-46	65-90	102-135	139-179	176-224	213-268	250-312	287-357	324-401
29-47	66-92	103-136	140-180	177-225	214-269	251-314	288-358	325-402
30-48	67-93	104-137	141-182	178-226	215-270	252-315	289-359	326-404
31-50	68-94	105-138	142-183	179-227	216-272	253-316	290-360	327-405
32-51	69-95	106-140	143-184	180-228	217-273	254-317	291-362	328-406
33-52	70-96	107-141	144-185	181-230	218-274	255-318	292-363	329-407
34-53	71-98	108-142	145-186	182-231	219-275	256-320	293-364	330-408
35-54	72-99	109-143	146-188	183-232	220-276	257-321	294-365	331-410
36-56	73-100	110-144	147-189	184-233	221-278	258-322	295-366	332-411
37-57	74-101	111-146	148-190	185-234	222-279	259-323	296-368	333-412
38-58	75-102	112-147	149-191	186-236	223-280	260-324	297-369	334-413
39-59	76-104	113-148	150-192	187-237	224-281	261-326	298-370	335-414
40-60	77-105	114-149	151-194	188-238	225-282	262-327	299-371	336-416
41-62	78-106	115-150	152-195	189-239	226-284	263-328	300-372	337-417
42-63	79-107	116-152	153-196	190-240	227-285	264-329	301-374	338-418
43-64	80-108	117-153	154-197	191-242	228-286	265-330	302-375	339-419
44-65	81-110	118-154	155-198	192-243	229-287	266-332	303-376	
45-66	82-111	119-155	156-200	193-244	230-288	267-333	304-377	
46-68	83-112	120-156	157-201	194-245	231-290	268-334	305-378	
47-69	84-113	121-158	158-202	195-246	232-291	269-335	306-380	
48-70	85-114	122-159	159-203	196-248	233-292	270-336	307-381	
49-71	86-116	123-160	160-204	197-249	234-293	271-338	308-382	
50-72	87-117	124-161	161-206	198-250	235-294	272-339	309-383	
51-74	88-118	125-162	162-207	199-251	236-296	273-340	310-384	

To calculate a maximum sentence when the minimum sentence is 340 months or more, multiply the minimum sentence by 1.20 (rounding to the next highest month) and add 12. *See* G.S. 15A-1340.17(e1).

***Sex Offenses*:** To calculate a maximum sentence for a Class B1 through E felony that is subject to the registration requirements of G.S. Chapter 14, Article 27A, multiply the minimum sentence by 1.20 (rounding to the next highest month) and add 60. *See* G.S. 15A-1340.17(f).

FOR OFFENSE CLASSES F THROUGH I

3-13	8-19	13-25	18-31	23-37	28-43	33-49	38-55
4-14	9-20	14-26	19-32	24-38	29-44	34-50	39-56
5-15	10-21	15-27	20-33	25-39	30-45	35-51	40-57
6-17	11-23	16-29	21-35	26-41	31-47	36-53	41-59
7-18	12-24	17-30	22-36	27-42	32-48	37-54	

Attach B

Attachment C

*****Effective for Offenses Committed on or after 12/1/13*****

MISDEMEANOR PUNISHMENT CHART

CLASS	PRIOR CONVICTION LEVEL			
	I	II		III
	No Prior Convictions	One to Four Prior Convictions		Five or More Prior Convictions
A1	C/I/A 1 - 60 days	C/I/A 1 - 75 days		C/I/A 1 - 150 days
1	C 1 - 45 days	C/I/A 1 - 45 days		C/I/A 1 - 120 days
2	C 1 - 30 days	C/I 1 - 45 days		C/I/A 1 - 60 days
3	C Fine Only* 1 - 10 days	One to Three Prior Convictions	Four Prior Convictions	C/I/A 1 - 20 days
		C Fine Only* 1 - 15 days	C/I 1 - 15 days	

***Unless otherwise provided for a specific offense, the judgment for a person convicted of a Class 3 misdemeanor who has no more than three prior convictions shall consist only of a fine.**

A – Active Punishment I – Intermediate Punishment C – Community Punishment
Cells with slash allow either disposition at the discretion of the judge

Revised: 9/30/13

Attach C

Attachment 1

POTENTIAL RECOMMENDATIONS

STUDENT PHYSICAL SAFETY WORKING GROUP

RECOMMENDATION #1: STUDY ARMED SECURITY OPTIONS FOR NONPUBLIC SCHOOLS

The working group finds that nonpublic schools have limited options for providing security on their campuses, and that new options should be explored. The working group further finds that in many cases, these schools operate on property owned by religious organizations, limiting the options these religious organizations have for security during non-educational hours.

The working group recommends that the General Assembly allow nonpublic schools to develop protection policies in cooperation with law enforcement. The full committee should study training and safety requirements that should be in place in order to allow nonpublic schools to provide armed security options. The full committee should further hear from local sheriffs and chiefs of police on how to best coordinate school safety for private institutions. Finally, the working group notes that the House of Representatives has passed House Bill 174, allowing all places of religious worship that are housed on private property to have the same rights for concealed carry permit holders, and urges final passage of this legislation.

RECOMMENDATION #2: STUDY EXPANSION AND REQUIREMENTS OF VOLUNTEER SRO PROGRAM

The working group finds that the authorization for voluntary school safety resource officers in G.S. 160A-288.4 and G.S. 162-26 has not been used due to limitations on volunteers and uncertainty about training and education requirements.

The working group recommends that the full committee study how best to modify the statutory requirements in order to expand the potential eligible volunteers and provide more security in the public schools, while ensuring appropriate training and education for volunteers in the program.

RECOMMENDATION #3: EXTEND MANDATORY SAFETY PLAN AND DRILL REQUIREMENT TO ALL PUBLIC SCHOOLS AND ENCOURAGE NONPUBLIC SCHOOL PARTICIPATION

The working group recommends that charter schools, regional schools, and UNC laboratory schools be required to develop a school risk management plan, hold school safety exercises, and provide safety information to local law enforcement and the Division of Emergency Management. The working group also recommends that nonpublic schools be encouraged to participate in these same activities. The recommendations of the working group are presented specifically in the attached draft legislation 2017-SAz-26.

RECOMMENDATION #4: IMPLEMENT TRAINING AND CONTINUING EDUCATION REQUIREMENTS FOR SROs

The working group recommends that all school safety resource officers receive appropriate training and be required to comply with continuing education requirements appropriate to their role as school safety resource officers. The working group recommends that the North Carolina Criminal Justice Training and Standards Commission and the North Carolina Sheriffs' Training and Standards Commission be directed to work with the Center for Safer Schools to develop appropriate training and continuing education courses and materials. The recommendations of the working group are presented specifically in the attached draft legislation 2017-BQz-8A.

RECOMMENDATION #5: APPROPRIATE AN ADDITIONAL $1.8 MILLION TO FUND GRANTS FOR SROs

The working group recommends that an additional $1.8 million be appropriated for use for grants for school safety resource officers in elementary and middle schools. The recommendations of the working group are presented specifically in the attached draft legislation 2017-BQza-9.

RECOMMENDATION #6: REQUIRE FACILITY VULNERABILITY ASSESSMENTS FOR EACH SCHOOL BUILDING

The working group recommends that the Center for Safer Schools collaborate with the Department of Public Instruction to develop a facility vulnerability assessment tool for use by each local school administrative unit. The working group recommends that each local school administrative unit be required to use the assessment tool to complete a facility vulnerability assessment of each school building at least once per year. The recommendations of the working group are presented specifically in the attached draft legislation 2017-BNz-6.

RECOMMENDATION #7: REQUIRE LEAs TO REPORT ANNUALLY ON SROs

The working group recommends that local boards of education be required to report annually to the Center for Safer Schools on the number and placement of school safety resource officers (SRO), including the funding method and employment method for each SRO in the local school administrative unit. The working group recommends that the Center for Safer Schools be required to report annually to the Joint Legislative Education Oversight Committee with an executive summary of the reported information along with the disaggregated data for each local school administrative unit. The recommendations of the working group are presented specifically in the attached draft legislation 2017-BNz-7.

Attach 2

Attachment 2

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H **D**

BILL DRAFT 2017-SAz-24 [v.2]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/30/2018 05:40:55 PM

Short Title: Inc Penalties Threat/Firearm at School. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO INCREASE VARIOUS CRIMINAL PENALTIES REGARDING FIREARMS ON EDUCATIONAL PROPERTY, COMMUNICATING A THREAT OF MASS VIOLENCE ON EDUCATIONAL PROPERTY, POSSESSION OF HANDGUNS BY MINORS, AND STORAGE OF FIREARMS.

The General Assembly of North Carolina enacts:

SECTION. 1. G.S. 14-269.2 reads as rewritten:

"§ 14-269.2. Weapons on campus or other educational property.

(a) The following definitions apply to this section:

(1) Educational property. – Any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by any board of education or school board of trustees, or directors for the administration of any school.

(1a) Employee. – A person employed by a local board of education or school whether the person is an adult or a minor.

(1b) School. – A public or private school, community college, college, or university.

(2) Student. – A person enrolled in a school or a person who has been suspended or expelled within the last five years from a school, whether the person is an adult or a minor.

(3) Switchblade knife. – A knife containing a blade that opens automatically by the release of a spring or a similar contrivance.

(3a) Volunteer school safety resource officer. – A person who volunteers as a school safety resource officer as provided by G.S. 162-26 or G.S. 160A-288.4.

(4) Weapon. – Any device enumerated in subsection (b), (b1), or (d) of this section.

(b) It shall be ~~a Class I felony~~unlawful for any person knowingly to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property or to a curricular or extracurricular activity sponsored by a school. Unless the conduct is covered under some other provision of law providing greater punishment, violation of this subsection shall be punished as follows:

(1) Any person who possesses or carries a weapon prohibited by this subsection within a vehicle or a container affixed to a vehicle is guilty of a Class I felony.

(2) Any person who removes a weapon prohibited by this subsection from a vehicle or container affixed to a vehicle, or otherwise possesses or carries a weapon prohibited by this subsection in any manner other than within a vehicle or container affixed to a vehicle, is guilty of a Class F felony.

(3) Any~~any~~ person who willfully discharges a firearm of any kind on educational property is guilty of a ~~Class F~~Class E felony.

However, this subsection does not apply to a BB gun, stun gun, air rifle, or air pistol.

(b1) It shall be a ~~Class G~~Class F felony for any person to possess or carry, whether openly or concealed, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1, on educational property or to a curricular or extracurricular activity sponsored by a school. This subsection shall not apply to fireworks.

(c) It shall be a Class I felony for any person to cause, encourage, or aid a minor who is less than 18 years old to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property. However, this subsection does not apply to a BB gun, stun gun, air rifle, or air pistol.

(c1) It shall be a Class G felony for any person to cause, encourage, or aid a minor who is less than 18 years old to possess or carry, whether openly or concealed, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1 on educational property. This subsection shall not apply to fireworks.

(d) It shall be a Class 1 misdemeanor for any person to possess or carry, whether openly or concealed, any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slungshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance, on educational property.

(e) It shall be a Class 1 misdemeanor for any person to cause, encourage, or aid a minor who is less than 18 years old to possess or carry, whether openly or concealed, any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slungshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance, on educational property.

(f) Notwithstanding subsection (b) of this section it shall be a Class 1 misdemeanor rather than a Class I felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, on educational property or to a curricular or extracurricular activity sponsored by a school if:

(1) The person is not a student attending school on the educational property or an employee employed by the school working on the educational property; and

(1a) The person is not a student attending a curricular or extracurricular activity sponsored by the school at which the student is enrolled or an employee attending a curricular or extracurricular activity sponsored by the school at which the employee is employed; and

(2) Repealed by Session Laws 1999-211, s. 1, effective December 1, 1999, and applicable to offenses committed on or after that date.

(3) The firearm is not loaded, is in a motor vehicle, and is in a locked container or a locked firearm rack.

(4) Repealed by Session Laws 1999-211, s. 1, effective December 1, 1999, and applicable to offenses committed on or after that date.

(g) This section shall not apply to any of the following:

(1) A weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the

supervision of an adult whose supervision has been approved by the school authority.

(1a) A person exempted by the provisions of G.S. 14-269(b).

(2) Firefighters, emergency service personnel, North Carolina Forest Service personnel, detention officers employed by and authorized by the sheriff to carry firearms, and any private police employed by a school, when acting in the discharge of their official duties.

(3) Home schools as defined in G.S. 115C-563(a).

(4) Weapons used for hunting purposes on the Howell Woods Nature Center property in Johnston County owned by Johnston Community College when used with the written permission of Johnston Community College or for hunting purposes on other educational property when used with the written permission of the governing body of the school that controls the educational property.

(5) A person registered under Chapter 74C of the General Statutes as an armed armored car service guard or an armed courier service guard when acting in the discharge of the guard's duties and with the permission of the college or university.

(6) A person registered under Chapter 74C of the General Statutes as an armed security guard while on the premises of a hospital or health care facility located on educational property when acting in the discharge of the guard's duties with the permission of the college or university.

(7) A volunteer school safety resource officer providing security at a school pursuant to an agreement as provided in G.S. 115C-47(61) and either G.S. 162-26 or G.S. 160A-288.4, provided that the volunteer school safety resource officer is acting in the discharge of the person's official duties and is on the educational property of the school that the officer was assigned to by the head of the appropriate local law enforcement agency.

(h) No person shall be guilty of a criminal violation of this section with regard to the possession or carrying of a weapon so long as both of the following apply:

(1) The person comes into possession of a weapon by taking or receiving the weapon from another person or by finding the weapon.

(2) The person delivers the weapon, directly or indirectly, as soon as practical to law enforcement authorities.

(i) The provisions of this section shall not apply to an employee of an institution of higher education as defined in G.S. 116-143.1 or a nonpublic post-secondary educational institution who resides on the campus of the institution at which the person is employed when all of the following criteria are met:

(1) The employee's residence is a detached, single-family dwelling in which only the employee and the employee's immediate family reside.

(2) The institution is either:

a. An institution of higher education as defined by G.S. 116-143.1.

b. A nonpublic post-secondary educational institution that has not specifically prohibited the possession of a handgun pursuant to this subsection.

(3) The weapon is a handgun.

(4) The handgun is possessed in one of the following manners as appropriate:

a. If the employee has a concealed handgun permit that is valid under Article 54B of this Chapter, or who is exempt from obtaining a permit pursuant to that Article, the handgun may be on the premises of the employee's residence or in a closed compartment or container within

the employee's locked vehicle that is located in a parking area of the educational property of the institution at which the person is employed and resides. Except for direct transfer between the residence and the vehicle, the handgun must remain at all times either on the premises of the employee's residence or in the closed compartment of the employee's locked vehicle. The employee may unlock the vehicle to enter or exit, but must lock the vehicle immediately following the entrance or exit if the handgun is in the vehicle.

b. If the employee is not authorized to carry a concealed handgun pursuant to Article 54B of this Chapter, the handgun may be on the premises of the employee's residence, and may only be in the employee's vehicle when the vehicle is occupied by the employee and the employee is immediately leaving the campus or is driving directly to their residence from off campus. The employee may possess the handgun on the employee's person outside the premises of the employee's residence when making a direct transfer of the handgun from the residence to the employee's vehicle when the employee is immediately leaving the campus or from the employee's vehicle to the residence when the employee is arriving at the residence from off campus.

(j) The provisions of this section shall not apply to an employee of a public or nonpublic school who resides on the campus of the school at which the person is employed when all of the following criteria are met:

(1) The employee's residence is a detached, single-family dwelling in which only the employee and the employee's immediate family reside.

(2) The school is either:

a. A public school which provides residential housing for enrolled students.

b. A nonpublic school which provides residential housing for enrolled students and has not specifically prohibited the possession of a handgun pursuant to this subsection.

(3) The weapon is a handgun.

(4) The handgun is possessed in one of the following manners as appropriate:

a. If the employee has a concealed handgun permit that is valid under Article 54B of this Chapter, or who is exempt from obtaining a permit pursuant to that Article, the handgun may be on the premises of the employee's residence or in a closed compartment or container within the employee's locked vehicle that is located in a parking area of the educational property of the school at which the person is employed and resides. Except for direct transfer between the residence and the vehicle, the handgun must remain at all times either on the premises of the employee's residence or in the closed compartment of the employee's locked vehicle. The employee may unlock the vehicle to enter or exit, but must lock the vehicle immediately following the entrance or exit if the handgun is in the vehicle.

b. If the employee is not authorized to carry a concealed handgun pursuant to Article 54B of this Chapter, the handgun may be on the premises of the employee's residence, and may only be in the employee's vehicle when the vehicle is occupied by the employee and the employee is immediately leaving the campus or is driving directly to their residence from off campus. The employee may possess the

handgun on the employee's person outside the premises of the employee's residence when making a direct transfer of the handgun from the residence to the employee's vehicle when the employee is immediately leaving the campus or from the employee's vehicle to the residence when the employee is arriving at the residence from off campus.

(k) The provisions of this section shall not apply to a person who has a concealed handgun permit that is valid under Article 54B of this Chapter, or who is exempt from obtaining a permit pursuant to that Article, if any of the following conditions are met:

(1) The person has a handgun in a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle and only unlocks the vehicle to enter or exit the vehicle while the firearm remains in the closed compartment at all times and immediately locks the vehicle following the entrance or exit.

(2) The person has a handgun concealed on the person and the person remains in the locked vehicle and only unlocks the vehicle to allow the entrance or exit of another person.

(3) The person is within a locked vehicle and removes the handgun from concealment only for the amount of time reasonably necessary to do either of the following:

a. Move the handgun from concealment on the person to a closed compartment or container within the vehicle.

b. Move the handgun from within a closed compartment or container within the vehicle to concealment on the person.

(l) It is an affirmative defense to a prosecution under subsection (b) or (f) of this section that the person was authorized to have a concealed handgun in a locked vehicle pursuant to subsection (k) of this section and removed the handgun from the vehicle only in response to a threatening situation in which deadly force was justified pursuant to G.S. 14-51.3."

SECTION 2. G.S. 14-269.7 reads as rewritten:

"**§ 14-269.7. Prohibitions on handguns for minors.**

(a) Any minor who willfully and intentionally possesses or carries a handgun is guilty of a ~~Class 1~~Class A1 misdemeanor.

(b) This section does not apply:

(1) To officers and enlisted personnel of the Armed Forces of the United States when in discharge of their official duties or acting under orders requiring them to carry handguns.

(2) To a minor who possesses a handgun for educational or recreational purposes while the minor is supervised by an adult who is present.

(3) To an emancipated minor who possesses such handgun inside his or her residence.

(4) To a minor who possesses a handgun while hunting or trapping outside the limits of an incorporated municipality if he has on his person written permission from a parent, guardian, or other person standing in loco parentis.

(c) The following definitions apply in this section:

(1) Handgun. – A firearm that has a short stock and is designed to be fired by the use of a single hand, or any combination of parts from which such a firearm can be assembled.

(2) Minor. – Any person under 18 years of age."

SECTION 3. G.S. 14-277.5 reads as rewritten:

"**§ 14-277.5. Making a false report concerning mass violence on educational property.**

(a) The following definitions apply in this section:

(1) Educational property. – As defined in G.S. 14-269.2.
(2) Mass violence. – Physical injury that a reasonable person would conclude could lead to permanent injury (including mental or emotional injury) or death to two or more people.
(3) School. – As defined in G.S. 14-269.2.

(b) A person who, by any means of communication to any person or groups of persons, makes a report, knowing or having reason to know the report is false, that an act of mass violence is going to occur on educational property or at a curricular or extracurricular activity sponsored by a school, is guilty of a ~~Class H~~Class G felony.

(c) The court may order a person convicted under this section to pay restitution, including costs and consequential damages resulting from the disruption of the normal activity that would have otherwise occurred on the premises but for the false report, pursuant to Article 81C of Chapter 15A of the General Statutes."

SECTION 4. Article 36 of Chapter 14 of the General Statutes is amended by adding a new section to read:

"**§ 14-277.6. Communicating a threat of mass violence on educational property.**

(a) A person who, by any means of communication to any person or groups of persons, threatens to commit an act of mass violence on educational property or at a curricular or extracurricular activity sponsored by a school, is guilty of a Class F felony.

(b) The court may order a person convicted under this section to pay restitution, including costs and consequential damages resulting from the disruption of the normal activity that would have otherwise occurred on the premises but for the communicated threat, pursuant to Article 81C of Chapter 15A of the General Statutes.

(c) The definitions in G.S. 14-277.5 apply to this section."

SECTION 5. G.S. 14-315.1 reads as rewritten:

"**§ 14-315.1. Storage of firearms to protect minors.**

(a) Any person who resides in the same premises as a minor, owns or possesses a firearm, and stores or leaves the firearm (i) in a condition that the firearm can be discharged and (ii) in a manner that the person knew or should have known that an unsupervised minor would be able to gain access to the firearm, is guilty of a ~~Class 1~~Class A1 misdemeanor if a minor gains access to the firearm without the lawful permission of the minor's parents or a person having charge of the minor and the minor:

(1) Possesses it in violation of G.S. 14-269.2(b);
(2) Exhibits it in a public place in a careless, angry, or threatening manner;
(3) Causes personal injury or death with it not in self defense; or
(4) Uses it in the commission of a crime.

(b) Nothing in this section shall prohibit a person from carrying a firearm on his or her body, or placed in such close proximity that it can be used as easily and quickly as if carried on the body.

(c) This section shall not apply if the minor obtained the firearm as a result of an unlawful entry by any person.

(d) "Minor" as used in this section means a person under 18 years of age who is not emancipated."

SECTION 6. This act becomes effective December 1, 2018, and applies to offenses committed on or after that date.

Attach 1

Attachment 3

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H **D**

BILL DRAFT 2017-SAz-26 [v.1]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/30/2018 06:18:45 PM

Short Title: Expand Use/School Risk Management Plans. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE CHARTER SCHOOLS, REGIONAL SCHOOLS, AND UNC LABORATORY SCHOOLS AND TO ENCOURAGE NONPUBLIC SCHOOLS TO DEVELOP A SCHOOL RISK MANAGEMENT PLAN, HOLD SCHOOL SAFETY EXERCISES, AND PROVIDE SCHOOL SAFETY INFORMATION TO LOCAL LAW ENFORCEMENT AND THE DIVISION OF EMERGENCY MANAGEMENT.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-218.75 reads as rewritten:

"**§ 115C-218.75. General operating requirements.**

…

(b) School Risk Management Plan. – Each charter school, in coordination with local law enforcement and emergency management agencies, ~~is encouraged to~~ shall adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, charter schools ~~may~~ shall utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(b1) Schematic Diagrams, Emergency Access for Local Law Enforcement, and School Crisis Kits. – Charter schools ~~are encouraged to~~shall provide the following to local law enforcement agencies: (i) schematic ~~diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing~~ diagrams, including digital schematic diagrams, and (ii) either keys to the main entrance of all school buildings or emergency access to key storage devices such as KNOX® boxes for all school buildings. Charter schools shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings. Charter schools shall also be responsible for providing local law enforcement agencies with updated access to school buildings when changes are made to the locks of the main entrances or to key storage devices such as KNOX® boxes. Schematic diagrams are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6. Charter schools are encouraged to implement the provisions in G.S. 115C-105.52.

…

(d) School Safety Exercises. – At least once a year, a charter school is ~~encouraged~~ required to hold a full school-wide ~~lockdown exercise with local law enforcement and emergency~~

~~management agencies that are part of the charter school's SRMP.~~tabletop exercise and drill based on the procedures documented in its SRMP. The drill shall include a practice school lockdown due to an intruder on school grounds. Each charter school is encouraged to hold a tabletop exercise and drill for multiple hazards included in its SRMP and is strongly encouraged to include local law enforcement agencies and emergency management agencies in its tabletop exercises and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the SRMP needs to be modified. For the purposes of this subsection, a tabletop exercise is an exercise involving key personnel conducting simulated scenarios related to emergency planning. For the purposes of this subsection, a drill is a school-wide practice exercise in which simulated scenarios related to emergency planning are conducted. The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools shall provide guidance and recommendations to charter schools on the types of multiple hazards to plan and respond to, including intruders on school grounds.

(e) School Safety Information Provided to Division of Emergency Management. – A charter school ~~is encouraged to~~shall provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. A charter school shall also provide updated schematic diagrams and emergency response information to the Division when such updates are made. The Division shall ensure that the diagrams and emergency response information are securely stored and distributed as provided in the SRMP to first responders, emergency personnel, and school personnel. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

...."

SECTION 2. G.S. 115C-238.66 reads as rewritten:

"§ 115C-238.66. Board of directors; powers and duties.

The board of directors shall have the following powers and duties:

...

(7a) School Risk Management Plan. – Each regional school, in coordination with local law enforcement agencies, ~~is encouraged to~~ shall adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, a regional school ~~may~~ shall utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(7b) Schematic ~~diagrams~~diagrams, emergency access for local law enforcement, and school crisis kits. – Regional schools ~~are encouraged to~~ shall provide all of the following to local law enforcement agencies: (i) schematic ~~diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing~~ diagrams, including digital schematic diagrams, and (ii) either keys to the main entrance of all school buildings or emergency access to key storage devices such as KNOX® boxes for all school buildings. Regional schools shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings. Regional schools shall also be responsible for providing local law enforcement agencies with updated access to school buildings when changes are made to the locks of the main entrances or to key storage devices such as

KNOX® boxes. Schematic diagrams are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6. Regional schools are encouraged to implement the provisions in G.S. 115C-105.52.

(7c) School safety exercises. – At least once a year, a regional school is ~~encouraged~~ required to hold a full school-wide ~~lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.~~tabletop exercise and drill based on the procedures documented in its SRMP. The drill shall include a practice school lockdown due to an intruder on school grounds. Each regional school is encouraged to hold a tabletop exercise and drill for multiple hazards included in its SRMP, and schools are strongly encouraged to include local law enforcement agencies and emergency management agencies in their tabletop exercises and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the SRMP needs to be modified. For the purposes of this subdivision, a tabletop exercise is an exercise involving key personnel conducting simulated scenarios related to emergency planning. For the purposes of this subdivision, a drill is a school-wide practice exercise in which simulated scenarios related to emergency planning are conducted. The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools shall provide guidance and recommendations to regional schools on the types of multiple hazards to plan and respond to, including intruders on school grounds.

(7d) Safety information provided to the Department of Public Safety, Division of Emergency Management. – A regional school ~~is encouraged to~~shall provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. A regional school shall also provide updated schematic diagrams and emergency response information to the Division when such updates are made. The Division shall ensure that the diagrams and emergency response information are securely stored and distributed as provided in the SRMP to first responders, emergency personnel, and school personnel. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

...."

SECTION 3. G.S. 116-239.8(b) reads as rewritten:

"(b) The chancellor shall be the administrative head of a laboratory school approved by the Subcommittee and shall provide general direction for the establishment and operation of a laboratory school. The chancellor, with advice and input from the advisory board established in subdivision (1) of this subsection, shall adopt policies, operating procedures, and the courses of study to govern the operation of the laboratory school. The chancellor may designate the duties required by this Article to other personnel as necessary. The chancellor shall also have the following powers and duties:

...

(10) School Risk Management Plan. – Each laboratory school, in coordination with local law enforcement agencies, ~~is encouraged to~~ shall adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In

constructing and maintaining these plans, a laboratory school ~~may~~ shall utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(11) Schematic ~~diagrams~~ diagrams, emergency access for local law enforcement, and school crisis kits. – Laboratory schools ~~are encouraged to~~shall provide all of the following to local law enforcement agencies: (i) schematic ~~diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing~~diagrams, including digital schematic diagrams, and (ii) either keys to the main entrance of all school buildings or emergency access to key storage devices such as KNOX® boxes for all school buildings. Laboratory schools shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings. Laboratory schools shall also be responsible for providing local law enforcement agencies with updated access to school buildings when changes are made to the locks of the main entrances or to key storage devices such as KNOX® boxes. Schematic diagrams are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6. Regional schools are encouraged to implement the provisions in G.S. 115C-105.52.

(12) School safety exercises. – At least once a year, a laboratory school is ~~encouraged~~ required to hold a full ~~schoolwide lockdown exercise with local law enforcement and emergency management agencies that are part of the laboratory school's SRMP.~~school-wide tabletop exercise and drill based on the procedures documented in its SRMP. The drill shall include a practice school lockdown due to an intruder on school grounds. Each laboratory school is encouraged to hold a tabletop exercise and drill for multiple hazards included in its SRMP, and schools are strongly encouraged to include local law enforcement agencies and emergency management agencies in their tabletop exercises and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the SRMP needs to be modified. For the purposes of this subdivision, a tabletop exercise is an exercise involving key personnel conducting simulated scenarios related to emergency planning. For the purposes of this subdivision, a drill is a school-wide practice exercise in which simulated scenarios related to emergency planning are conducted. The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools shall provide guidance and recommendations to regional schools on the types of multiple hazards to plan and respond to, including intruders on school grounds.

(13) Safety information provided to the Department of Public Safety, Division of Emergency Management. – A laboratory school ~~is encouraged to~~shall provide the following: (i) schematic diagrams, including digital schematic diagrams and (ii) emergency response information requested by the Division for the SRMP. A laboratory school shall also provide updated schematic diagrams and emergency response information to the Division when such updates are made. The Division shall ensure that the diagrams and emergency response

information are securely stored and distributed as provided in the SRMP to first responders, emergency personnel, and school personnel. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

...."

SECTION 4. G.S. 115C-551 reads as rewritten:

"**§ 115C-551. Voluntary participation in the State programs.**

(a) Any ~~such~~ private church school or school of religious charter may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs.

(b) All private church schools and all schools of religious charter are encouraged to do the following:

(1) School Risk Management Plan. – In coordination with local law enforcement agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, the school may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(3) School safety exercises. – At least once a year, hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.

(4) Safety information provided to the Department of Public Safety, Division of Emergency Management. – Provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 5. G.S. 115C-559 reads as rewritten:

"**§ 115C-559. Voluntary participation in the State programs.**

(a) Any ~~such~~ qualified nonpublic school may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs.

(b) All qualified nonpublic schools are encouraged to do the following:

(1) School Risk Management Plan. – In coordination with local law enforcement agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, the school may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(3) School safety exercises. – At least once a year, hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.

(4) Safety information provided to the Department of Public Safety, Division of Emergency Management. – Provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 6. G.S. 115C-105.49A(b) reads as rewritten:

"(b) In constructing the SRRMS, the Division of Emergency Management and the Center for Safer Schools shall leverage the existing enterprise risk management database, the School Risk Management Planning tool managed by the Division. The Division shall also leverage the ~~local school administrative unit~~ schematic diagrams of school ~~facilities.~~facilities provided by local school administrative units, charter schools, regional schools, laboratory schools, and nonpublic schools. Where technically feasible, the SRRMS shall integrate any anonymous tip lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic alarm systems authorized as part of a SRMP pursuant to G.S. 115C-47(40). The Division and the Center for Safer Schools shall collaborate with the Department of Public Instruction and the North Carolina 911 Board in the design, implementation, and maintenance of the SRRMS."

SECTION 7. G.S. 115C-105.53(b) reads as rewritten:

"(b) The Department of Public Instruction, in consultation with the Department of Public Safety, shall develop standards and guidelines for the preparation and content of schematic diagrams and necessary updates. Local school administrative ~~units~~ units, charter schools, regional schools, laboratory schools, and nonpublic schools may use these standards and guidelines to assist in the preparation of their schematic diagrams."

SECTION 8. This act becomes effective July 1, 2019, and applies beginning with the 2019-2020 school year.

Attach 3

Attachment 4

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H **D**

BILL DRAFT 2017-BQz-8A [v.1]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/01/2018 04:47:45 PM

Short Title: SROs defined/Training Standards. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO DEFINE SCHOOL SAFETY RESOURCE OFFICER AND REQUIRE TRAINING STANDARDS FOR THOSE OFFICERS.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.57. School safety resource officer.**

(a) A school safety resource officer is a law enforcement officer who is assigned to one or more public schools, at least 20 hours per week, to assist with school security, safety, emergency preparedness, emergency response or any other responsibility assigned by the school or law enforcement agency.

(b) To serve as a school safety resource officer, a law enforcement officer must complete the initial training to be a school safety resource officer and comply with any continuing education training requirements, as established by the law enforcement officer's certifying commission.

(c) The North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriff's Education and Training Standards Commission, in collaboration with the Center for Safer Schools, shall establish initial training and continuing education standards for school safety resource officers. These standards shall, at a minimum, include tactical training and mental health training."

SECTION 2. G.S. 17C-6(a) is amended by adding a new subdivision to read:

"(13) Establish initial training and continuing education training standards for school safety resource officers, as set forth in G.S. 115C-105.57."

SECTION 3. G.S. 17E-4(a) is amended by adding a new subdivision to read:

"(14) Establish initial training and continuing education training standards for school safety resource officers, as set forth in G.S. 115C-105.57."

SECTION 4. The North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriff's Education and Training Standards Commission, in collaboration with the Center for Safer Schools, shall establish initial training standards for school safety resource officers no later than January 15, 2019.

SECTION 5. This act is effective when it becomes law and applies to school safety resource officers employed beginning with the 2019-2020 school year.

Attach 4

Attachment 5

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H **D**

BILL DRAFT 2017-BNz-6 [v.3]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/01/2018 04:55:12 PM

Short Title: School Building Vulnerability Assessments. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT DIRECTING THE CENTER FOR SAFER SCHOOLS TO DEVELOP A FACILITY VULNERABILITY ASSESSMENT TOOL AND DIRECTING LOCAL SCHOOL ADMINISTRATIVE UNITS TO COMPLETE A FACILITY VULNERABILITY ASSESSMENT FOR EACH SCHOOL BUILDING ANNUALLY.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.52A. Facility vulnerability assessments.**

(a) At least once annually, each local school administrative unit shall require each school under its control to complete a facility vulnerability assessment for each school building.

(b) The Center for Safer Schools, in collaboration with the Department of Public Instruction, Division of Safe and Healthy Schools Support, shall develop a facility vulnerability assessment tool. This tool shall be used by local school administrative units when completing a facility vulnerability assessment."

SECTION 2. This act is effective when it becomes law. The Center for Safer Schools and the Department of Public Instruction, Division of Safe and Healthy Schools Support shall develop the facility vulnerability assessment tool by January 15, 2019. Each local school administrative unit shall require each school under its control to complete a facility vulnerability assessment for each school building before the end of the 2018-2019 school year and annually thereafter.

Attach 5

Attachment 4

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H **D**

BILL DRAFT 2017-BNz-7 [v.2]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/01/2018 04:55:59 PM

Short Title: SRO Rpt by LBEs to Center for Safer Schools. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT DIRECTING EACH LOCAL BOARD OF EDUCATION TO ANNUALLY REPORT TO THE CENTER FOR SAFER SCHOOLS INFORMATION ABOUT SCHOOL RESOURCE OFFICERS AND DIRECTING THE CENTER FOR SAFER SCHOOLS TO ANNUALLY REPORT THE INFORMATION TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.57. School resource officer reports.**

(a) Each local board of education shall report by September 15, 2018, and annually thereafter, in writing to the Center for Safer Schools the number of school resource officers and the placement of each school resource officer in the local school administrative unit. This report shall include the source of funding and method of employment for each school resource officer position.

(b) The Center for Safer Schools shall report by November 15, 2018, and annually thereafter, to the Joint Legislative Education Oversight Committee an executive summary and the disaggregated data for each local school administrative unit regarding the information reported by the local boards of education pursuant to subsection (a) of this section."

SECTION 2. This act is effective when it becomes law.

Attach 4

VISITOR REGISTRATION SHEET

House Select Committee On School Safety Physical Safety Working Group 5-2-2018

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Fred Baggett	NC Police Chiefs
Peg Dorn	Conf of DAs
Lindsay Marchello	Carolina Journal
Jacqueline Wyatt	NCASA
Ben Matthews	NCDPI
JARRET BURR	[illegible]
Tarah Callahan	OSR
Kris Parker	DPNC
Justin Clayton	Governor
Susanna Davis	NCDPS

VISITOR REGISTRATION SHEET

Hse. Select Comm School Safety-Physical Safety and Security Working Group — May 02,2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
William Mac Rae	NC Private Protective Services Board
[signature]	FOP
BRIAN JONES	PRIVATE PROTECTIVE SERVICES
Ahmed Selim	Carolina Friends School
Zoey Wisniewski	Carolina Friends School
Ian Gilmore-Cronin	" "
Jaylen Harrell	

VISITOR REGISTRATION SHEET

Student Physical Safety Working Group — May 2, 2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Katy Kiesslang	Brooks Pierce
Lee Lunga	TAG
David Crawford	ARMO
Lisa Musel	Moms Demand Action

VISITOR REGISTRATION SHEET

Student Physical Safety Working Group — May 2, 2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Michael Rafetto	NC Justice Center
Skye David	NewFrame
C & E	Emanuel Group
Brian Mlday	NCSBA
Adam Pridemore	NCACC
Carol Quince	PPNC
Alicia Dow	NCDPS
Deb Clary	NCSP
Joe Haas	NCCSA
Rachel Berlin	RBLaw
Cecilia Holden	SBE/DPI

VISITOR REGISTRATION SHEET

Student Physical Safety Working Group — May 2, 2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Alan Miller	AMGA
Tom Mast	NCICU
Rhaegan Jakson	Focus Carolina
Bradford Sneeden	NC DOJ
Jason Joyner	New Frame
Stephen Kauba	KMA
Eddie Caldwell	NC Sheriffs' Assn.

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Thursday, May 10, 2018
TIME: **9:00 AM**
LOCATION: **643 LOB**
COMMENTS: **THIS IS A MEETING OF THE FULL COMMITTEE**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 10:22 AM on Wednesday, May 02, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

North Carolina General Assembly

Select Committee on School Safety

State Legislative Office Building
Raleigh, NC 27601

May 10, 2018

643 LOB

9:00 AM

Rep. John Torbett, Co-Chair Rep. David R. Lewis, Co-Chair

AGENDA

i. Call Meeting to Order and Introductory Remarks.

ii. Presentation of Findings and Recommendations from Subcommittee on Student Health and the Chairmen. (Rep. Dobson)

- Discussion of Student Reporting Application Recommendation (Rep. White)

iii. Presentation of Findings and Recommendations from Subcommittee on Physical Safety and the Chairmen. (Rep. Bell)

iv. Presentation of Recommendations made by District Attorney Kim Robb on Criminal Law Changes to the Subcommittee on Physical Safety. (Staff)

v. Committee Discussion and Further Recommendations.

vi. Approval of Final Findings and Recommendations.

vii. Adjourn.

House Select Committee on School Safety
Thursday, May 10, 2018 at 9:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Select Committee on School Safety met at 9:00 AM on May 10, 2018 in Room 643 of the Legislative Office Building. Representatives J. Bell, L. Bell, Black, Boles, Brawley, Bumgardner, Carney, Cunningham, Davis, Dixon, Dobson, Dollar, Faircloth, Farmer-Butterfield, Fisher, Floyd, Gill, C. Graham, Grange, Hardister, Harrison, Hastings, Henson, Holley, Hurley, Iler, Insko, Jackson, Johnson, Brenden Jones, Lambeth, Lewis, Lucas, McNeill, R. Moore, Pierce, B. Richardson, Ross, Speciale, Stevens, Strickland, Torbett, and White attended.

Representative David R. Lewis, Chair, called the meeting to order and gave introductory remarks. Representative Dobson gave a presentation of findings and recommendations from the subcommittee on student health (see attached and on committee website). Discussion of student reporting application recommendation was presented by Representative White (see attached and on committee website). Presentation of findings and recommendations from subcommittee on physical safety was given by Representative John Bell (see attached and on committee website). Presentation of Recommendations made by District Attorney Kim Robb on Criminal Law Changes to the Subcommittee on Physical Safety was given by Susan Sitze, committee counsel(see attached and on committee website).

Kara McCraw, committee counsel added a recommendation that is the language in HB 285(see attached and on committee website). There were three amendments brought forward (see attached and on committee website) and passed. The committee decided to not recommend the Criminal Law Changes at this time. There was a motion to approve the recommendations and the motion passed(see attached and on committee website).

Representative Torbett gave closing remarks and reminded everyone that this was just a starting point and the committee would continue either during session or in the interim.

The meeting adjourned at 11:30a.m.

Representative John Torbett, Chair
Presiding

Viddia Torbett, Committee Clerk

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
_____ Bill _____

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

U-ATC-138 [v.1]

Amends Title [NO]
Recommendation 5

Date _____ ,2018

Representative Dobson

moves to amend the report on pages 11-12, Finding and Recommendation 5, by rewriting that Finding and Recommendation to read:

"FINDING 5: FURTHER STUDY IS NECESSARY TO DEVELOP A PLAN TO EFFICIENTLY COORDINATE CARE AMONG MENTAL HEALTH SUPPORT PROFESSIONALS AND TO TRAIN THESE PROFESSIONALS TO IDENTIFY POTENTIALLY DANGEROUS MENTAL AND BEHAVIORAL HEALTH ISSUES.

The Committee finds that coordination of care among school nurses, school psychologists, school counselors, and school social workers provides the best and most efficient use of resources to provide quality mental, social, and emotional health care to students; however, additional training may be necessary for these mental health support professionals to proficiently identify mental and behavioral health issues that could endanger students.

RECOMMENDATION 5: FURTHER STUDY IS NECESSARY TO DEVELOP A PLAN TO EFFICIENTLY COORDINATE CARE AMONG MENTAL HEALTH SUPPORT PROFESSIONALS AND TO TRAIN THESE PROFESSIONALS TO IDENTIFY POTENTIALLY DANGEROUS MENTAL AND BEHAVIORAL HEALTH ISSUES.

The Committee recommends the General Assembly enact legislation allowing for continued study of and development of a plan for (i) coordinating services among school nurses, school

psychologists, school counselors, and school social workers to most efficiently provide quality mental, social, and emotional healthcare services to students, and (ii) training mental health support professionals to proficiently identify mental and behavioral health issues that could endanger students.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
_____ Bill _____

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

U-ATC-141 [v.1]

Amends Title [NO]
Recommendation 7

Date _____,2018

Representative Dollar

moves to amend the report on page 12, Recommendation 5, be rewriting that recommendation to read:

RECOMMENDATION 5: FURTHER STUDY IS NECESSARY TO DEVELOP A PLAN TO EFFICIENTLY COORDINATE CARE AMONG MENTAL HEALTH SUPPORT PROFESSIONALS AND TO TRAIN THESE PROFESSIONALS TO IDENTIFY POTENTIALLY DANGEROUS MENTAL AND BEHAVIORAL HEALTH ISSUES.

The Committee recommends the General Assembly enact legislation allowing for continued study of and development of a plan for (i) coordinating services among school nurses, school psychologists, and school social workers to most efficiently provide quality mental, social, and emotional healthcare services to students, and (ii) engaging LME/MCOs, employing Mental Health First Aid, Crisis Intervention Training and other appropriate modes of training mental health support professionals to proficiently identify mental and behavioral health issues that could endanger students.";

and on page 12, by inserting a new Finding and Recommendation 7 as follows:

FINDING 7: IMPORTANCE OF LOCAL MANAGEMENT ENTITY/MANAGED CARE ORGANIZATIONS IN ADDRESSING MENTAL HEALTH CONCERNS.

The Committee finds that the public managed care system for behavioral health and intellectual and developmental disability is playing an important role in local community engagement with the schools to address mental health concerns. Each Local Management Entity/Managed Care Organization (LME/MCO) is leading a number of initiatives that are responsive to local needs.

RECOMMENDATION 7: SUPPORT OF LOCAL MANAGEMENT ENTITY/MANAGED CARE ORGANIZATIONS PROJECTS TO ADDRESS MENTAL HEALTH CONCERNS.

The Committee supports these successful projects implemented by the Local Management Entity/Managed Care Organizations (LME/MCOs) and seeks to advance their statewide implementation:

1. School-based Care Coordination. - A partnership between the LME/MCO, local providers and school systems using a wraparound model to improve student connections to the services they need to reduce the severity of their behavioral health symptoms. This model school safety initiative addresses continuity of care for students transitioning to school from residential settings, identification of children newly entering school who may need intervention and prevention of escalation of behavioral health symptoms. Several of the LME/MCOs have embedded therapists directly into the schools.
2. Mental Health First Aid Training for Students, Teachers and School Staff. - LME/MCOs provide training in this highly successful program. It prepares staff and students to intervene in behavioral health crises in much the same way as CPR training prepares individuals to intervene in a health crisis.
3. Suicide Prevention. - LME/MCOs provide a toolkit for middle school and high school teachers and staff to intervene in cases of potential suicide .
4. Youth Crisis Intervention Training (CIT) and Specific CIT training for School Resource Officers. - This nationally recognized model is a partner to the Crisis Intervention Training that has been provided by the LME/MCOs to local law enforcement.";

and by renumbering the remaining findings and recommendations accordingly.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
_____ Bill _____

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

U-ATC-139 [v.1]

Amends Title [NO]
2017-TCza-41

Date _____,2018

Representative Harrison

moves to amend the bill on page 3, lines 4-10, by rewriting those lines to read:

"(f) Upon a preliminary determination by the threat assessment team that a student poses a threat of violence to self or others or exhibits significantly disruptive behavior or need for assistance, a threat assessment team may obtain criminal history record information, and health records subject to confidentiality, privacy, and other laws to ensure compliance. No member of a threat assessment team shall redisclose any criminal history record information or health information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY

DRAFT REPORT TO THE
2018 SESSION
of the
2017 GENERAL ASSEMBLY
OF NORTH CAROLINA

MAY, 2018

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TABLE OF CONTENTS

LETTER OF TRANSMITTAL.....5

COMMITTEE PROCEEDINGS 7

FINDING AND RECOMMENDATIONS 9

APPENDICES

APPENDIX A
MEMBERSHIP OF THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY
.....15

APPENDIX B
COMMITTEE CHARGE/STATUTORY AUTHORITY 17

APPENDIX C
LEGISLATIVE PROPOSALS 19
REC. 1: Reciprocity/School Psychologist Licensure (2017-TC-42) 21
REC. 3: Threat Assessment Teams/Peer to Peer Counsels (2017-TCza-41) 25
REC. 4: Threat Assessment Teams/Peer to Peer Counsels (2017-TCza-41) 25
REC. 6: Anonymous Safety Tip Line Application (2017-TCza-44) 31
REC. 9: Expand Use/School Risk Management Plans (2017-SAz-26) 37
REC. 10: SROs defined/Training Standards (2017-BQz-8A) 45
REC. 11: Increase Funding for SRO Grant (2017-BQza-9) 49
REC. 12: School Building Vulnerability Assessment (2017-BNz-6) 53
REC. 13: SRO Rpt by LBEs to Center for Safer Schools (2017-BNz-7) 57

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TRANSMITTAL LETTER

May 10, 2018

[Back to Top]

TO THE MEMBERS OF THE 2018 REGULAR SESSION
OF THE 2017 GENERAL ASSEMBLY

The HOUSE SELECT COMMITTEE ON SCHOOL SAFETY, respectfully submits the following report to the 2018 Regular Session of the 2017 General Assembly.

Rep. David R. Lewis (Co-Chair)

Rep. John A. Torbett (Co-Chair)

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COMMITTEE PROCEEDINGS

[Back to Top]

The House Select Committee on School Safety ("Committee") met 2 times following the end of the 2017 Regular Session. Below is a brief summary of the Committee's proceedings. Minutes and information from each Committee meeting are available in the Legislative Library and on the Committee's website.

The Committee's first meeting was held on March 21, 2018. The Committee heard presentations on school safety from representatives of various State agencies, including the Center for Safer Schools, the North Carolina State Bureau of Investigation, North Carolina Emergency Management, and the North Carolina School Psychology Association. The meeting concluded with a brainstorming session between Committee members and other stakeholders on the topic of school safety and security. Information from this meeting can be found on the Committee's website.

Following the first meeting, two working groups were formed – the Student Health Working Group and the Student Physical Safety and Security Working Group. The Student Health Working Group was charged with focusing on student access to tip lines, school counselors, nurses, and psychologists, while exploring methods to improve student social integration. The Student Physical Safety and Security Working Group was charged with focusing on school resource officer (SRO) training, funding, and availability; security for charter and non-public schools, building design, as well as access to security resources in coordination with local education, law enforcement and emergency services; and necessary criminal law changes related to school safety. Each working group met twice to discuss the topics for which they were charged.

Student Health Working Group

The Student Health Working Group met on April 9, 2018 and heard presentations from the North Carolina School Counselors Association, North Carolina School Psychologist Association, and presentations on the current needs and license reciprocity requirements for school psychologist and recommended programs on school based mental health. Information from this meeting can be found on the working group's website.

The working group met again on April 23, 2018 and heard presentation from the School Nurses Association of North Carolina, the North Carolina School Social Workers Association, Alliance Behavioral Health, and the Newport Middle School SOS Program. Information from this meeting can be found on the working group's website.

The working group approved six recommendations and two legislative proposals for submission to the full Committee at its May 10, 2018 meeting. Those can be found on the working group's website.

Student Physical Safety and Security Working Group

The Student Physical Safety and Security Working Group met on April 17, 2018. The working group discussed methods for improving physical safety and security in North Carolina's

public and nonpublic schools, qualification and training standards for school resource officers and other security professionals, and the efficacy of North Carolina's Volunteer School Safety Resource Officer Program. Information from this meeting can be found on the working group's website.

The working group met again, on May 2, 2018, to discuss substantive criminal law changes to increase punishments for threats against educational institutions and other legislative recommendations that would serve to improve school safety and security. Information from this meeting can be found on the working group's website.

The working group approved seven recommendations and six legislative proposals for submission to the full Committee at its May 10, 2018 meeting. Information from this meeting can be found on the working group's website.

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FINDINGS AND RECOMMENDATIONS

[Back to Top]

FINDING 1: NORTH CAROLINA SHOULD ACCEPT THE NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST CREDENTIAL AS COMPLETE FULFILLMENT OF THE REQUIREMENTS FOR LICENSURE AS A SCHOOL PSYCHOLOGIST.

The Committee finds that school psychologists are important members of school improvement, crisis response, and intervention teams and that they are instrumental in providing direct social, emotional, and mental health services to students. Despite the indispensable services performed by school psychologists, the number of certified school psychologists in North Carolina schools has been steadily declining since at least the 2013-2014 academic year. The ratio of school psychologists to students in the 2016-2017 academic year was 1:1,857 despite the fact that the recommended ratio of school psychologists to students is 1:700.

The Committee finds that one reason for the shortage of school psychologists in North Carolina schools is the lack of reciprocity for out-of-state school psychologists. Currently, despite their years of experience, individuals who are licensed and practicing as school psychologists in other states must follow the same application and licensing procedures as in-state individuals who are seeking to be licensed for the first time.

The Committee finds that the National Association of School Psychologists offers the Nationally Certified School Psychologist credential certifying that individuals are competent to work as school psychologists. In order to earn this certification, individuals must (i) complete at least 60 semester hours of graduate-level coursework in a school psychology program of study; (ii) complete a series of supervised practicum experiences; (iii) complete 1,200 hours of school psychology internship, at least 600 of which must be in a school setting; and (iv) pass the school psychologist Praxis test. These requirements are as stringent as the current North Carolina requirements for licensure as a school psychologist.

The Committee finds that requiring the State Board of Education to license individuals who hold a Nationally Certified School Psychologist credential to work as school psychologists in the State, without requiring additional criteria for licensure, will help address the shortage of school psychologists in North Carolina and help the State move toward the goal of having a school psychologists to student ratio of 1:700.

RECOMMENDATION 1: NORTH CAROLINA SHOULD ACCEPT THE NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST CREDENTIAL AS COMPLETE FULFILLMENT OF THE REQUIREMENTS FOR LICENSURE AS A SCHOOL PSYCHOLOGIST.

The Committee recommends the General Assembly to enact legislation directing the State Board of Education to license individuals who hold a Nationally Certified School Psychologist credential to work as school psychologists in the State, without requiring additional criteria for

licensure. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-TC-42.

FINDING 2: INCREASING THE NUMBER OF STUDENT SUPPORT PERSONNEL WOULD CONTINUE SUPPORT FOR THE CARE AND INTERVENTION OF THE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS.

The Committee finds that student support personnel, including school counselors, school nurses, school psychologists, and school social workers, are instrumental members of the school community in ensuring a continuum of support to meet the social and emotional needs of students and to provide early intervention and care for students with specific social, emotional, and mental health needs.

The Committee finds that school counselors provide academic, career and social-emotional services to students in school-wide, classroom and group activities, as well as individual student services and support, and provide identification and referrals to other providers for long-term counseling needs. The Committee finds that the current nationally recommended ratio of students to school counselors is 1:250, and that information provided by the Department of Public Instruction indicates that the current ratio in North Carolina is 1:350.

The Committee finds that school nurses provide episodic, emergency, and case management health care for students, monitor public health issues, provide general health education, and connect students with external health care providers. The Committee finds that the current nationally recommendation for students to school nurses is that every student have access to a registered school nurse on a daily basis, and that prior to 2010, the recommended ratio for student to school nurses was 1:750. Information provided by the Department of Public Instruction indicates that the current ratio in North Carolina is 1:2,315, although this number does not include contract nurses and those provided by other organizations besides the local board of education.

The Committee finds that school psychologists screen for academic, behavioral and emotional barriers to learning, collect data and evaluates the effectiveness of school-wide social and emotional programs, consult on effective discipline policies and practices, and participate on crisis prevention and intervention teams. The Committee finds that the current nationally recommended ratio of students to school psychologists is 1:700, and that information provided by the Department of Public Instruction indicates that the current ratio in North Carolina is 1:1,857.

The Committee finds that school social workers serve as a vital link between the home, school, and community, working with school personnel, families and community agencies to address student needs, including referral of long-term and intensive mental health needs to community therapists or school-based mental health service providers. The Committee finds that the current nationally recommended ratio of students to school social workers is 1:400, and that information provided by the Department of Public Instruction indicates that the current ratio in North Carolina is 1:1427.

RECOMMENDATION 2: NORTH CAROLINA SHOULD CONTINUE TO WORK TOWARDS A GOAL OF MEETING NATIONAL RECOMMENDATIONS FOR STAFFING OF STUDENT SUPPORT POSITIONS TO ENSURE AND IMPROVE CARE AND INTERVENTION FOR THE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS.

The Committee recommends the General Assembly to continue to work towards the goal of increasing the number of school student personnel, including school counselors, school nurses, school psychologists, and school social workers, to ensure and improve the continuum of support to meet the social and emotional needs of students and early intervention and care for students with specific social, emotional, and mental health needs.

FINDING 3: THE USE OF THREAT ASSESSMENT TEAMS WOULD PROVIDE A MULTI-DISCIPLINARY APPROACH TO DETERMINING NEEDS AND RISKS WITH THE SCHOOL SETTING.

The Committee finds that threat assessment teams can assist in preventing violence on school campus by assessing and intervening when individuals exhibit behavior which may pose a threat to the safety of the school community by involving student support personnel, including school counselors, school nurses, school psychologists, and school social workers, as well as school resource officers or other law enforcement officials and other members of the school community.

RECOMMENDATION 3: NORTH CAROLINA SHOULD REQUIRE THREAT ASSESSMENT TEAMS IN ALL PUBLIC SCHOOLS TO BETTER ASSESS AND INTERVENE IN POTENTIAL THREATS WITHIN THE SCHOOL SETTING.

The Committee recommends the General Assembly require threat assessments teams in all public schools based on criteria established by the Center for Safer Schools. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-TCza-41.

FINDING 4: THE USE OF PEER TO PEER COUNSELING PROGRAMS CAN PROVIDE AN ADDITIONAL TOOL TO IDENTIFY AND ASSIST STUDENTS WITH SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS.

The Committee finds that peer to peer counseling programs that involve students in providing mentoring, counseling, and support to fellow students in areas such as mental health, general health and wellness, and mentoring can assist in identifying and assisting students with social, emotional, and behavioral needs, and can assist in preventing violence on school campuses.

RECOMMENDATION 4: NORTH CAROLINA SHOULD REQUIRE PEER TO PEER COUNSELING PROGRAMS IN MIDDLE AND HIGH SCHOOLS TO IDENTIFY AND ASSIST STUDENTS WITH SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS.

The Committee recommends the General Assembly require peer counseling programs in middle and high schools and provide a small grant program to schools using evidence-based programs for training and materials. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-TCza-41.

FINDING 5: FURTHER STUDY IS NECESSARY TO DEVELOP A PLAN TO EFFICIENTLY COORDINATE CARE AMONG MENTAL HEALTH SUPPORT PROFESSIONALS AND TO TRAIN THESE PROFESSIONALS TO IDENTIFY POTENTIALLY DANGEROUS MENTAL AND BEHAVIORAL HEALTH ISSUES.

The Committee finds that coordination of care among school nurses, school psychologists, and school social workers provides the best and most efficient use of resources to provide quality

mental, social, and emotional health care to students; however, additional training may be necessary for these mental health support professionals to proficiently identify mental and behavioral health issues that could endanger students.

RECOMMENDATION 5: FURTHER STUDY IS NECESSARY TO DEVELOP A PLAN TO EFFICIENTLY COORDINATE CARE AMONG MENTAL HEALTH SUPPORT PROFESSIONALS AND TO TRAIN THESE PROFESSIONALS TO IDENTIFY POTENTIALLY DANGEROUS MENTAL AND BEHAVIORAL HEALTH ISSUES.

The Committee recommends the General Assembly enact legislation allowing for continued study of and development of a plan for (i) coordinating services among school nurses, school psychologists, and school social workers to most efficiently provide quality mental, social, and emotional healthcare services to students, and (ii) training mental health support professionals to proficiently identify mental and behavioral health issues that could endanger students.

FINDING 6: THE USE OF THE SPEAK UP APPLICATION OR SIMILAR TOOLS STATEWIDE CAN PROVIDE AN ADDITIONAL TOOL TO IDENTIFY AND ASSIST STUDENTS WITH SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS AND TO CREATE ALERTS FOR INCREASED CAMPUS SAFETY.

The Committee finds that the Speak Up application in its initial pilot provided an effective tool for reporting of mental health issues and potential threats to campus safety in the counties where it was piloted, and the expansion of this application or a similar anonymous reporting application would provide an additional tool for providing assistance to students with social, emotional, and behavioral needs and preventing violence on school campuses.

RECOMMENDATION 6: FUNDING SHOULD BE PROVIDED FOR EXPANSION STATEWIDE OF APPLICATIONS THAT ALLOW ANONYMOUS REPORTING ON POTENTIAL THREATS, ABUSE, OR RELATED ISSUES.

The Committee recommends the General Assembly provide for statewide expansion of the Speak Up application or a similar tool that allows students to anonymously report potential threats, abuse, or related issues. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-TCza-44.

RECOMMENDATION 7: STUDY ARMED SECURITY OPTIONS FOR NONPUBLIC SCHOOLS.

The Committee finds that nonpublic schools have limited options for providing security on their campuses, and that new options should be explored. The Committee further finds that in many cases, these schools operate on property owned by religious organizations, limiting the options these religious organizations have for security during non-educational hours. The Committee recommends that the General Assembly allow nonpublic schools to develop protection policies in cooperation with law enforcement. The Committee should continue to study training and safety requirements that should be in place in order to allow nonpublic schools to provide armed security options. The Committee should continue to hear from local sheriffs and chiefs of police on how to best coordinate school safety for private institutions. Finally, the Committee notes that the House of Representatives has passed House Bill 174, allowing all places of religious worship that are housed on private property to have the same rights for concealed carry permit holders, and urges final passage of this legislation.

RECOMMENDATION 8: STUDY EXPANSION AND REQUIREMENTS OF VOLUNTEER SCHOOL RESOURCE OFFICER PROGRAM.

The Committee finds that the authorization for voluntary school safety resource officers in G.S. 160A-288.4 and G.S. 162-26 has not been used due to limitations on volunteers and uncertainty about training and education requirements. The Committee recommends continued study on how best to modify the statutory requirements in order to expand the potential eligible volunteers and provide more security in the public schools, while ensuring appropriate training and education for volunteers in the program.

RECOMMENDATION 9: EXTEND MANDATORY SAFETY PLAN AND DRILL REQUIREMENT TO ALL PUBLIC SCHOOLS AND ENCOURAGE NONPUBLIC SCHOOL PARTICIPATION.

The Committee recommends that charter schools, regional schools, and UNC laboratory schools be required to develop a school risk management plan, hold school safety exercises, and provide safety information to local law enforcement and the Division of Emergency Management. The Committee also recommends that nonpublic schools be encouraged to participate in these same activities. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-SAz-26.

RECOMMENDATION 10: IMPLEMENT TRAINING AND CONTINUING EDUCATION REQUIREMENTS FOR SCHOOL RESOURCE OFFICERS.

The Committee recommends that all school safety resource officers receive appropriate training and be required to comply with continuing education requirements appropriate to their role as school safety resource officers. The Committee recommends that the North Carolina Criminal Justice Training and Standards Commission and the North Carolina Sheriffs' Training and Standards Commission be directed to work with the Center for Safer Schools to develop appropriate training and continuing education courses and materials. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-BQz-8A.

RECOMMENDATION 11: APPROPRIATE AN ADDITIONAL $1.8 MILLION TO FUND GRANTS FOR SCHOOL RESOURCE OFFICERS.

The Committee recommends that an additional $1.8 million be appropriated for use for grants for school safety resource officers in elementary and middle schools. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-BQza-9.

RECOMMENDATION 12: REQUIRE FACILITY VULNERABILITY ASSESSMENTS FOR EACH SCHOOL BUILDING.

The Committee recommends that the Center for Safer Schools collaborate with the Department of Public Instruction to develop a facility vulnerability assessment tool for use by each local school administrative unit. The Committee recommends that each local school administrative unit be required to use the assessment tool to complete a facility vulnerability assessment of each school building at least once per year. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-BNz-6.

RECOMMENDATION 13: REQUIRE LOCAL BOARDS OF EDUCATION TO REPORT ANNUALLY ON SCHOOL RESOURCE OFFICERS.

The Committee recommends that local boards of education be required to report annually to the Center for Safer Schools on the number and placement of school safety resource officers (SRO), including the funding method and employment method for each SRO in the local school administrative unit. The Committee recommends that the Center for Safer Schools be required to report annually to the Joint Legislative Education Oversight Committee with an executive summary of the reported information along with the disaggregated data for each local school administrative unit. The recommendations of the Committee are presented specifically in the attached draft legislation 2017-BNz-7.

FINDING 14: SUICIDE PREVENTION EFFORTS ARE A CRUCIAL PART OF STUDENT MENTAL HEALTH.

The Committee finds that suicide is the second most common cause of death for children between the ages of 10 and 17. The Committee finds that helping the state's educators understand the risk of suicide is a critical part of the effort to keep our schools and students safe. Evidence-based programs provided in the education system will reduce the threat of suicide for North Carolina children.

RECOMMENDATION 14: HOUSE BILL 285, SUICIDE PREVENTION/AWARENESS SCHOOL PERSONNEL SHOULD BE ENACTED.

The Committee recommends the General Assembly enact House Bill 285, Suicide Prevention/Awareness School Personnel. This bill passed the House of Representatives, by a vote of 109 in favor and 7 opposed, on April 24, 2017, and it is eligible for consideration during the 2018 short session of the 2017 General Assembly.

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COMMITTEE MEMBERSHIP

[Back to Top]

2017-2018

Speaker of the House of Representatives Appointments:

Rep. David R. Lewis (Co-Chair)
Rep. John A. Torbett (Co-Chair)

Rep. John Faircloth (Vice-Chair)
Rep. John R. Bell, IV
Rep. Larry M. Bell
Rep. MaryAnn Black
Rep. James L. Boles, Jr.
Rep. William Brawley
Rep. Dana Bumgardner
Rep. Justin P. Burr
Rep. Becky Carney
Rep. Carla D. Cunningham
Rep. Ted Davis, Jr.
Rep. Jimmy Dixon
Rep. Josh Dobson
Rep. Nelson Dollar
Rep. Jeffrey Elmore
Rep. Jean Farmer-Butterfield
Rep. Susan C. Fisher
Rep. Elmer Floyd
Rep. Rosa U. Gill
Rep. Charles Graham
Rep. Holly Grange
Rep. Jon Hardister
Rep. Pricey Harrison
Rep. Kelly E. Hastings
Rep. Cody Henson
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Rep. D. Craig Horn
Rep. Pat B. Hurley
Rep. Frank Iler
Rep. Verla Insko
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Rep. Linda P. Johnson
Rep. Brenden H. Jones
Rep. Donny Lambeth
Rep. Marvin W. Lucas
Rep. Chris Malone
Rep. Allen McNeill
Rep. Rodney W. Moore
Rep. Garland E. Pierce
Rep. Bobbie Richardson
Rep. Stephen M. Ross
Rep. Jason Saine
Rep. Michael Speciale
Rep. Sarah Stevens
Rep. Larry C. Strickland
Rep. Harry Warren
Rep. Donna McDowell White

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COMMITTEE CHARGE/STATUTORY AUTHORITY

[Back to Top]

Office of the Speaker
North Carolina House of Representatives

TIM MOORE
SPEAKER

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY
TO THE HONORABLE MEMBERS OF THE
NORTH CAROLINA HOUSE OF REPRESENTATIVES

Section 1. The House Select Committee on School Safety (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6(a1) and to Rule 26(a) in Section 1 of the Rules of the House of Representatives of the 2017 General Assembly.

Section 2. The Committee consists of forty one members appointed by the Speaker of the House of Representatives. The membership of the Committee shall include legislators as specified below. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time. Vacancies are filled by the Speaker of the House of Representatives. A Chair, Vice Chair, or other member of the Committee continues to serve until a successor is appointed.

Representative David Lewis, Co-Chair	Representative Nelson Dollar	Representative Brenden Jones
Representative John Torbett, Co-Chair	Representative Jeffrey Elmore	Representative Donny Lambeth
Representative John Faircloth, Vice-Chair	Representative Elmer Floyd	Representative Marvin Lucas
Representative John Bell	Representative Rosa Gill	Representative Chris Malone
Representative Larry Bell	Representative Holly Grange	Representative Allen McNeill
Representative Mary Ann Black	Representative Pricey Harrison	Representative Rodney Moore
Representative Jamie Boles	Representative Kelly Hastings	Representative Garland Pierce
Representative William Brawley	Representative Cody Henson	Representative Stephen Ross
Representative Dana Bumgardner	Representative Yvonne Holley	Representative Jason Saine
Representative Justin Burr	Representative Craig Horn	Representative Sarah Stevens
Representative Carla Cunningham	Representative Pat Hurley	Representative Larry Strickland
Representative Ted Davis	Representative Verla Insko	Representative Harry Warren
Representative Jimmy Dixon	Representative Darren Jackson	Representative Donna White
Representative Josh Dobson	Representative Linda Johnson	

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Section 3. The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Committee may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02. The Committee shall examine the current safety standards and procedures throughout North Carolina's elementary, middle and high schools and make recommendations on statutory and non-statutory changes in order to ensure the highest level quality of safety for North Carolina students, teachers and other school personnel. In light of recent devastating national events that have threatened school safety, the Committee may consult with local governments and LEAs on processes and procedures that have proven to be useful in unsafe situations in our schools. The Committee may seek information from experts in the fields of education, law enforcement, mental health, crisis management and any others deemed appropriate by the Chairs. In addition, the Chairs of this Committee may use their discretion in identifying other relevant topics to enhancing and ensuring safety in our schools.

Section 4. Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1.

Section 5. The expenses of the Committee including per diem, subsistence, travel allowances for Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations. Individual expenses of $5,000 or less, including per diem, travel and subsistence expenses of members of the Committee, and clerical expenses shall be paid upon the authorization of the Chair of the Committee. Individual expenses in excess of $5,000 shall be paid upon the written approval of the Speaker of the House of Representatives.

Section 6. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee.

Section 7. The Committee may meet at various locations around the State in order to promote greater public participation in its deliberations.

Section 8. The Committee may submit an interim report on the results of its findings, including any proposed legislation, to the members of the House of Representatives at any time. The Committee may submit a final report on the results of its findings, including any proposed legislation to the members of the House of Representatives on or before December 31, 2018. The Committee may advise the House to concur or not to concur on legislation within the Committee's possession. Reports shall be submitted by filing a copy of the report with the Office of the Speaker of the House of Representatives, the House Principal Clerk, and the Legislative Library. The Committee terminates on December 31, 2018, or upon the filing of its final report, whichever occurs first.

Effective this 20th day of February 2018.

Tim Moore, Speaker

LEGISLATIVE PROPOSALS

[Back to Top]

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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BILL DRAFT 2017-TC-42 [v.5]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/23/2018 10:17:29 AM

Short Title: Reciprocity/School Psychologist Licensure. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO GRANT A LICENSE TO PRACTICE AS A SCHOOL PSYCHOLOGIST TO ANY INDIVIDUALS WHO HOLD THE NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST CREDENTIAL, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SAFER SCHOOLS.

Whereas, school psychologists perform essential services for the social, emotional, and mental health of students throughout North Carolina; and

Whereas, the number of school psychologists in the State has been steadily declining since the 2013-2014 academic year; and

Whereas, one reason the State faces a shortage of school psychologists is the lack of reciprocity granted to individuals who are licensed as school psychologists in other states and may wish to practice in North Carolina; and

Whereas, the standards to receive a Nationally Certified School Psychologist credential from the National Association of School Psychologists are at least as stringent as the standards the State currently requires for licensure as a school psychologist;

Now, therefore, The General Assembly of North Carolina enacts:

SECTION 1.(a) G.S. 115C-270.20(b) is repealed.

SECTION 1.(b) The catch line of G.S. 115C-270.20 reads as rewritten:

"**§ 115C-270.20. ~~Licensure~~ Teacher licensure requirements.**"

SECTION 2. Article 17E of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-270.21. Administrator and student services personnel licensure requirements.**

(a) Administrators. – The State Board shall establish classification and levels of preparation necessary for issuance of licenses for administrators as provided in this Chapter.

(b) Student Services Personnel. – The State Board shall establish classification and levels of preparation necessary for issuance of licenses for student services personnel, as provided in this Article.

(1) School psychologists. – The State Board of Education shall issue a school psychologist license to an individual who does any of the following:

a. Meets the criteria for licensure as a school psychologist established by the State Board.

b. Holds the Nationally Certified School Psychologist credential issued by the National Association of School Psychologists.

SECTION 3. This act is effective when it becomes law, and applies to applications for licensure submitted on or after that date.

DRAFT

Bill Draft 2017-TC-42: Reciprocity/School Psychologist Licensure.

2017-2018 General Assembly

Committee:		**Date:**	May 9, 2018
Introduced by:		**Prepared by:**	Jason Moran-Bates
Analysis of:	2017-TC-42		Staff Attorney

OVERVIEW: Bill Draft 2017-TC-42 would require the State Board of Education to issue a school psychologist license to any individual who holds the Nationally Certified School Psychologist (NCSP) credential issued by the National Association of School Psychologists (NASP). It would also make some technical changes to the licensing statute for school support personnel.

CURRENT LAW: Under current law, individuals who are already licensed as school psychologists in other states must follow the same process and meet the same criteria as North Carolina residents seeking initial licensure. First, they must complete an approved program in school psychology at the sixth-year level (about 75 semester hours). Secondly, they must pass the school psychology Praxis test. Finally, they must have a professional educator's continuing license issued by the Department of Public Instruction. In order to obtain that license, individuals fully licensed in other states must have at least three years of experience in addition to meeting the North Carolina State Board of Education's approved licensure exam requirements, or have a national board certification

BILL ANALYSIS: Bill Draft 2017-TC-42 would require the State Board of Education to issue a school psychologist license to any individual who holds an NCSP credential issued by the NASP.

EFFECTIVE DATE: This bill would be effective when it becomes law and apply to applications for licensure submitted on or after that date.

BACKGROUND: In order to obtain the NCSP, individuals must 1) complete at least 60 semester hours of graduate-level coursework in a school psychology program of study, 2) complete a series of supervised practicum experiences, 3) complete 1,200 hours of school psychology internship, at least 600 of which must be in a school setting, and 4) pass the school psychologist Praxis test. Currently, 32 states, including Florida, Georgia, Maryland, South Carolina, and Virginia, recognize NASP certification as meeting or partially meeting the requirements for licensure as a school psychologist.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

BILL DRAFT 2017-TCza-41 [v.9]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/09/2018 12:15:54 PM

Short Title: Threat Assessment Teams/Peer to Peer Counsels. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO CODIFY THE NORTH CAROLINA CENTER FOR SAFER SCHOOLS; TO REQUIRE THE ESTABLISHMENT OF THREAT ASSESSMENT TEAMS IN PUBLIC SCHOOLS; TO REQUIRE PEER TO PEER STUDENT COUNSELING PROGRAMS FOR STUDENTS; AND TO PROVIDE GRANTS FOR PEER TO PEER STUDENT COUNSELING PROGRAMS, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-5 is amended by adding a new subdivision to read:

"(11) The term "public school unit" means any of the following:

a. Local school administrative unit.

b. Charter school.

c. Regional school.

d. A school or schools providing elementary or secondary instruction operated by one of the following:

1. Department of Public Instruction.

2. The University of North Carolina.

3. Department of Health and Human Services.

4. Division of Adult Correction and Juvenile Justice of the Department of Public Safety."

SECTION 2. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.75. North Carolina Center for Safer Schools.**

(a) There is established the North Carolina Center for Safer Schools located within the Department of Public Instruction, referred to as the Center in this Article.

(b) The Center shall be responsible for the following:

(1) Serve as a resource and referral center for public schools by conducting research, sponsoring workshops, and providing information regarding current school safety concerns.

(2) Provide training for public school personnel.

(3) Maintain and disseminate information to public schools on effective school safety initiatives in North Carolina and across the nation.

(4) Collect, analyze, and disseminate various North Carolina school safety data.

(5) Encourage the development of partnerships between the public and private sectors to promote school safety in North Carolina.

(6) Provide technical assistance to North Carolina public schools in the development and implementation of initiatives promoting school safety.

(7) Develop model policies for threat assessment teams for public schools, including procedures for the assessment of and intervention with students whose behavior poses a threat to the safety of school staff or students. The Center shall consult with and involve the Task Force for Safer Schools and relevant State government agencies in development of the model policies.

(c) The Center shall receive guidance and advice from the Task Force for Safer Schools.

(d) The Center shall coordinate, collaborate, and seek information as necessary to carry out its duties and responsibilities from State and local government agencies, who shall provide information upon request to the Center. These agencies include the following:

(1) Department of Public Safety.

(2) Department of Health and Human Services.

(3) Department of Public Instruction.

(4) North Carolina Justice Academy.

(5) Governor's Crime Commission.

(6) Local boards of education.

(7) Local law enforcement agencies."

SECTION 3. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.76. Threat assessment teams.**

(a) The local board of education of a local school administrative unit and the governing body of each public school unit shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with students whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Center in accordance with G.S. 115C-105.75. Such policies shall include procedures for referrals to health care providers for evaluation or treatment, when appropriate.

(b) The superintendent may establish a committee charged with oversight of the threat assessment teams operating within the unit, which may be an existing committee established by the unit. The committee shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.

(c) Each superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement. Threat assessment teams may be established to serve one or more schools as determined by the superintendent. Each team shall do the following:

(1) Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.

(2) Identify members of the school community to whom threatening behavior should be reported.

(3) Implement policies adopted by the governing body pursuant to subsection (a) of this section.

(d) Upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or the superintendent's designee. The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. The superintendent may delegate the responsibility for notification to the principal of the school, and require notice to

also be made directly to the principal. Nothing in this subsection shall preclude public school personnel from acting immediately to address an imminent threat.

(e) Each threat assessment team established pursuant to this section shall report quantitative data on its activities to the Center for Safer Schools according to guidance developed by the Center.

(f) Upon a preliminary determination by the threat assessment team that a student poses a threat of violence to self or others or exhibits significantly disruptive behavior or need for assistance, a threat assessment team may obtain criminal history record information, and health records. No member of a threat assessment team shall redisclose any criminal history record information or health information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

(g) For purposes on this section, the term "superintendent" shall mean the superintendent of a local school administrative unit or the staff member with the highest decision making authority for all other public school units."

SECTION 4.(a) G.S. 115C-47 is amended by adding a new subsection to read:

"(64) Peer to peer student counseling programs. – Local boards of education shall require peer to peer student mentoring, counseling, and support programs be established at all schools with grades six and higher, and are encouraged to implement peer to peer mentoring, counseling, and support programs as appropriate in other grades.

SECTION 4.(b) G.S. 115C-316.1 reads as rewritten:

"§ 115C-316.1. Duties of school counselors.

(a) School counselors shall implement a comprehensive developmental school counseling program in their schools. Counselors shall spend at least eighty percent (80%) of their work time providing direct services to students. Direct services do not include the coordination of standardized testing. Direct services shall consist of:

(1) Delivering the school guidance curriculum through large group guidance, interdisciplinary curriculum development, group activities, and parent workshops.

(2) Guiding individual student planning through individual or small group assistance and individual or small group advisement.

(3) Providing responsive services through consultation with students, families, and staff; individual and small group counseling; crisis counseling; referrals; and peer facilitation.

(4) Performing other student services listed in the Department of Public Instruction school counselor job description that has been approved by the State Board of Education.

(b) School counseling program support activities do not include the coordination of standardized testing. During the remainder of their work time, school counselors may assist other staff with the coordination of standardized testing.

(c) School counselors, as part of the direct services provided in subsection (a) of this section, shall coordinate and provide training for students in peer to peer student mentoring, counseling, and support programs that address areas such as mental health, general health and wellness, and mentoring."

SECTION 5. There is appropriated one million dollars ($1,000,000) to the Department of Public Instruction for one-time grants to local school administrative units for training and materials for peer to peer student mentoring, counseling, and support programs in school serving students in grades six and higher to be administered as follows:

(1) The State Board of Education shall award grants to local school administrative units in the amount of five thousand dollars ($5,000) per school to be used for training and materials to implement or expand a peer to peer student mentoring, counseling, or support program that has been identified by the Center for Safer Schools as an evidence-based peer to peer student program that addresses issues of mental health, general health and wellness, and mentoring. The Center for Safer Schools shall consult with the Department of Public Instruction, Department of Health and Human Services, and Department of Public Safety, as appropriate, in identifying the programs.

(2) The State Board of Education shall award grants to applicants based on the following criteria in the order in which they are received.

a. An initial grant may be for no more than twenty thousand dollars ($20,000) total per local school administrative unit. If funds remain after initial grants have been awarded, the State Board of Education may award a second round of grants using the same criteria as for the initial grants.

b. Applications for grants from local school administrative units in Tier 1 counties shall be given priority in award of initial grants.

SECTION 6. Section 5 of this act is effective July 1, 2018. The remainder of this act is effective when it becomes law, and applies beginning with the 2018-2019 school year.

DRAFT

Bill Draft 2017-TC-41: Threat Assessment Teams/Peer to Peer Counsels.

2017-2018 General Assembly

Committee:		**Date:**	May 10, 2018
Introduced by:		**Prepared by:**	Kara McCraw
Analysis of:	2017-TCza-41		Staff Attorney

OVERVIEW: 2017-TCza-41 would make the following changes:

- ***Codify the North Carolina Center for Safer Schools and its duties and responsibilities.***
- ***Require the establishment of threat assessment teams in public schools.***
- ***Require peer to peer student counseling programs.***
- ***Provide grants for peer to peer student counseling programs.***

CURRENT LAW and BILL ANALYSIS:

Section 1: Would create a new definition for the term "public school unit" that refers to all public schools operating in the State, including local school administrative units, charter schools, regional schools, and schools operated by various State agencies.

Section 2: Currently, the Center for Safer Schools (Center) operates with the Division of School Operations in the Department of Public Instruction, but does not have codified responsibilities.

Section 2 would establish the Center in statute, and create specific responsibilities for the Center, including the following:

- Serving as a resource and referral center on school safety concerns,
- Providing training for public school personnel.
- Collecting, analyzing, and disseminating school safety data.

The Center would receive guidance from the Task Force for Safer Schools, and would collaborate with other State agencies in its work.

Section 3: Would establish a requirement that all public school units have threat assessment teams to assess and intervene with students whose behavior may pose a threat to the safety of school staff or students. These teams would be established consistent with model policies developed by the Center. Requirements would include:

- The option for an oversight threat assessment team.
- The requirement that each threat assessment team include persons with expertise in counseling, instruction, school administration, and law enforcement.
- The requirement to immediately report preliminary determinations that a student poses a threat of violence or physical harm to self or others to the superintendent or designee, who must notify the student's parent or legal guardian.
- The requirement to report qualitative data to the Center on threat assessment team activities.

- The authority, upon a preliminary determinations that a student poses a threat of violence or physical harm to self or others or exhibits significantly disruptive behavior or a need for assistance to obtain criminal history record information and health records. This information could not be redisclosed or used beyond the purpose for which it was obtained.

Section 4: Under current law, G.S. 115C-316.1, school counselors are required to spend at least 80% of their work time providing direct services to students.

Section 4 would require local boards of education to require peer to peer mentoring, counseling and support programs in all schools with grades six or higher, and in other grades as appropriate. School counselors, as part of the direct services provided to students, would be required to coordinate and provide training for the peer to peer programs.

Section 5: Would appropriate $1 million to create a grant program to provide one-time grants of $5000 per school for training and materials for evidenced-based peer to peer programs identified by the Center. The State Board of Education would award the grants with priority to applicants in Tier 1 counties, and a limit of $20,000 per local school administrative unit in the initial round of grants.

EFFECTIVE DATE: Section 5 of the draft legislation would become effective July 1, 2018. The remainder of the draft legislation would become effective when it becomes law, and would apply beginning with the 2018-2019 school year.

DRAFT

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H **D**

BILL DRAFT 2017-TCza-44 [v.10]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/09/2018 09:30:21 AM

Short Title: Anonymous Safety Tip Line Application. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE PUBLIC SCHOOLS TO APPROPRIATE FUNDS TO SUPPORT THE ANONYMOUS SAFETY TIP LINE APPLICATION; AND TO MAKE CERTAIN CHANGES TO UPDATE THE GENERAL STATUTES, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

Whereas, in 2013, the General Assembly encouraged local school administrative units to develop and operate anonymous tip lines in coordination with local law enforcement and social services agencies to receive anonymous information on internal or external risks to school buildings and school-related activities; and

Whereas, in 2015, the General Assembly required the Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools, in collaboration with the Department of Public Instruction, to implement and maintain an anonymous safety tip line application for purposes of receiving anonymous student information on internal or external risks to the school population, school buildings, and school-related activities; and

Whereas, the Department of Public Instruction, Center for Safer Schools has developed a pilot anonymous safety tip line, SPK UP NC, that enables students to send anonymous tips about school safety concerns from an application available on mobile and web based technology that is received by school administration to appropriately respond based on the type of tip; and

Whereas, the SPK UP NC application has been piloted in five North Carolina counties, enabling students to report tips related to bullying, danger, drugs, fighting, underage drinking, and weapons; and

Whereas, results from the pilot have indicated a need for a call center manned 24 hours a day, ongoing marketing and education for students, additional personnel to assist schools with implementation, and training built into the project; therefore,

The General Assembly of North Carolina enacts:

PART I. ANONYMOUS TIP LINE APPLICATION

SECTION 1.(a) G.S. 115C-105.51 reads as rewritten:

"**§ 115C-105.51. Anonymous tip lines and monitoring and response applications.**

(a) ~~Each local school administrative unit is encouraged to~~The governing body of each public secondary school shall develop and operate an anonymous tip line, in coordination with local law enforcement and social services agencies, to receive anonymous information on internal

or external risks to the school population, school buildings, and school-related activities. The Department of Public Instruction, in consultation with the Department of Public Safety, may develop standards and guidelines for the development, operation, and staffing of tip lines. The governing body of each public secondary school may use the anonymous tip line application developed pursuant to subsection (b) of this section, or another application that meets standards and guidelines developed by the Department of Public Instruction, to achieve the purposes of this subsection.

(b) The Department of Public Instruction and the Center for Safer Schools, in collaboration with the Department of Public Safety, Division of Emergency Management, shall implement and maintain an anonymous safety tip line application available statewide for purposes of receiving anonymous student information on internal or external risks to the school population, school buildings, and school-related ~~activities.~~activities. Public secondary schools shall inform students about the application and provide opportunities for students to learn about its purpose and function. The governing body of each public secondary school shall work with the Department of Public Instruction, Division of School Operations, and the Center for Safer Schools to ensure that employees of the public secondary schools receive adequate training in its operation.

(c) The Department of Public Safety, Division of Emergency Management, ~~and the Center for Safer Schools, in collaboration with the Department of Public Instruction~~ and the North Carolina 911 Board, in collaboration with the Department of Public Instruction, Division of School Operations, and the Center for Safer Schools, shall implement and maintain a statewide panic alarm system for the purposes of launching real-time 911 messaging to public safety answering points of internal and external risks to the school population, school buildings, and school-related activities. The Department of Public Safety, in consultation with the Department of Public Instruction and the North Carolina 911 Board, may develop standards and guidelines for the operations and use of the panic alarm tool.

(d) The Department of Public ~~Safety~~ Instruction and the Department of Public Safety shall ensure that the anonymous safety tip line application is integrated with and supports the statewide School Risk and Response Management System (SRRMS) as provided in G.S. 115C-105.49A. Where technically feasible and cost efficient, the Department of Public Safety ~~is~~ and the Department of Public Instruction are encouraged to implement a single solution supporting both the anonymous safety tip line application and panic alarm system.

(e) All data and information acquired and stored by the anonymous safety tip line application are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(f) Notwithstanding subsection (e) of this section, the ~~Division~~ Department of Public Instruction, Division of School Operations, may collect the annual aggregate number and type of tips sent to the anonymous tip line. The collection of this aggregate data shall not have any identifying information on the reporter of the tip, including, but not limited to, the school where the incident was reported and the date the tip was reported.

(g) For the purposes of this section, a "public secondary school" is any of the following types of public school serving grades six of higher:

(1) A school under the control of a local school administrative unit.

(2) A school under the control of the State Board of Education, including schools operated under Article 7A and Article 9C.

(3) A school under the control of The University of North Carolina.

(4) A charter school.

(5) A regional school."

SECTION 1.(b) G.S. 115C-12 is amended by adding a new subdivision to read:

"(47) Duty Regarding Anonymous Tip Lines. – The State Board of Education shall use the anonymous tip line application developed pursuant to G.S. 115C-105.51(b) for all public secondary schools serving students in grades six or higher operated under the control of the Board of Governors."

SECTION 1.(c) G.S. 115C-218.75 is amended by adding a new subsection to read:

"(e1) Anonymous Tip Line. – A charter school shall develop and operate an anonymous tip line in accordance with G.S. 115C-105.51.

SECTION 1.(d) G.S. 115C-238.66 is amended by adding a new subdivision to read:

"(7e) Anonymous Tip Line. – A regional school shall develop and operate an anonymous tip line in accordance with G.S. 115C-105.51.

SECTION 1.(e) G.S.116-11 is amended by adding a new subdivision to read:

"(12e) The Board of Governors shall develop and operate an anonymous tip line in accordance with G.S. 115C-105.51 for all public secondary schools, as defined in that section, operated under the control of the Board of Governors."

PART II. ANONYMOUS TIP LINE APPLICATION

SECTION 2.(a) G.S. 115C-105.49(d) reads as rewritten:

"(d) The Department of Public Safety, Division of Emergency Management, ~~and~~ in collaboration with the Department of Public Instruction, Division of School Operations, and the Center for Safer ~~Schools~~ Schools, shall provide guidance and recommendations to local school administrative units on the types of multiple hazards to plan and respond to, including intruders on school grounds."

SECTION 2.(b) G.S. 115C-105.49A reads as rewritten:

"**§ 115C-105.49A. School Risk and Response Management System.**

(a) The Department of Public Safety, Division of Emergency Management, ~~and the Center for Safer Schools~~ in collaboration with the Department of Public Instruction and the Center for Safer Schools, shall construct and maintain a statewide School Risk and Response Management System (SRRMS). The system shall fully integrate and leverage existing data and applications that support school risk planning, exercises, monitoring, and emergency response via 911 dispatch.

(b) In constructing the SRRMS, the Division of Emergency ~~Management~~ Management of the Department of Public Safety, in collaboration with the Department of Public Instruction and the Center for Safer ~~Schools~~ Schools, shall leverage the existing enterprise risk management database, the School Risk Management Planning tool managed by the ~~Division.~~Division of Emergency Management. The Division shall also leverage the local school administrative unit schematic diagrams of school facilities. Where technically feasible, the SRRMS shall integrate any anonymous tip lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic alarm systems authorized as part of a SRMP pursuant to G.S. 115C-47(40). The Division ~~and the Center for Safer Schools~~ shall collaborate with the Department of Public ~~Instruction~~ Instruction, the Center for Safer Schools, and the North Carolina 911 Board in the design, implementation, and maintenance of the SRRMS.

(c) All data and information acquired and stored in the SRRMS as provided in subsections (a) and (b) of this section are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 2.(c) G.S. 115C-105.52 reads as rewritten:

"**§ 115C-105.52. School crisis kits.**

The Department of Public ~~Instruction,~~ Instruction and the North Carolina Center for Safer Schools, in consultation with the Department of Public ~~Safety through the North Carolina Center for Safer Schools,~~ Safety, may develop and adopt policies on the placement of school crisis kits

in schools and on the contents of those kits. The kits should include, at a minimum, basic first-aid supplies, communications devices, and other items recommended by the International Association of Chiefs of Police.

The principal of each school, in coordination with the law enforcement agencies that are part of the local board of education's School Risk Management Plan, may place one or more crisis kits at appropriate locations in the school."

PART III. APPROPRIATION

SECTION 3.(a) There is appropriated from the General Fund to the Department of Public Instruction the sum of five million dollars ($5,000,000) for the 2018-2019 fiscal year to support the anonymous safety tip line application implemented by the Department of Public Instruction, Division of School Operations, and the Center for Safer Schools pursuant to G.S. 115C-105.51.

SECTION 3.(b) By July 1, 2019, the Department of Public Instruction shall implement a statewide anonymous safety tip line application available to all schools serving grades six or higher in local school administrative units, charter schools, regional schools, and schools operated by the Department of Public Instruction and The University of North Carolina, as required under G.S. 115C-105.51.

PART IV. EFFECTIVE DATE

SECTION 4. Section 1 of this act becomes effective July 1, 2019, and applies beginning with the 2019-2020 school year. The remainder of this act becomes effective July 1, 2018.

DRAFT

Bill Draft 2017-TCza-44: Anonymous Safety Tip Line Application.

2017-2018 General Assembly

Committee:		**Date:**	May 10, 2018
Introduced by:		**Prepared by:**	Kara McCraw
Analysis of:	2017-TCza-44		Staff Attorney

OVERVIEW: 2017-TCza-44 would provide funding for a statewide anonymous tip line application and require that application to be available in all public secondary schools.

CURRENT LAW: G.S. 115C-105.51 encourages all local school administrative units (LEAs) to develop and operate an anonymous tip line for reporting internal or external risks to the school population, school buildings, and school-related activities. The Department of Public Instruction (DPI) and the Center for Safer Schools (Center) are required to implement and maintain an anonymous safety tip line application for the same purpose.

BILL ANALYSIS: Part I of the draft legislation would require all public secondary schools to develop and operate an anonymous tip line application (application). The application could be the application developed by DPI and the Center, or one that meets standards and guidelines developed by DPI. For the purposes of this legislation, public secondary school is any of the following schools serving grades six of higher:

- Schools under the control of an LEA.
- Schools under the control of the State Board of Education, including schools in the Innovative School District and the Schools for the Deaf and the Governor Morehead School for the Blind.
- Schools under the control of The University of North Carolina.
- Charter schools.
- Regional schools.

The draft legislation would require that the DPI/Center application be made available statewide, and that public secondary schools work with DPI and the Center to ensure that employees receive adequate training in the operation of the application.

Part II of the draft legislation would make technical changes to conform references in the statute to the current location of the Center for Safer Schools.

Part III of the draft legislation would also appropriate $5 million for the 2018-2019 fiscal year to be used for development of the statewide application, and require that application to be implemented by July 1, 2019.

EFFECTIVE DATE: Section 1 of the draft legislation would become effective July 1, 2019, and apply beginning with the 2019-2020 school year. The remainder of the draft would become effective July 1, 2018.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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BILL DRAFT 2017-SAz-26 [v.1]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/30/2018 06:18:45 PM

Short Title: Expand Use/School Risk Management Plans. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE CHARTER SCHOOLS, REGIONAL SCHOOLS, AND UNC LABORATORY SCHOOLS AND TO ENCOURAGE NONPUBLIC SCHOOLS TO DEVELOP A SCHOOL RISK MANAGEMENT PLAN, HOLD SCHOOL SAFETY EXERCISES, AND PROVIDE SCHOOL SAFETY INFORMATION TO LOCAL LAW ENFORCEMENT AND THE DIVISION OF EMERGENCY MANAGEMENT.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-218.75 reads as rewritten:

"**§ 115C-218.75. General operating requirements.**

...

(b) School Risk Management Plan. – Each charter school, in coordination with local law enforcement and emergency management agencies, ~~is encouraged to~~ shall adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, charter schools ~~may~~ shall utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(b1) Schematic Diagrams, Emergency Access for Local Law Enforcement, and School Crisis Kits. – Charter schools ~~are encouraged to~~shall provide the following to local law enforcement agencies: (i) schematic ~~diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing~~ diagrams, including digital schematic diagrams, and (ii) either keys to the main entrance of all school buildings or emergency access to key storage devices such as KNOX® boxes for all school buildings. Charter schools shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings. Charter schools shall also be responsible for providing local law enforcement agencies with updated access to school buildings when changes are made to the locks of the main entrances or to key storage devices such as KNOX® boxes. Schematic diagrams are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6. Charter schools are encouraged to implement the provisions in G.S. 115C-105.52.

...

(d) School Safety Exercises. – At least once a year, a charter school is ~~encouraged~~ required to hold a full school-wide ~~lockdown exercise with local law enforcement and emergency~~

~~management agencies that are part of the charter school's SRMP.~~tabletop exercise and drill based on the procedures documented in its SRMP. The drill shall include a practice school lockdown due to an intruder on school grounds. Each charter school is encouraged to hold a tabletop exercise and drill for multiple hazards included in its SRMP and is strongly encouraged to include local law enforcement agencies and emergency management agencies in its tabletop exercises and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the SRMP needs to be modified. For the purposes of this subsection, a tabletop exercise is an exercise involving key personnel conducting simulated scenarios related to emergency planning. For the purposes of this subsection, a drill is a school-wide practice exercise in which simulated scenarios related to emergency planning are conducted. The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools shall provide guidance and recommendations to charter schools on the types of multiple hazards to plan and respond to, including intruders on school grounds.

(e) School Safety Information Provided to Division of Emergency Management. – A charter school ~~is encouraged to~~shall provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. A charter school shall also provide updated schematic diagrams and emergency response information to the Division when such updates are made. The Division shall ensure that the diagrams and emergency response information are securely stored and distributed as provided in the SRMP to first responders, emergency personnel, and school personnel. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

…."

SECTION 2. G.S. 115C-238.66 reads as rewritten:

"**§ 115C-238.66. Board of directors; powers and duties.**

The board of directors shall have the following powers and duties:

…

(7a) School Risk Management Plan. – Each regional school, in coordination with local law enforcement agencies, ~~is encouraged to~~ shall adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, a regional school ~~may~~ shall utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(7b) Schematic ~~diagrams~~diagrams, emergency access for local law enforcement, and school crisis kits. – Regional schools ~~are encouraged to~~ shall provide all of the following to local law enforcement agencies: (i) schematic ~~diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing~~ diagrams, including digital schematic diagrams, and (ii) either keys to the main entrance of all school buildings or emergency access to key storage devices such as KNOX® boxes for all school buildings. Regional schools shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings. Regional schools shall also be responsible for providing local law enforcement agencies with updated access to school buildings when changes

are made to the locks of the main entrances or to key storage devices such as KNOX® boxes. Schematic diagrams are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6. Regional schools are encouraged to implement the provisions in G.S. 115C-105.52.

(7c) School safety exercises. – At least once a year, a regional school is ~~encouraged~~ required to hold a full school-wide ~~lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.~~tabletop exercise and drill based on the procedures documented in its SRMP. The drill shall include a practice school lockdown due to an intruder on school grounds. Each regional school is encouraged to hold a tabletop exercise and drill for multiple hazards included in its SRMP, and schools are strongly encouraged to include local law enforcement agencies and emergency management agencies in their tabletop exercises and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the SRMP needs to be modified. For the purposes of this subdivision, a tabletop exercise is an exercise involving key personnel conducting simulated scenarios related to emergency planning. For the purposes of this subdivision, a drill is a school-wide practice exercise in which simulated scenarios related to emergency planning are conducted. The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools shall provide guidance and recommendations to regional schools on the types of multiple hazards to plan and respond to, including intruders on school grounds.

(7d) Safety information provided to the Department of Public Safety, Division of Emergency Management. – A regional school ~~is encouraged to~~shall provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. A regional school shall also provide updated schematic diagrams and emergency response information to the Division when such updates are made. The Division shall ensure that the diagrams and emergency response information are securely stored and distributed as provided in the SRMP to first responders, emergency personnel, and school personnel. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

...."

SECTION 3. G.S. 116-239.8(b) reads as rewritten:

"(b) The chancellor shall be the administrative head of a laboratory school approved by the Subcommittee and shall provide general direction for the establishment and operation of a laboratory school. The chancellor, with advice and input from the advisory board established in subdivision (1) of this subsection, shall adopt policies, operating procedures, and the courses of study to govern the operation of the laboratory school. The chancellor may designate the duties required by this Article to other personnel as necessary. The chancellor shall also have the following powers and duties:

...

(10) School Risk Management Plan. – Each laboratory school, in coordination with local law enforcement agencies, ~~is encouraged to~~ shall adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, a laboratory school ~~may~~ shall utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(11) Schematic ~~diagrams~~ diagrams, emergency access for local law enforcement, and school crisis kits. – Laboratory schools ~~are encouraged to~~shall provide all of the following to local law enforcement agencies: (i) schematic ~~diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing~~diagrams, including digital schematic diagrams, and (ii) either keys to the main entrance of all school buildings or emergency access to key storage devices such as KNOX® boxes for all school buildings. Laboratory schools shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings. Laboratory schools shall also be responsible for providing local law enforcement agencies with updated access to school buildings when changes are made to the locks of the main entrances or to key storage devices such as KNOX® boxes. Schematic diagrams are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6. Regional schools are encouraged to implement the provisions in G.S. 115C-105.52.

(12) School safety exercises. – At least once a year, a laboratory school is ~~encouraged~~ required to hold a full ~~schoolwide lockdown exercise with local law enforcement and emergency management agencies that are part of the laboratory school's SRMP.~~school-wide tabletop exercise and drill based on the procedures documented in its SRMP. The drill shall include a practice school lockdown due to an intruder on school grounds. Each laboratory school is encouraged to hold a tabletop exercise and drill for multiple hazards included in its SRMP, and schools are strongly encouraged to include local law enforcement agencies and emergency management agencies in their tabletop exercises and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the SRMP needs to be modified. For the purposes of this subdivision, a tabletop exercise is an exercise involving key personnel conducting simulated scenarios related to emergency planning. For the purposes of this subdivision, a drill is a school-wide practice exercise in which simulated scenarios related to emergency planning are conducted. The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools shall provide guidance and recommendations to regional schools on the types of multiple hazards to plan and respond to, including intruders on school grounds.

(13) Safety information provided to the Department of Public Safety, Division of Emergency Management. – A laboratory school ~~is encouraged to~~shall provide the following: (i) schematic diagrams, including digital schematic diagrams

and (ii) emergency response information requested by the Division for the SRMP. A laboratory school shall also provide updated schematic diagrams and emergency response information to the Division when such updates are made. The Division shall ensure that the diagrams and emergency response information are securely stored and distributed as provided in the SRMP to first responders, emergency personnel, and school personnel. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

...."

SECTION 4. G.S. 115C-551 reads as rewritten:

"**§ 115C-551. Voluntary participation in the State programs.**

(a) Any ~~such~~ private church school or school of religious charter may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs.

(b) All private church schools and all schools of religious charter are encouraged to do the following:

(1) School Risk Management Plan. – In coordination with local law enforcement agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, the school may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(3) School safety exercises. – At least once a year, hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.

(4) Safety information provided to the Department of Public Safety, Division of Emergency Management. – Provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 5. G.S. 115C-559 reads as rewritten:

"**§ 115C-559. Voluntary participation in the State programs.**

(a) Any ~~such~~ qualified nonpublic school may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs.

(b) All qualified nonpublic schools are encouraged to do the following:

(1) School Risk Management Plan. – In coordination with local law enforcement agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, the school may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a

public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(3) School safety exercises. – At least once a year, hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.

(4) Safety information provided to the Department of Public Safety, Division of Emergency Management. – Provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 6. G.S. 115C-105.49A(b) reads as rewritten:

"(b) In constructing the SRRMS, the Division of Emergency Management and the Center for Safer Schools shall leverage the existing enterprise risk management database, the School Risk Management Planning tool managed by the Division. The Division shall also leverage the ~~local school administrative unit~~ schematic diagrams of school ~~facilities.~~facilities provided by local school administrative units, charter schools, regional schools, laboratory schools, and nonpublic schools. Where technically feasible, the SRRMS shall integrate any anonymous tip lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic alarm systems authorized as part of a SRMP pursuant to G.S. 115C-47(40). The Division and the Center for Safer Schools shall collaborate with the Department of Public Instruction and the North Carolina 911 Board in the design, implementation, and maintenance of the SRRMS."

SECTION 7. G.S. 115C-105.53(b) reads as rewritten:

"(b) The Department of Public Instruction, in consultation with the Department of Public Safety, shall develop standards and guidelines for the preparation and content of schematic diagrams and necessary updates. Local school administrative ~~units~~ units, charter schools, regional schools, laboratory schools, and nonpublic schools may use these standards and guidelines to assist in the preparation of their schematic diagrams."

SECTION 8. This act becomes effective July 1, 2019, and applies beginning with the 2019-2020 school year,

Bill Draft 2017-SAz-26: Expand Use/School Risk Management Plans.

2017-2018 General Assembly

Committee:		**Date:**	May 3, 2018
Introduced by:		**Prepared by:**	Susan Sitze*
Analysis of:	2017-SAz-26		Staff Attorney

OVERVIEW: The draft bill would require various alternative forms of public schools to adopt School Risk Management Plans (SRMPs), hold annual school safety exercises, and provide school safety information to local law enforcement as well as the Division of Emergency Management in the Department of Public Safety. All nonpublic schools would be encouraged to go through the same steps.

CURRENT LAW: Prior to 2015, local school boards, charter schools, and regional schools were encouraged to adopt School Risk Management Plan (SRMPs). Local boards, but not charter schools or regional schools, were encouraged to hold school safety drills based on the SRMP. Local boards, but not charter schools or regional schools were required to provide to local law enforcement and to the Division of Emergency Management in the Department of Public Safety (Division) schematic diagrams and emergency access keys to all school buildings.

In 2015, the General Assembly made adoption of SRMPs mandatory for all schools within the jurisdiction of a local board of education and required an annual school-wide tabletop exercise and drill based on the SMRP. Charter schools and regional schools were encouraged to hold annual school-wide tabletop exercises and drills and to provide to local law enforcement and to the schematic diagrams and emergency access keys to all school buildings. In 2017, when the General Assembly created lab schools within the constituent institutions of The University of North Carolina, it treated them like charter schools and regional schools, i.e., the lab schools were encouraged to adopt SRMPs, hold annual school safety tabletop drills, and provide plans and keys to local law enforcement and the Division.

There are no statutes related to other nonpublic schools that are related to school safety.

BILL ANALYSIS: Sections 1, 2, and 3 address charter schools, regional schools, and lab schools and requires each to meet all the school safety requirements that exist for traditional public schools. These include adoption of SRMPs, annual school-wide tabletop drills and exercises, and provision of schematic diagrams of the schools to local law enforcement and the Division.

Sections 4 and 5 encourage religious schools and other nonpublic schools to adopt SRMPs, hold school safety exercises and provide schematic diagrams to local law enforcement and the Division.

Section 6 is a conforming change.

EFFECTIVE DATE: The act becomes effective July 1, 2019, and applies beginning with the 2019-2020 school year.

**Kory Goldsmith, Staff Attorney, substantially contributed to this summary.*

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H **D**

BILL DRAFT 2017-BQz-8A [v.6]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/09/2018 12:50:56 PM

Short Title: SROs defined/Training Standards. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO DEFINE SCHOOL SAFETY RESOURCE OFFICER AND REQUIRE TRAINING STANDARDS FOR THOSE OFFICERS.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.57. School safety resource officer.**

(a) A school safety resource officer is a law enforcement officer who is assigned to one or more public schools, at least 20 hours per week, to assist with school security, safety, emergency preparedness, emergency response or any other responsibility assigned by the school or law enforcement agency.

(b) All school safety resource officers must comply with any continuing education training requirements, as established by subsection (c) of this section. A law enforcement officer who did not serve as a school safety resource officer during the 2018-2019 school year shall also complete the initial training as established by subsection (c) of this section.

(c) The North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriff's Education and Training Standards Commission, in collaboration with the Center for Safer Schools, shall establish initial training and continuing education standards for school safety resource officers. These standards shall, at a minimum, include diversity and equity, tactical, and mental health training."

SECTION 2. G.S. 17C-6(a) is amended by adding a new subdivision to read:

"(13) Establish initial training and continuing education training standards for school safety resource officers, as set forth in G.S. 115C-105.57."

SECTION 3. G.S. 17E-4(a) is amended by adding a new subdivision to read:

"(14) Establish initial training and continuing education training standards for school safety resource officers, as set forth in G.S. 115C-105.57."

SECTION 4. The North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriff's Education and Training Standards Commission, in collaboration with the Center for Safer Schools, shall establish initial training standards for school safety resource officers no later than January 15, 2019.

SECTION 5. This act is effective when it becomes law and applies to school safety resource officers employed beginning with the 2019-2020 school year.

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Bill Draft 2017-BQz-8A: SROs defined/Training Standards.

2017-2018 General Assembly

Committee:	House House Select Committee on School Safety	**Date:**	May 4, 2018
Introduced by:		**Prepared by:**	Shawn Middlebrooks Staff Attorney
Analysis of:	2017-BQz-8A		

OVERVIEW: Bill Draft 2017-BQz-8A would define School safety resource officer (SRO) and authorize the adoption of training standards for law enforcement officers serving as SROs.

CURRENT LAW: Currently, the term "SRO" is not statutorily defined. Additionally, law enforcement officers are not required to complete any training to serve as SROs in North Carolina's public school.

BILL ANALYSIS: 2017-BQz-8A defines the term SRO and authorizes law enforcement officers serving as SROs to complete initial training, continuing education training, or both. All law enforcement officers must complete continuing education training. Law enforcement officers serving as school resources officers during the 2018-2019 school year are exempt from completing the initial training requirements established under the act.

2017-BQz-8A further directs the Criminal Justice Education and Training Standards Commission and the Sheriff's Education and Training Standards Commission, in collaboration with the Center for Safer Schools, to establish initial training and continuing education standards for SROs. Initial training standards must be adopted by January 15, 2019. The standards must include diversity and equity, tactical, and mental health training.

EFFECTIVE DATE: This act would be effective when it becomes law and applies to SROs employed for the 2019-2020 school year.

BACKGROUND: According to the Center for Safe Schools' website, an SRO is a certified law enforcement officer who is permanently assigned to provide coverage to a school or a set of schools. SROS are trained to perform three roles: law enforcement officer; law-related counselor; and law related education teacher.

Although SROs are not mandated to undergo training, the North Carolina Justice Academy offers a School Resource Officer Certificate program, which consist of 400 classroom hours – 80 hours of Core Classes and 320 hours of Elective work. Applicants must be sworn law enforcement officers and hold at least a Basic Level Certificate in Law Enforcement from either the Criminal Justice Training and Standards Commission or the Sheriff's Education and Training Standards Commission. The certificate program is only eligible to current or former SROs.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H **D**

BILL DRAFT 2017-BQza-9 [v.1]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/30/2018 06:26:09 PM

Short Title: Increase Funding for SRO Grant. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE ADDITIONAL GRANT FUNDS FOR SCHOOL RESOURCE OFFICERS.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Department of Public Instruction the sum of one million eight hundred thousand dollars ($1,800,000) in recurring funds for the 2018-2019 fiscal year to be used for grants for school resource officers in elementary and middle schools as provided in Section 8.36 of S.L. 2013-360.

SECTION 2. This act becomes effective July 1, 2018.

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Bill Draft 2017-BQza-9: Increase Funding for SRO Grant.

2017-2018 General Assembly

Committee:	House House Select Committee on School Safety	**Date:**	May 3, 2018
Introduced by:		**Prepared by:**	Shawn Middlebrooks Staff Attorney
Analysis of:	2017-BQza-9		

OVERVIEW: 2017-BQza-9 appropriates additional funds to employ and train school resource officers (SROs).

CURRENT LAW: S.L. 2013-360, s. 8.36 (Current Operations and Capital Improvement Appropriations Act of 2013) created a 2:1 matching grant for local school administrative units, regional schools, and charter schools to fund SROs in elementary and middle schools. Grant funds can be used to employ and train SROs. Such training must include instruction on research into the social and cognitive development of elementary and middle school children.

BILL ANALYSIS: 2017-BQza-9 would appropriate, from the General Fund, an additional one million eight hundred thousand dollars ($1,800,000) to the North Carolina Department of Public Instruction to fund SROs as authorized in S.L. 2013-360, s. 8.36.

EFFECTIVE DATE: This act would be effective July 1, 2018.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

BILL DRAFT 2017-BNz-6 [v.4]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/09/2018 10:46:59 AM

Short Title: School Building Vulnerability Assessments. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT DIRECTING THE CENTER FOR SAFER SCHOOLS TO DEVELOP A FACILITY VULNERABILITY ASSESSMENT TOOL AND DIRECTING LOCAL SCHOOL ADMINISTRATIVE UNITS TO COMPLETE A FACILITY VULNERABILITY ASSESSMENT FOR EACH SCHOOL BUILDING ANNUALLY.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.52A. Facility vulnerability assessments.**

(a) At least once annually, each local school administrative unit shall require each school under its control to complete a facility vulnerability assessment for each school building.

(b) The Center for Safer Schools, in collaboration with the Department of Public Instruction, Division of School Operations, shall develop a facility vulnerability assessment tool. This tool shall be used by local school administrative units when completing a facility vulnerability assessment."

SECTION 2. This act is effective when it becomes law. The Center for Safer Schools and the Department of Public Instruction, Division of Safe and Healthy Schools Support shall develop the facility vulnerability assessment tool by January 15, 2019. Each local school administrative unit shall require each school under its control to complete a facility vulnerability assessment for each school building before the end of the 2018-2019 school year and annually thereafter.

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Bill Draft 2017-BNz-6:
School Building Vulnerability Assessments.

2017-2018 General Assembly

Committee:		**Date:**	May 8, 2018
Introduced by:		**Prepared by:**	Samantha Yarborough
Analysis of:	2017-BNz-6		Staff Attorney

OVERVIEW: Bill Draft 2017-BNz-6 would require the Center for Safer Schools to develop a facility vulnerability assessment tool for use by local school administrative units in performing annual facility vulnerability assessments of each school building.

CURRENT LAW: When considering erection of school buildings, local boards of education must follow State Board of Education facilities guidelines, and in the case of temporary classrooms, must use units that meet the approval of the School Planning Division of the Department of Public Instruction per G.S. 115C-521. There is no current law addressing the assessment of potential vulnerabilities arising from day-to-day policies and procedures in the operation of already existing school buildings.

BILL ANALYSIS: The Bill Draft would require the Center for Safer Schools to collaborate with the Division of School Operations of the Department of Public Instruction to develop a facility vulnerability assessment tool by January 15, 2019.

The Bill Draft would also require local school administrative units to perform facility vulnerability assessments using the tool developed by the Center for Safer Schools for each school building annually, beginning with the 2018-2019 school year.

EFFECTIVE DATE: This bill would be effective when it becomes law.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

BILL DRAFT 2017-BNz-7 [v.2]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/01/2018 04:55:59 PM

Short Title: SRO Rpt by LBEs to Center for Safer Schools. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT DIRECTING EACH LOCAL BOARD OF EDUCATION TO ANNUALLY REPORT TO THE CENTER FOR SAFER SCHOOLS INFORMATION ABOUT SCHOOL RESOURCE OFFICERS AND DIRECTING THE CENTER FOR SAFER SCHOOLS TO ANNUALLY REPORT THE INFORMATION TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.57. School resource officer reports.**

(a) Each local board of education shall report by September 15, 2018, and annually thereafter, in writing to the Center for Safer Schools the number of school resource officers and the placement of each school resource officer in the local school administrative unit. This report shall include the source of funding and method of employment for each school resource officer position.

(b) The Center for Safer Schools shall report by November 15, 2018, and annually thereafter, to the Joint Legislative Education Oversight Committee an executive summary and the disaggregated data for each local school administrative unit regarding the information reported by the local boards of education pursuant to subsection (a) of this section."

SECTION 2. This act is effective when it becomes law

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Bill Draft 2017-BNz-7:
SRO Rpt by LBEs to Center for Safer Schools.

2017-2018 General Assembly

Committee:		**Date:**	May 8, 2018
Introduced by:		**Prepared by:**	Samantha Yarborough
Analysis of:	2017-BNz-7		Staff Attorney

OVERVIEW: ***Bill Draft 2017-BNz-7 would direct local boards of education to report information about the school resource officers (SROs) in the local school administrative units to the Center for Safer Schools. The Center for Safer Schools would then be required to report the information to the Joint Legislative Education Oversight Committee.***

BILL ANALYSIS: The Bill Draft would require local boards of education to report information about the school resource officers (SROs) to the Center for Safer Schools by September 15 of each year, with the first report due by September 15, 2018. The local boards would be required to report the number and placement of SROs in the local school administrative unit, along with the funding and employment methods for each SRO.

The Bill Draft would also require the Center for Safer Schools to report the information received from the local boards of education to the Joint Legislative Education Oversight Committee in the form of an executive summary. The Center would be required to include the disaggregated data by local school administrative unit in the report. This report would be due by November 15 of each year, with the first report due by November 15, 2018.

EFFECTIVE DATE: This bill would be effective when it becomes law.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

S D

BILL DRAFT 2017-SAz-28 [v.1]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
05/03/2018 02:24:41 PM

Short Title: Inc Penalty Communicating School Threat. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO INCREASE THE CRIMINAL PENALTIES FOR MAKING A FALSE REPORT OF MASS VIOLENCE ON EDUCATIONAL PROPERTY OR COMMUNICATING A THREAT OF MASS VIOLENCE ON EDUCATIONAL PROPERTY.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 14-277.5 reads as rewritten:

"**§ 14-277.5. Making a false report concerning mass violence on educational property.**

(a) The following definitions apply in this section:

(1) Educational property. – As defined in G.S. 14-269.2.

(2) Mass violence. – Physical injury that a reasonable person would conclude could lead to permanent injury (including mental or emotional injury) or death to two or more people.

(3) School. – As defined in G.S. 14-269.2.

(b) A person who, by any means of communication to any person or groups of persons, makes a report, knowing or having reason to know the report is false, that an act of mass violence is going to occur on educational property or at a curricular or extracurricular activity sponsored by a school, is guilty of a ~~Class H~~Class G felony.

(c) The court may order a person convicted under this section to pay restitution, including costs and consequential damages resulting from the disruption of the normal activity that would have otherwise occurred on the premises but for the false report, pursuant to Article 81C of Chapter 15A of the General Statutes."

SECTION 2. Article 36 of Chapter 14 of the General Statutes is amended by adding a new section to read:

"**§ 14-277.6. Communicating a threat of mass violence on educational property.**

(a) A person who, by any means of communication to any person or groups of persons, threatens to commit an act of mass violence on educational property or at a curricular or extracurricular activity sponsored by a school, is guilty of a Class F felony.

(b) The court may order a person convicted under this section to pay restitution, including costs and consequential damages resulting from the disruption of the normal activity that would have otherwise occurred on the premises but for the communicated threat, pursuant to Article 81C of Chapter 15A of the General Statutes.

(c) The definitions in G.S. 14-277.5 apply to this section."

SECTION 3. This act becomes effective December 1, 2018, and applies to offenses committed on or after that date.

VISITOR REGISTRATION SHEET

House Select Committee On School Safety — 5-10-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Logan Martin	Benchmarks
Tawah Callahan	NCTR
Matt Gross	DHHS
Jason Joyner	NEWFRAME
Brie Hunter	NC ISAAC/CFSS
Karen Everett	NC Center for Safer Schools
David Crawford	AIA NC
Anne Bacon	NC Community Colleges System
Cynthia Floyd	NC Dept. of Public Instruction
Julia Holder	SBE/NCDPI
Mike Daniska	NC Dept of Public Safety

VISITOR REGISTRATION SHEET

House Select Committee On School Safety — 5-10-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Alia Armstrong	Moms Demand Action
Kristin Collins	Moms Demand Action
Kirsty Bowers	Moms Demand Action
Kate Harshbarger	Moms Demand Action
Carolyn Currie	Moms Demand Action
Leanne Winner	NCSBA
[signature]	NCCSA
Kay Castillo	NASW-NC
Mary Shuping	NCCCS
Margo Fournier	NCAE
Rick Zechini	WM

VISITOR REGISTRATION SHEET

House Select Committee On School Safety — 5-10-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Stephen Kotkin	KMA
Karene Farley	CFSS
Diana Rodrigues	CFSS
Ken Melton	K.M.A.
Rob Lamme	RLA
[illegible]	Hunt Institute
[illegible]	Crowder Consulting Company
Edna Wallace	RTI
Frank Morris	VPS
[illegible]	TPG
Day Miskimon	PSG

VISITOR REGISTRATION SHEET

House Select Committee On School Safety — 5-10-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Bill Hussey	DPI
Benjamin D. Kelly	Kelly Group Inc.
Bill Rau	NC Justice Center
Julia Adams	OCGR

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — May 10,2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Pam Cashwell	DPS
Erik A. Hooks	DPS
Elliott Smith	SBI / ISAAC
Abby Hammond	NC Adocates for Justice
Justin Clayton	Governor
Alicia	NCDPS
John Madler	NC Sentencing Commission
Mesha Evans	Disability Rights NC
Dodie Reefer	CCR
Leah Sutton	The Hunt Institute
John Dorman	NCEM

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — May 10,2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

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Susanna Davis	NCDPS
Bradford Sneeden	NCDOJ
Katy Kingsbury	BP
Elizabeth Biser	BP
JARRET BURR	BCC
Wendy Kelly	Focus carolina
Thurber	CCA
Ashley Perkinson	Perkinson Law
Deborah Richardson	Alliance Behavioral Health
Sara Wilson	Alliance BHC
William Lassiter	NC DPS

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — May 10, 2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rhaegan Jackson	Focus Carolina
Demetrius Delaatch	Troutman
Dany Lasitte	
Nathan Hankes	PSG
David Ferrell	NP
Fred Baggett	Police Chiefs
Ashley Parkinson	Perkinson Law
Alan Mills	AMGA
Brian Taylor	NC DOI / OSFM
GLENN McNEILL	NCSHP

VISITOR REGISTRATION SHEET

House Select Committee On School Safety — 5-10-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
William MacRae	NC Private Protective Services Board
Brian Jones	Private Protective Services
Jeff Gray	Fraternal Order of Police

VISITOR REGISTRATION SHEET

House Select Committee On School Safety — 5-10-2018

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Michael Ratcliffe	NC Justice Center
Rachel Becker	RBLaw
Chris Emanuel	Emanuel Group
Jacqueline Wyatt	NCASA
Richard Bostic	NCSBA
Ryan Mildwurf	NCSBA
Adam Priddemore	NCAEC
Katherine Joyce	NCASA
Susan Mayo	NCFCW
Tom West	NCICA
Kelly Hatcher	NC CFTF

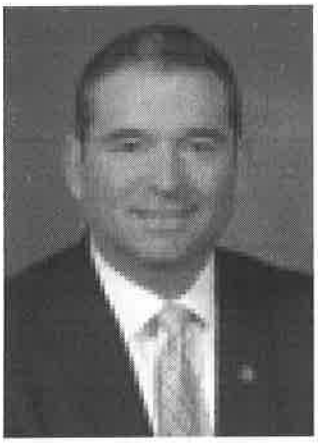
House Select Committee on School Safety

Representative David Lewis, Chair
Representative John Torbett, Chair

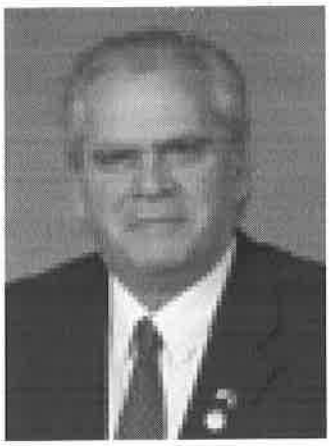
Viddia Torbett, Committee Clerk

House Select Committee on School Safety
2017-2018 SESSION

Clerks: Viddia Torbett, Susan Horne, Julie Ryan



David Lewis, Chair



John Torbett, Chair



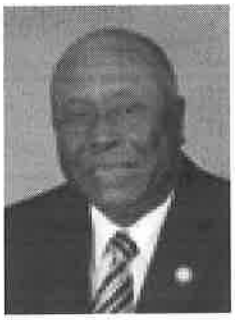
John Faircloth, Vice-Chair



John Bell, Sub-Chair



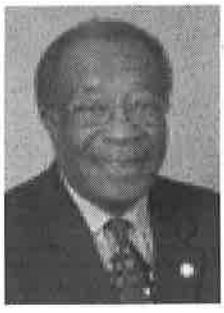
Josh Dobson, Sub-Chair



Marvin Lucas, Sub-Vice-Chair



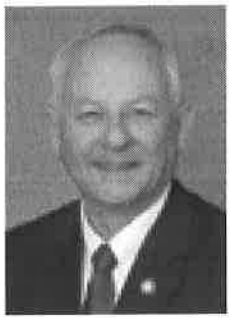
Garland Pierce, Sub-Vice Chair



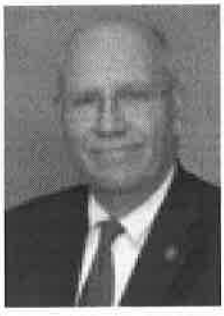
Larry Bell



Mary Ann Black



Jamie Boles



Bill Brawley



Dana Bumgardner



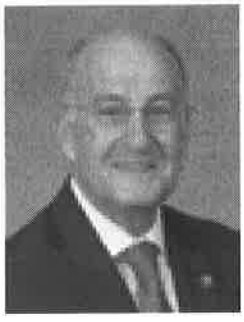
Justin Burr



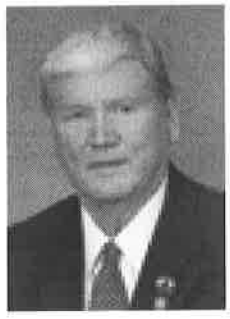
Becky Carney



Carla Cunningham



Ted Davis



Jimmy Dixon



Nelson Dollar



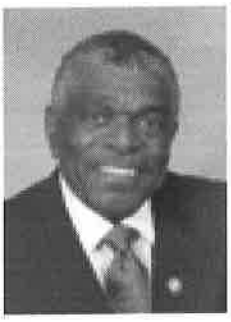
Jeffrey Elmore



Jean Farmer-Butterfield



Susan Fisher



Elmer Floyd



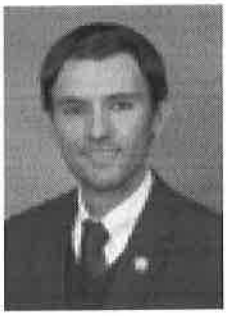
Rosa Gill



Holly Grange



Charles Graham



Jon Hardister



Pricey Harrison



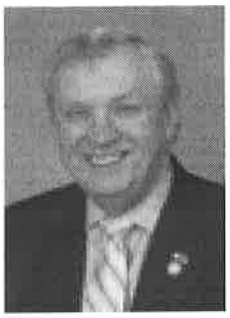
Kelly Hastings



Cody Henson



Yvonne Holley



Craig Horn



Pat Hurley



Frank Iler



Verla Insko



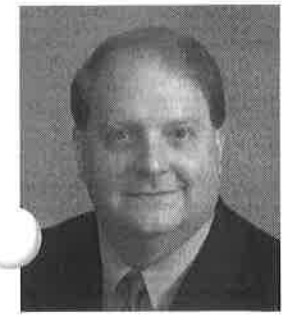
Darren Jackson



Linda Johnson



Brenden Jones



Jonathan Jordan



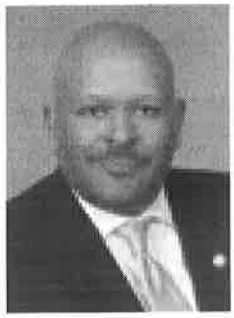
Donnie Lambeth



Chis Malone



Allen McNeill



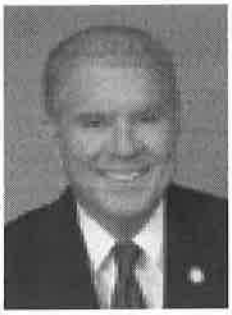
Rodney Moore

House Select Committee on School Safety
2017-2018 SESSION

Clerks: Viddia Torbett, Susan Horne, Julie Ryan



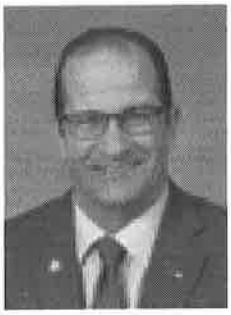
Bobbie Richardson



Stephen Ross



Jason Saine



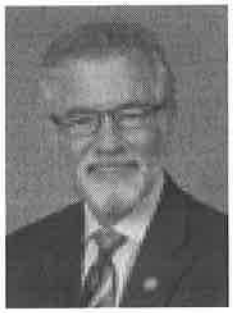
Michael Speciale



Sarah Stevens



Larry Strickland



Harry Warren



Donna White

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Stephen Wiley, LA 1326 LB

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Lisa Brown, LA 419 LOB

Representative Larry Strickland
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KJ Stancil, LA 602 LOB

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Cristy Yates, LA 611 LOB

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Susan Mullins, LA 306A2 LOB

Shelby Armentrout, Speaker's Staff
Leah Burns, Speaker's Staff
Mark Coggins, Policy Advisor
Neal Inman, Committee Clerk
Kara McCraw, Committee Counsel
Jason Moran-Bates, Committee Counsel
Susan Sitze, Committee Counsel
Viddia Torbett, Committee Clerk
Augustus Willis, Committee Counsel
Samantha Yarborough, Committee Counsel

House Select Committee On School Safety

	8/30	9/7	9/28	10/2	10/9	10/26	11/2	12/6						
Representative David Lewis, Chair					x		x	x						
Representative John Torbett, Chair	x	x	x	x	x		x	x						
Representative John Faircloth, Vice-Chair	x		x		x	x	x	x						
Representative John Bell														
Representative Larry Bell														
Representative Mary Ann Black						x	x	x						
Representative Jamie Boles	x		x		x		x	x						
Representative Bill Brawley	x		x	x	x		x	x						
Representative Dana Bumgardner	x	x	x	x				x						
Representative Justin Burr					x			x						
Representative Becky Carney							x	x						
Representative Justin Burr														
Representative Carla Cunningham	x	x	x	x		x	x	x						
Representative Ted Davis					x			x						
Representative Jimmy Dixon			x			x	x	x						
Representative Josh Dobson	x		x			x								
Representative Nelson Dollar														
Representative Jeffrey Elmore		x	x			x								
Representative Jean Farmer-Butterfield							x	x						
Representative Susan Fisher							x	x						
Representative Elmer Floyd	x					x		x						
Representative Rosa Gill			x				x	x						
Representative C. Graham	x				x		x	x						
Representative Holly Grange	x		x		x		x							
Representative Jon Hardister						x	x	x						
Representative Pricey Harrison						x	x	x						
Representative Kelly Hastings		x	x		x			x						
Representative Cody Henson			x					x						
Representative Yvonne Holley			x				x	x						
Representative Craig Horn			x	x	x	x	x	x						
Representative Pat Hurley	x	x	x		x	x	x	x						

Representative Frank Iler			x		x			x						
Representative Verla Insko							x	x						
Representative Darren Jackson							x							
Representative Linda Johnson								x						
Representative Brenden Jones			x											
Representative Jonathan Jordan		x						x						
Reprsentative Donnie Lambeth			x			x								
Representative Marvin Lucas							x	x						
Representative Allen McNeill		x	x		x	x	x	x						
Representative Chris Malone														
Representative Rodney Moore			x		x		x	x						
Representative Garland Pierce	x						x	x						
Representative Bobbie Richardson			x		x		x							
Representative Stephen Ross			x			x	x							
Representative Jason Saine			x	x			x	x						
Representative Michael Speciale	x		x		x	x	x	x						
Representative Sarah Stevens		x	x				x							
Representative Larry Strickland			x		x			x						
Representative Harry Warren	x		x			x	x							
Representative Donna White		x	x		x		x	x						
Shelby Armentrout, Speaker's Staff					x	x		x						
Leah Burns, Speaker's Staff	x			x										
Mark Coggins, Policy Advisor	x				x			x						
Neal Inman, Committee Clerk														
Kara McCraw, Committee Counsel	x	x		x		x	x	x						
Jason Moran-Bates, Committee Counsel					x									
Susan Sitze, Committee Counsel	x	x		x		x		x						
Viddia Torbett, Committee Clerk	x	x	x	x	x	x	x	x						
Augustus Willis, Committee Counsel														
Samantha Yarborough, Committee Counsel														

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2018 SECOND EXTRA SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Thursday, August 30, 2018
TIME: **3:00 PM**
LOCATION: **Harris Conference Center, Charlotte, NC**
COMMENTS: **The meeting will be held from 3-5pm at Harris Conference Center, 3216 CPCC Harris Campus Dr., Charlotte, NC 28208, (704)-330-4611.**
An agenda will be sent at a later date.

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 10:24 AM on Monday, August 27, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Ann Luck (Committee Assistant)

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This message was sent to you by Ann Luck (House Legislative Assistant's Office) (ann.luck@ncleg.net) because you signed up to receive NC General Assembly Committee Notices by email. To unsubscribe, visit http://www.ncleg.net/gascripts/Committees/Committees.asp?sAction=ViewDLForm&sActionDetails=Non-Standing

House Select Committee on School Safety
Thursday, August 30, 2018, 3:00 PM
Harris Conference Center, Charlotte, NC

AGENDA

Welcome and Opening Remarks

1. Susan Sitze, Committee Counsel
   Overview of Committee Action and Legislation

2. Kym Martin, Executive Director, Center for Safer Schools
   Update on Center for Safer Schools

3. Jalen Lowery, Righteous Keitt, and Emma Katherine Bowers of Generation Nation, a Diverse Network of Young Civic Leaders

4. Town of Huntersville Assistant Police Chief Barry Graham

5. Town of Matthews Mayor, Paul Bailey

6. Town of Matthews Commissioner and Member of Mayor's Taskforce on Education, Kress Query

7. Town of Matthews Police Chief, Clark Pennington

8. Town of Mint Hill Mayor, Ted Biggers

9. Town of Mint Hill Police Chief Tim Ledford

House Select Committee on School Safety
Thursday, August 30, 2018 at 3:00 PM
Room Harris Conference Center, Charlotte, NC

MINUTES

The House Select Committee on School Safety met at 3:00 PM on August 30, 2018 in Room Harris Conference Center, Charlotte, NC. Representatives Boles, Brawley, Bumgardner, Cunningham, Dobson, Faircloth, Floyd, C. Graham, Grange, Hurley, Pierce, Speciale, Torbett, and Warren attended.

Representative John A. Torbett, Chair, presided.

Susan Sitze, Committee Counsel gave an overview of committee action and legislation

Kym Martin, Executive Director, Center for Safer Schools presented an update on center for safer schools (see attached and on committee website).

Jalen Lowery, Righteous Keitt, and Emma Katherine Bowers of Generation Nation, a Diverse Network of Young Civic Leaders, offered their thoughts, feelings, and requests on the topic of school safety which include:
Lawmakers and leaders need to communicate with kids more, there is a changed atmosphere this year in school, mental health is a key issue, there need to be more background checks for guns and too many students have access to their parent's guns, the speak up app or a similar app is a good thing.

Several elected and appointed leaders from the area offered the perspective of the crucial role that working together plays in making sure our students and teachers are safe and gave an update of the measures they are takings. Town of Huntersville Assistant Police Chief Barry Graham, Town of Matthews Mayor, Paul Bailey, Town of Matthews Commissioner and Member of Mayor's Taskforce on Education, Kress Query, Town of Matthews Police Chief, Clark Pennington, Town of Mint Hill Mayor, Ted Biggers, and Town of Mint Hill Police Chief Tim Ledford assured us there is a concerted effort to do all in their control to keep the students and teachers safe.

The meeting adjourned at 5:00pm.

John A. Torbett
Representative John A. Torbett, Chair

Viddia Torbett
Viddia Torbett, Committee Clerk

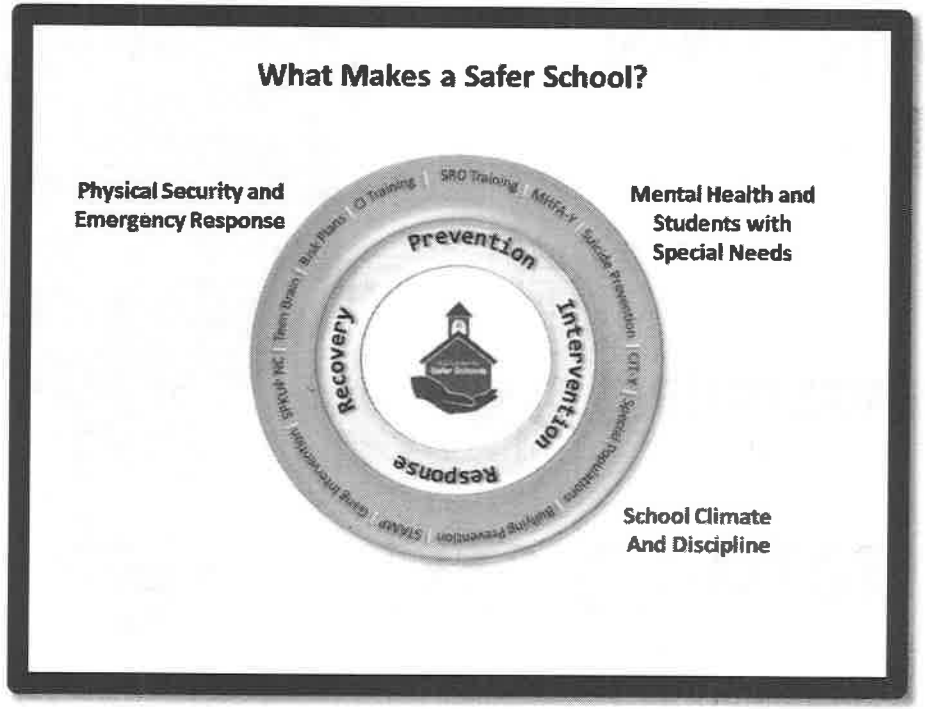


NC Center for Safer Schools

NC Department of Public Instruction

Kym L. Martin, Executive Director

NC: A New Look At School Safety



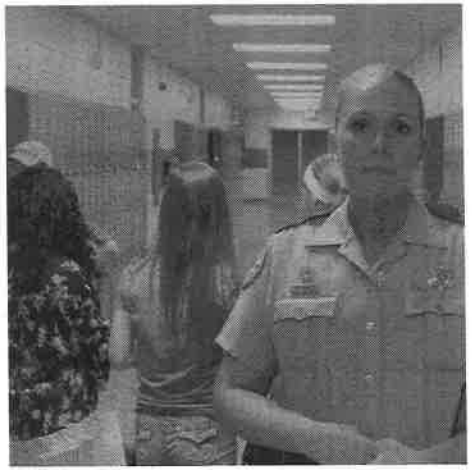
Physical Security and Emergency Response
- Critical Incident Response Training
- SRO Training
- School Risk Management System

Mental Health
- Mental Health First Aid - Youth
- School-Based Mental Health
- Suicide Toolkit
- School Threat Assessment Teams

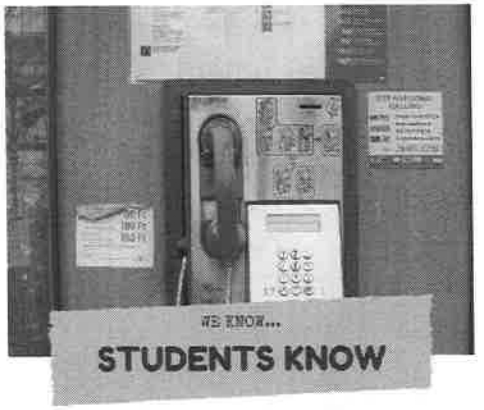
School Climate & Discipline
- Bullying & Cyberbullying
- Anonymous Reporting for Students / SpkUp
- Student Tutoring and Mentoring Program

Results: The Big 3 - Guiding Principles

- The value & need for SROs
- Collaboration among agencies
- A better system of communication between students and school personnel







Students SEE. Students HEAR.
How can we facilitate a safe way to report?

Anonymous Reporting

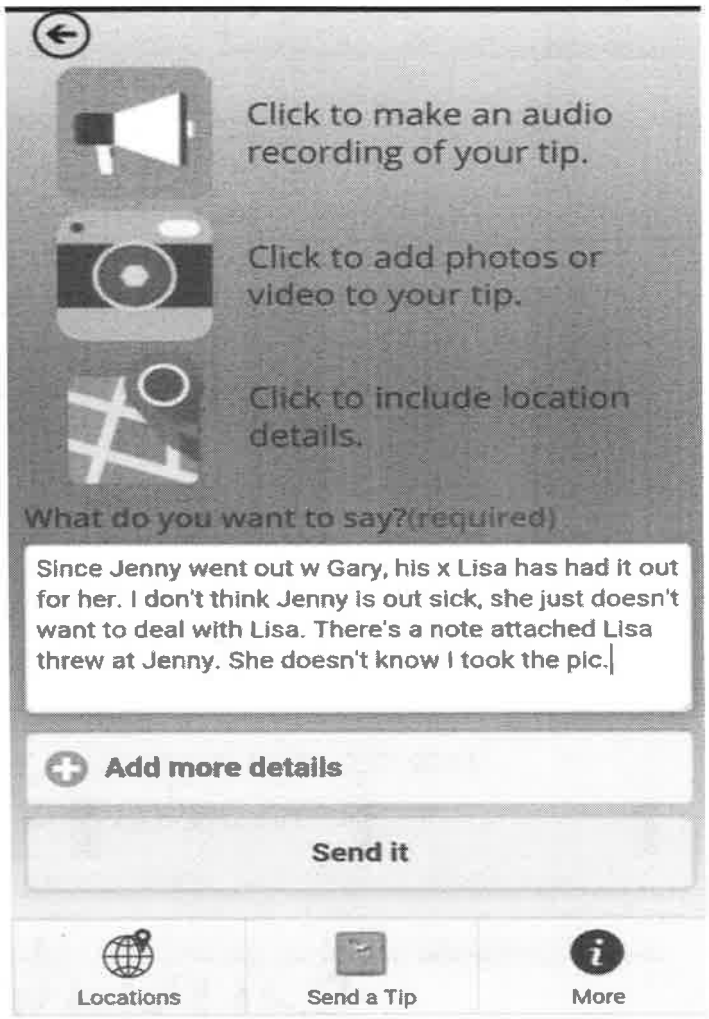
GS § 115C-105.51.- Anonymous Tip Lines and monitoring and response applications.

The governing body of each public secondary school shall develop and operate an anonymous tip line, in coordination with local law enforcement and social services agencies, to receive anonymous information on internal or external risks to the school population, school buildings and school related activities.

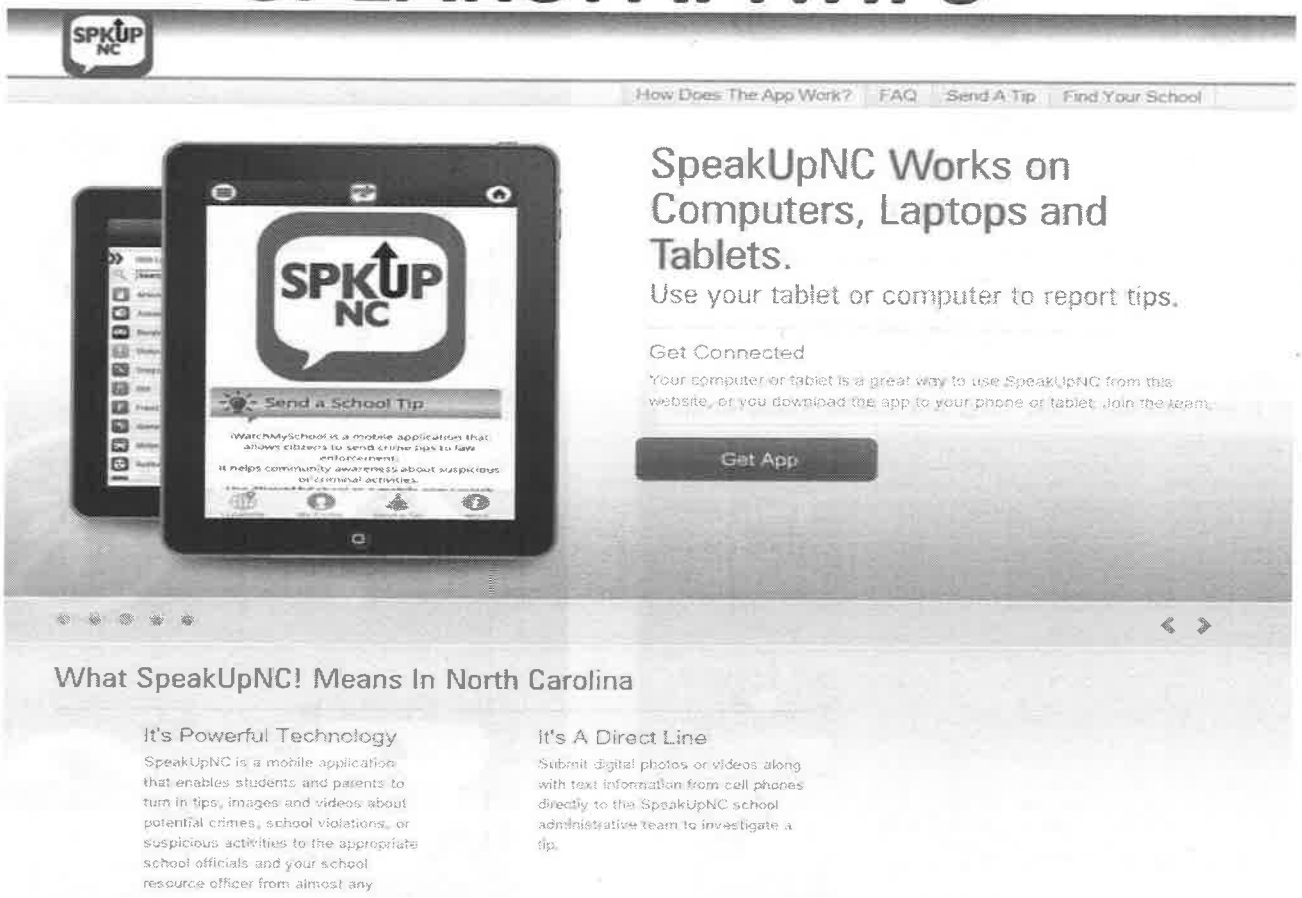
To date, there have been 2,991 downloads of the app.

90% of students say they would use an anonymous form of reporting


Send a School Tip
bullying
Report It
Bullying
Danger
Drugs
Fighting
Underage Drinking
Weapons
Suicide Hotline


Click to make an audio recording of your tip.
Click to add photos or video to your tip.
Click to include location details.
What do you want to say?(required)
Since Jenny went out w Gary, his x Lisa has had it out for her. I don't think Jenny is out sick, she just doesn't want to deal with Lisa. There's a note attached Lisa threw at Jenny. She doesn't know I took the pic.
Add more details
Send it
Locations
Send a Tip
More

SPEAKUPAPP.TIPS



Update on Anonymous Reporting Application for Students

- Procurement Process with RFI
- Working with DIT and DPS on Project Requirements and Integration
- Moving toward Meeting the July 1, 2019 Deadline
- Key Elements
  - 24/7 Command Center
  - Product that is Already in Use
  - Training and Marketing
  - Scalable to All NC Middle and High Schools

Best Practices for School Threat Assessment Teams

- Definition of a Threat- a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others.
- Met with Local Education Units to Learn About Threat Assessment policies
- Convened an Interagency School Threat Assessment Committee
- Conducting Survey to Determine Where Schools are In Threat Assessment Processes
- Work with task Force on Safer Schools to Develop a Toolkit of Best Practices for School Threat Assessment Teams

School Safety Grants Program

$12 M	$ 2 M	$ 3 M	$ 3 M	$10 M
SROs	Students In Crisis	Training to Increase School Safety	Safety Equipment for School Buildings	School Mental Health Support Personnel
Grants for SROs in Elementary and Middle Schools	Grants to community partners for crisis services	Grants to community partners to help students develop healthy responses to trauma and stress	Grants for the purchase of safety equipment for government-owned school buildings	Grants to provide all or a portion of the salary and benefits costs needed to employ additional school MH support personnel

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 8/30/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jeffrey A. Baker	Chief of Police / UNC Charlotte
Emma-Katherine Bowers	Generation Nation
Righteous Keitt	Generation Nation
Jillian Totman	Thompson Child & Family Services
Colleen Mullen	Council for Children's Rights
Ruly Tamicin	Council for Children's Rights
Philip McGinnis	Community Public Charter School
Bob Simmons	Council for Children's Rights
Ann Doss Helms	Charlotte Observer
Frank Crawford	The Children's Alliance
Jalen Lowery	Generation Nation

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 8/30/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
PEARL BURRIS-FLOYD	Partners BHM LME/MCO
Anne Miller	Moms Demand Action
Kevin Monroe	Office of Gov. Cooper
Stacia Tanner	Mecklenburg County
Dr. Jill Pratt	School Psychologist CMS
Cecilia Holden	SBE/DPI
Chief TIM W Ledford	Mint Hill Police Dept
Capt. David Dufresne	Matthews Police Dept 1201 Crews Rd, Matthews, NC 28105
Chief Clark Pennington	Matthews Police Dept.
Kress Query	Commissioner Town of Matthews
Major Barry Graham	Huntersville Police

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 8/30/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Nicholas A. Smith	Generation Nation

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 8/30/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Dana Fenton	City of Charlotte
Sean Strain	CMS
[illegible]	CAI Public Strategies

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Friday, September 7, 2018
TIME: **4:00 PM**
LOCATION: **Watauga High School**
COMMENTS: **The meeting will be held from 4-7pm in the auditorium of Watauga High School, 300 Go Pioneers Dr, Boone, NC 28607**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 7:32 PM on Thursday, August 30, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

--

This message was sent to you by Viddia Torbett (Rep. John Torbett) (torbettla@ncleg.net) because you signed up to receive NC General Assembly Committee Notices by email. To unsubscribe, visit
http://www.ncleg.net/gascripts/Committees/Committees.asp?sAction=ViewDLForm&sActionDetails=Non-Standing

House Select Committee on School Safety
Friday, September 7, 2018, 4:00 PM
Watauga High School

AGENDA

Welcome and Opening Remarks

Presentations

Melissa Searcy, 1st grade teacher at Blowing Rock, 29 years teaching experience

Christian Hughes, Watauga County high school student, member of student council and President of Key Club

Chris Hughes, member of Watauga County School Safety Committee and parent of Watauga County high school student

Watauga School Superintendent, Dr. Scott Elliott

Jay Fenwick, member of Watauga County School Board

Jason Cornett, member of Watauga County School Board

Ron Henries, member of Watauga County School Board

Watauga County Commissioner Perry Yates

Adjournment

House Select Committee on School Safety
Friday, September 7, 2018 at 4:00 PM
Room Watauga High School

MINUTES

The House Select Committee on School Safety met at 4:00 PM on September 7, 2018 in Room Watauga High School. Representatives Bumgardner, Cunningham, Elmore, Hastings, Hurley, Jordan, McNeill, Stevens, Torbett, and White attended.

Representative John A. Torbett, Chair, presided.

Susan Sitze, staff counsel gave an overview of the committee to the attendees.

Presentations were given by:
Christian Hughes, Watauga County high school student, member of student council and President of Key Club
Chris Hughes, member of Watauga County School Safety Committee and parent of Watauga County high school student
Watauga School Superintendent, Dr. Scott Elliott
Jay Fenwick, member of Watauga County School Board
Jason Cornett, member of Watauga County School Board
Ron Henries, chair of Watauga County School Board
Watauga County Commissioner Perry Yates

Discussions from members and presenters included:
There is no one best way, the need for male and female SROs, Senior citizens could volunteer to monitor, teachers should not be armed, HB322 and SB162 were needed, there should be an overall agreement of who's in charge if something bad happens, the mandate in SC, GA, TN, and VA regarding nurses, and each school should have a psychologist, nurse, social worker, and counselor.

The meeting adjourned at 6:00pm.

John A. Torbett

Representative John A. Torbett, Chair
Presiding

Viddia Torbett

Viddia Torbett, Committee Clerk

VISITOR REGISTRATION SHEET

Name of Committee | Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
✓ Kaden Miller	Watauga High School Student 887 Blairmont Drive

VISITOR REGISTRATION SHEET

Name of Committee _____ Date _____

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
✓LEN HAGAMAN	W. C. SHERIFF
✓KEITH PRAGER	RETIRED FEDERAL AGENT

Speakers List

1. ✓ Dr. Gary Childers — Watauga School Board
2. ✓ John Welch — Chairman Watauga County Commissioners
3. ✓ ~~David~~ David Searcy — Candidate for Sheriff
4. ✓ Danny Watts — " " for School Board
5. ✓ Allison Gates — Moms Demand.

VISITOR REGISTRATION SHEET

Name of Committee _____ Date _____

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Friday, September 28, 2018
TIME: **1:00 PM**
LOCATION: **LeGrand Center, 1800 E Marion St, Shelby, NC 28152**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 10:17 AM on Wednesday, September 19, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

--
This message was sent to you by Viddia Torbett (Rep. John Torbett) (torbettla@ncleg.net) because you signed up to receive NC General Assembly Committee Notices by email. To unsubscribe, visit
http://www.ncleg.net/gascripts/Committees/Committees.asp?sAction=ViewDLForm&sActionDetails=Non-Standing

House Select Committee on School Safety
Friday, September 28, 2018, 1:00 PM
LeGrand Center, 1800 E Marion St, Shelby, NC 28152

AGENDA

Welcome and Opening Remarks, Representative John Torbett

1. Superintendent Mark Johnson/Erika Berry
2. Kym Martin, Director of School Safety DPI
3. Cleveland County School Superintendent Dr. Stephen Fisher
4. Sandy Hamrick, Student Services Coordinator of Cleveland County
5. Rodney Boarders, Executive Director Administrative Services (SROs in Cleveland County)
6. Law enforcement perspective - Cleveland County Sheriff's Office, Shelby Police Chief, Jeff Ledford; Boiling Springs Police Chief Nathan Phillips; Kings Mountain Police Chief Jerry Tessneer
7. Paul J. Norcross, Phoenix Academy Foundation, Active Shooter Detection System Presentation
8. Speaker of the House Representative Tim Moore

Adjournment

House Select Committee on School Safety
Friday, September 28, 2018 at 1:00 PM
Room LeGrand Center, 1800 E Marion St, Shelby, NC 28152

MINUTES

The House Select Committee on School Safety met at 1:00 PM on September 28, 2018 in Room LeGrand Center, 1800 E Marion St, Shelby, NC 28152. Representatives Boles, Brawley, Bumgardner, Cunningham, Dixon, Dobson, Elmore, Faircloth, Gill, Grange, Hastings, Henson, Holley, Horn, Hurley, Iler, Brenden Jones, Lambeth, McNeill, R. Moore, B. Richardson, Ross, Saine, Speciale, Stevens, Strickland, Torbett, Warren, and White attended.

Representative John A. Torbett, Chair, presided and welcomed everyone. Speaker Moore then addressed the committee with remarks regarding the importance of this committee to the students and teachers. Kara McGraw provided an overview and update of the committee's work.

Superintendent Mark Johnson and Erika Berry addressed the committee regarding the impacts of Hurricane Florence on North Carolina schools and the disbursement of school safety grant funds. Erika also relayed that we needed to look and the most innovative mental health strategies and then connect the dots.

Kym Martin, Director of School Safety DPI, gave an update on the school safety grants program (see attached and on committee website).

Cleveland County School Superintendent Dr. Stephen Fisher how proud he was of the cooperation of the entire community coming together and working well together and introduced Sandy Hamrick, Student Services Coordinator of Cleveland County and Rodney Boarders, Executive Director Administrative Services (SROs in Cleveland County), who explained what they are doing with the grants provided and awarded to them including a suicide prevention model. Also explained was the single portal they are using and meeting with key personnel to make sure students' needs are met.
Next on the agenda was the law enforcement perspective - Cleveland County Sheriff's Office, Shelby Police Chief, Jeff Ledford; Boiling Springs Police Chief Nathan Phillips; Kings Mountain Police Chief Jerry Tessneer and how they are partnering and working together with the schools.
Paul J. Norcross, Phoenix Academy Foundation then gave an Active Shooter Detection System Presentation (see attached and on committee website)
Speaker of the House Representative Tim Moore then thanked everyone for attending, thanked all the people who are working hard to make sure students and teachers were safe, and anticipated answers and solutions coming from this committee.
The meeting adjourned at 4:00 PM.

John A. Torbett
Representative John A. Torbett, Chair, Presiding

Viddia Torbett
Viddia Torbett, Committee Clerk

SCHOOL SAFETY GRANTS PROGRAM

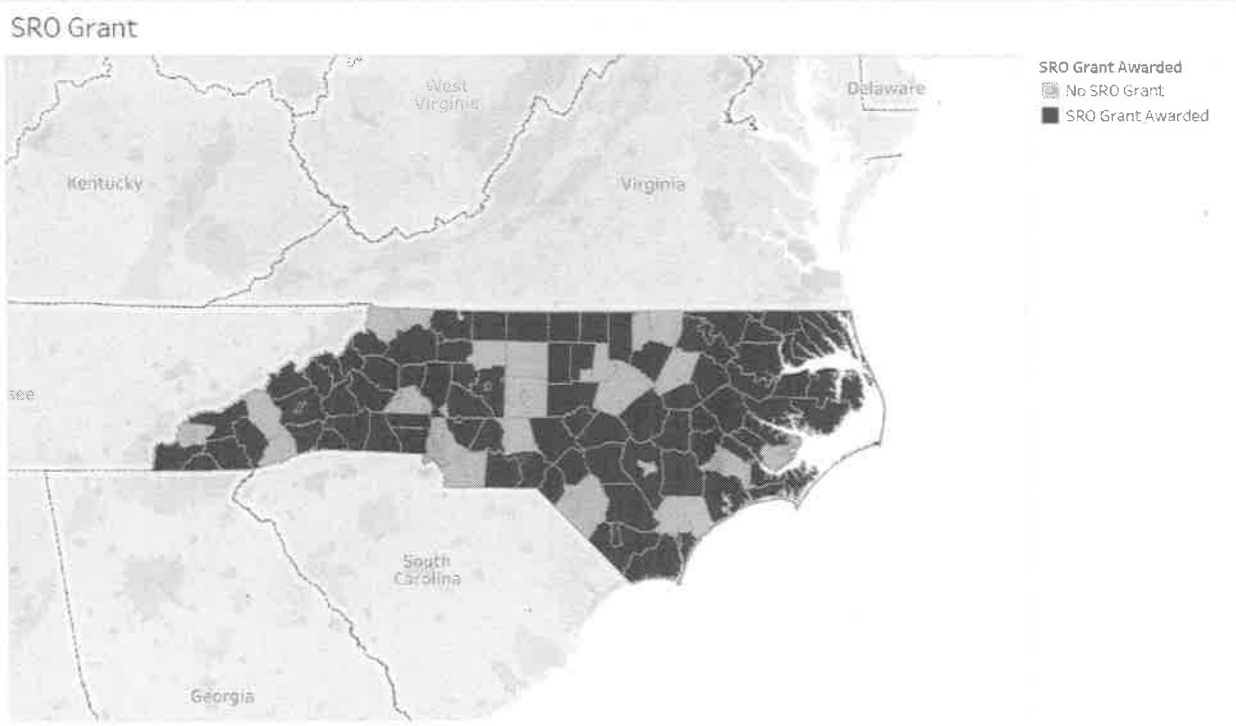
September 28, 2018

GRANT PROGRAMS

Program	Allocation
School Resource Officers	$12m
Students in Crisis	$2m
Training to Increase School Safety	$3m
Safety Equipment	$3m
School Mental Health Support Personnel	$10m

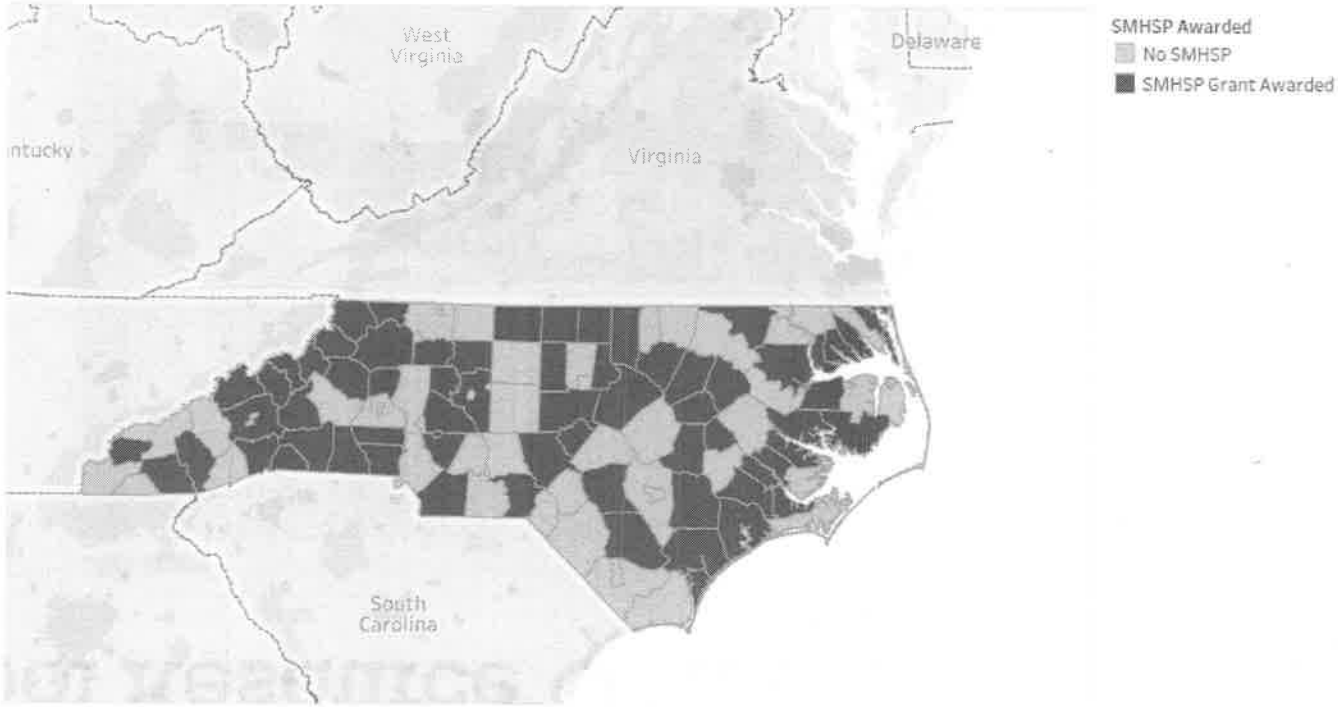
School Resource Officers

- Amount budgeted: $12M
- Number requested: 131 applications
- Amount requested: $19.7M
- Number awarded: 124 applications, 360 SROs



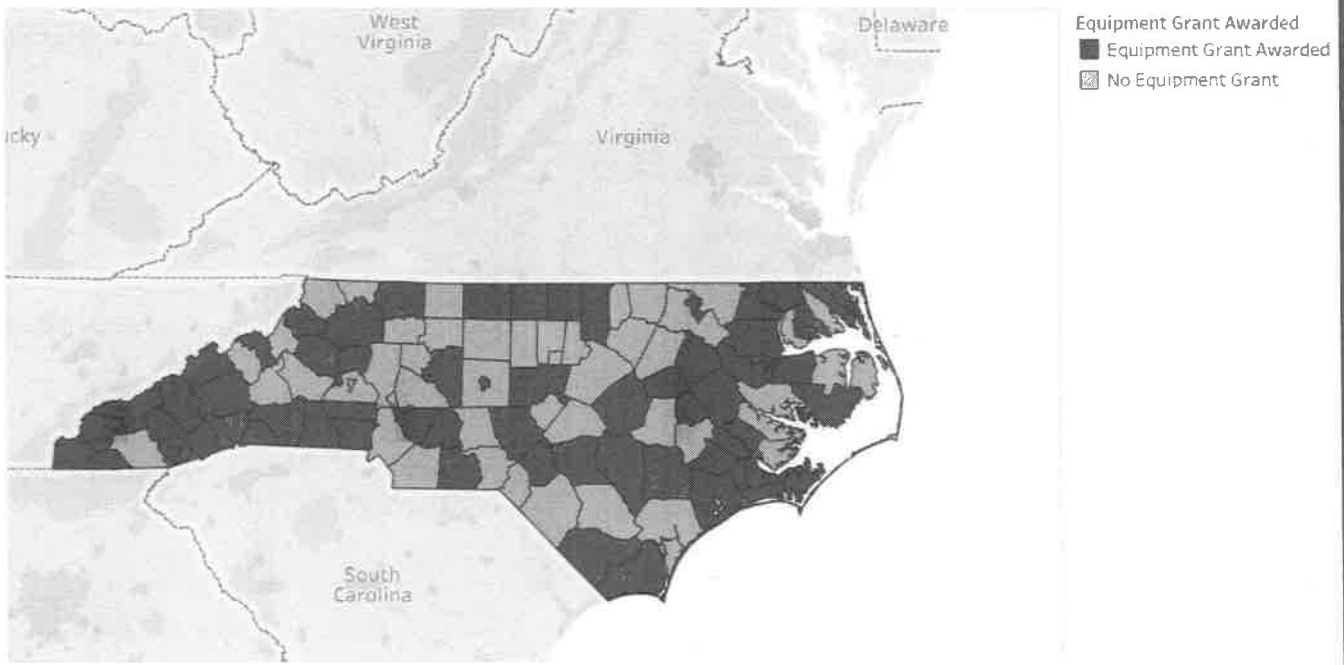
School Mental Health Support Personnel

- Amount budgeted: $10M
- Number requested: 140 applications
- Amount requested: $18.2M
- Number awarded:
  - 44 school counselors
  - 80 school social workers
  - 18 school nurses
  - 15 school psychologists



School Safety Equipment

- Amount budgeted: $3M
- Number requested: 80 school districts submitted applications
- Amount requested: $6.14M
- Number awarded: 63 school districts awarded grants



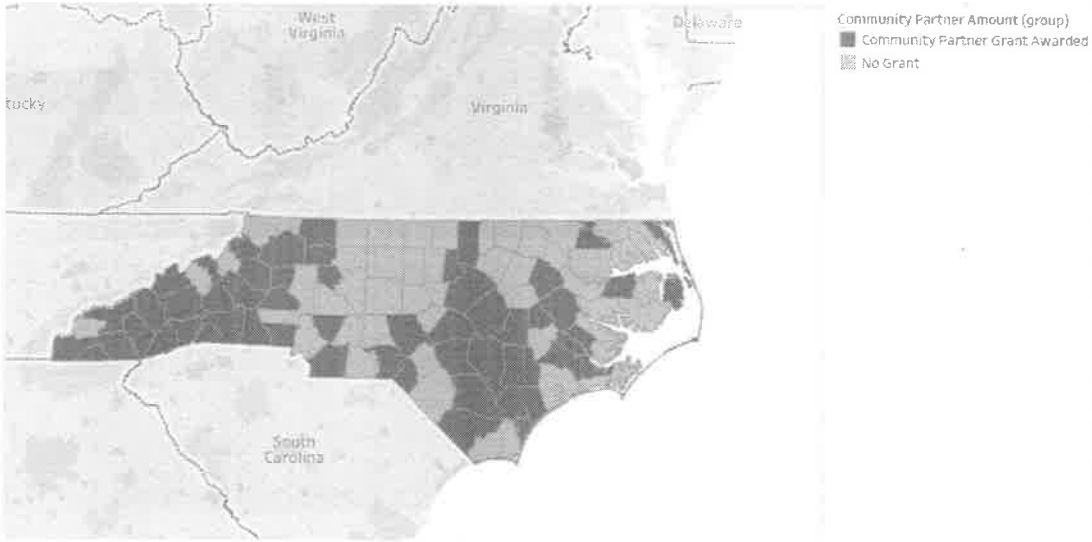
Community Partners

Training to Increase School Safety

- Amount budgeted: $3M
- Number requested: 49 applications
- Amount requested: $4.57M
- Number awarded: 43 organizations awarded grants

Students in Crisis

- Amount budgeted: $2M
- Number requested: 35 applications
- Amount requested: $4.58M
- Number awarded: 23 organizations awarded grants



Questions?

kym.martin@dpi.nc.gov

erika.berry@dpi.nc.gov



Paul J. Norcross
Founder

North Carolina
House of Representatives

School Safety Committee

September 28, 2018

www.schoolsafetyinitiative.com

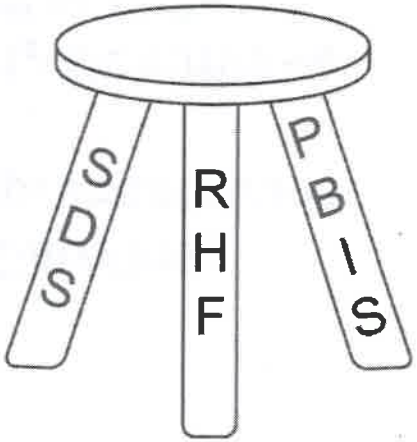
SSI

School Safety Initiative

Shooter Detection System

Run + Hide + Fight

Positive Behavior Intervention Systems



School Safety Initiative © September 28, 2018
Paul J. Norcross

www.SchoolSafetyInitiative.com

Shooter Detection System

1. How it works
2. Integration with 911
3. Integration with law enforcement
4. Demonstration of system

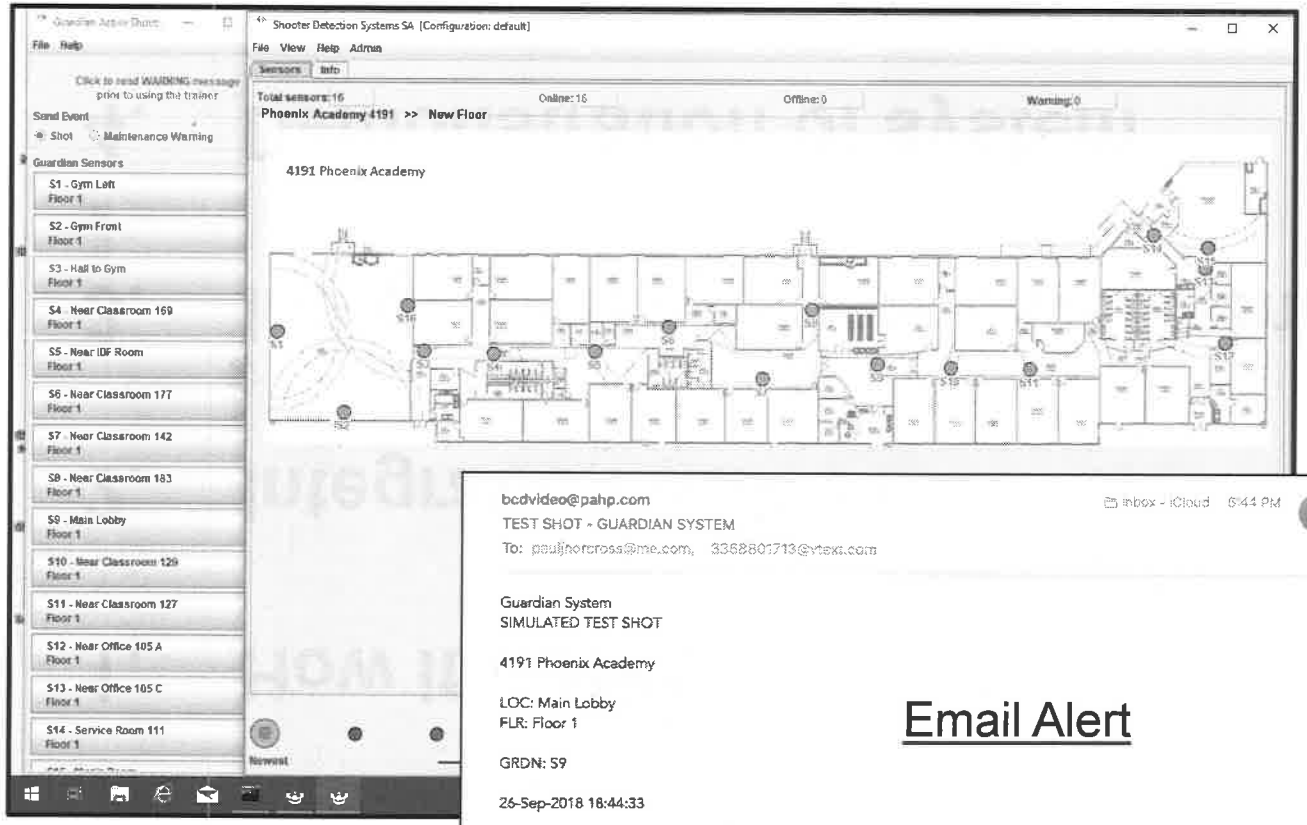
SHOOTER DETECTION SYSTEMS

HIGH POINT 911

HIGH POINT POLICE

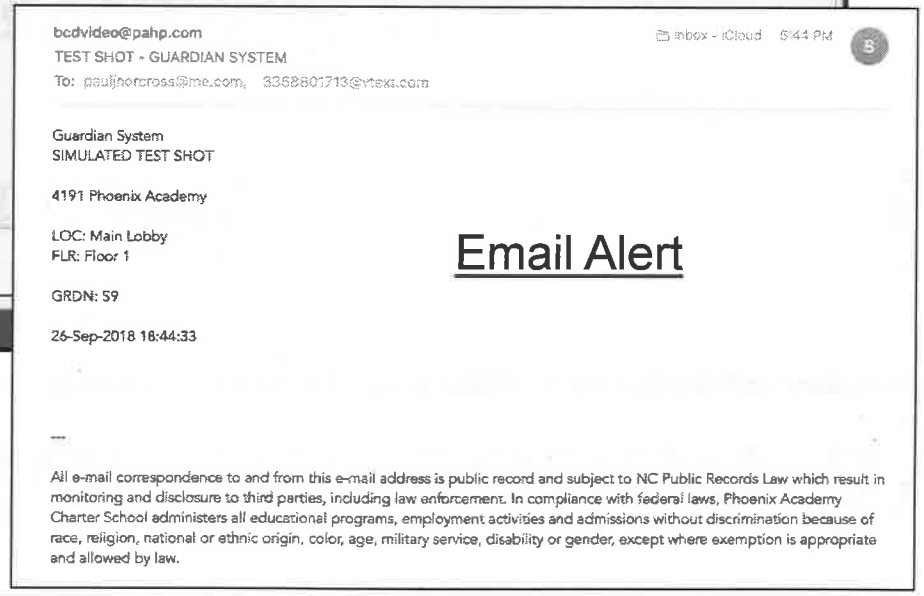


School Safety Initiative © September 28, 2018
Paul J. Norcross



Floor Plan CAD

911 Call Center
Captain Squad Car
Station



bcdvideo@pahp.com
Inbox - iCloud 6:44 PM
TEST SHOT - GUARDIAN SYSTEM
To: pauljhorcross@me.com, 3368801713@vtext.com

Guardian System
SIMULATED TEST SHOT

4191 Phoenix Academy

LOC: Main Lobby
FLR: Floor 1

GRDN: S9

26-Sep-2018 18:44:33

All e-mail correspondence to and from this e-mail address is public record and subject to NC Public Records Law which result in monitoring and disclosure to third parties, including law enforcement. In compliance with federal laws, Phoenix Academy Charter School administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law.

Email Alert

Text Alert

(TEST SHOT - GUARDIAN SYSTEM)
Guardian System

SIMULATED TEST SHOT

4191 Phoenix Academy

LOC: Main Lobby

FLR: Floor 1

GRDN: S9

26-Sep-2018 18:44:33

School Safety Initiative © September 28, 2018
Paul J. Norcross

www.SchoolSafetyInitiative.com

Integrated: Video Feeds + CAD System (Floor plans)



Run Hide Fight

1. How it works in a school setting 
2. Integration with SDS 
3. Staff Development 
4. Student Curriculum

School Safety Initiative © September 28, 2018
Paul J. Norcross

Integrated: Staff Development + Student Curriculum



in lo·co pa·ren·tis

/ˌin ˌlōkō pəˈrentəs/

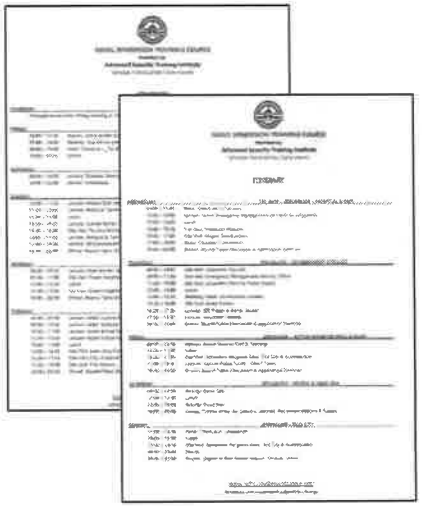
adverb & adjective

(of a teacher or other adult responsible for children) in the place of a parent.
"he was used to acting in loco parentis"









Working with top International



security experts

N★C DPS
DEPARTMENT OF PUBLIC SAFETY
PREVENT. PROTECT. PREPARE.





GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS

FEMA

PBIS

Positive Behavior Intervention

1. How it works
2. Integration with RHF
3. Staff Development
4. Student Curriculum

POSITIVE BEHAVIOR SUPPORT SYSTEM





School Safety Initiative © September 28, 2018
Paul J. Norcross

Integrated: Staff Development + Student Curriculum

PUBLIC SCHOOLS OF NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

May 29, 2013

Kim Norcross
Superintendent/Principal
Phoenix Academy of High Point
4020 Meeting Way
High Point, North Carolina 27265

POSITIVE BEHAVIOR SUPPORT SYSTEM

Dear Kim:

As State Superintendent for the Public Schools of North Carolina, I am pleased to have the opportunity to say "thank you" for your dedicated service to education in North Carolina, and for demonstrating outstanding leadership toward making Phoenix Academy a school where students can grow and achieve academic success. I wish I could be with you in person to celebrate your contributions and service to education.

I also commend you for your leadership in bringing Positive Behavior Intervention and Support (PBIS) to Phoenix Academy and North Carolina, which establishes and reinforces clear behavior expectations toward ensuring caring and safe communities for learning.

Your 15 years of dedicated service embody Marian Wright Edelman's words:

"Education is for improving the lives of others and for leaving your community and world better than you found it."

It has been my pleasure to get to know you, and visit Phoenix Academy to see the results of all of your hard work. Best wishes for continued success.

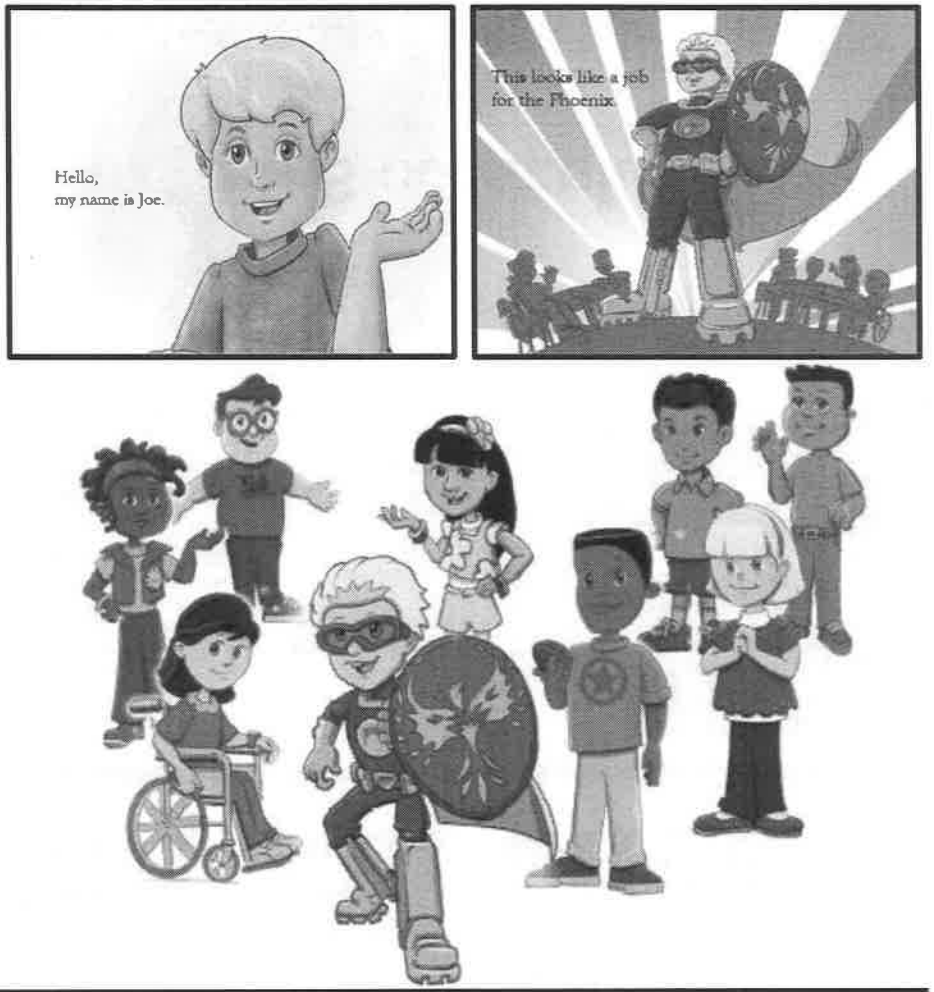
Sincerely,

June St. Clair Atkinson

June St. Clair Atkinson

JSA:mw

OFFICE OF THE STATE SUPERINTENDENT
June St. Clair Atkinson, Ed.D., *State Superintendent* | June.Atkinson@dpi.nc.gov
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



Summary

School Safety Initiative

1. Working with ASTI – trip to Israel
2. Working with Heritage Foundation
3. Working with UNCG
4. Finalizing "The Phoenix" PBIS curriculum
5. Developing "The Phoenix" R+H+F curriculum











North Carolina
House of Representatives



School Safety Committee

September 28, 2018

VISITOR REGISTRATION SHEET

Hous Select Committee on School Safety — 9/28/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
PAUL NORCROSS	PHOENIX ACADEMY - SCHOOL SAFETY INITIATIVE
MATT NORCROSS	" "
CARRIE SIMMS	ADVANCED SECURITY TRAINING INSTITUTE
CHRIS EMANUEL	EMANUEL GROUP
ROBERT QUEEN	CCC BoT
Danny Blanton	CCS Bot.
Wade Butner	DPI
Erika Berry	DPI
Kym Martin	Center for Safer Schools
Jon Wright	Cleveland Co. Sheriff's Office
STEVE MCKEE	Cleveland Co Sheriffs office

VISITOR REGISTRATION SHEET

Hous Select Committee on School Safety — Name of Committee

9/28/2018 — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Stephen Fisher	Cleveland Co. Schools
Sandy Hamrick	Cleveland Co. Schools
Teri Putnam	Cleveland Co. Schools
Rodney Borders	Cleveland Co. Schools
Shearra Miller	Cleveland Co. School Board
Jolly Putnam	Citizen
Parish Moffitt	Linda P Johnson Retired Law Enforcement
Keith Whitfield	Whitfield Public Safety Solutions
Robert Brown	Pinnacle classical Academy
Debbie Clary	NCSP
Wes Westmoreland	Pinnacle Classical Academy

VISITOR REGISTRATION SHEET

Hous Select Committee on School Safety — 9/28/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Martha Willis	VP Parents Against Bullying NC
[signature]	Sparks Moms of
Tonya Evans	Durham 9-1-1
Pearl Burris-Floyd	Partner BHM Chief Govt Affairs

VISITOR REGISTRATION SHEET

Hous Select Committee on School Safety — 9/28/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jeff Ledford	Shelby Police Dept.
Nathan Phillips	Boiling Springs Police Dept.
Tommy Sheehan	Boiling Springs Police Dept.

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2018 THIRD EXTRA SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Friday, October 12, 2018
TIME: **4:00 PM**
LOCATION: **7220 Wilkinson Blvd., Belmont, NC 28012**
COMMENTS: **The committee meeting will be in the auditorium of the Kimbrell Campus of Gaston College at 7220 Wilkinson Blvd., Belmont, NC 28012**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 3:05 PM on Tuesday, October 02, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

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House Select Committee on School Safety
Friday, October 12, 2018, 4:00 PM
7220 Wilkinson Blvd., Belmont, NC 28012

AGENDA

Welcome and Opening Remarks

Presentations

1. Committee Staff, committee overview
2. Gaston County Schools
    - Superintendent, Jeff Booker
    - Associate Superintendent, Dr. Melissa Balknight
    - Associate Superintendent, Gary Hoskins
3. Mountain Island Charter School Executive Director, Justin Matthews, M. Ed
4. Partners Behavioral Health Management CEO, Rhett Melton
5. Students North Gaston High School, Coleman Montgomery, Alicia Hutchins, Carlos Oros
6. Gaston County Commissioners Chairman, Chad Brown
7. Executive Director, Center for Safer Schools, Kym Martin
8. Gaston County Police Chief, Joseph Ramey
9. Sheriff Alan Cloninger

House Select Committee on School Safety
Friday, October 12, 2018 at 4:00 PM
Room 7220 Wilkinson Blvd., Belmont, NC 28012

MINUTES

The House Select Committee on School Safety met at 4:00 PM on October 12, 2018 in Room 7220 Wilkinson Blvd., Belmont, NC 28012. Representatives Brawley, Bumgardner, Cunningham, and Horn attended.

Representative John A. Torbett, Chair, presided and welcomed everyone.

Susan Sitze, Committee Staff, gave a committee overview.

Gaston County Schools, Superintendent, Jeff Booker, Associate Superintendent, Dr. Melissa Balknight, and Associate Superintendent, Gary Hoskins gave informative presentations (see attached and on committee website) regarding mental health needs and how Gaston County is leading the way on this with innovative ideas and practices.
Mountain Island Charter School Executive Director, Justin Matthews, M. Ed, provided information on the Charter School perspective of school safety (see attached and on committee website)
Partners Behavioral Health Management CEO, Rhett Melton presented to the committee how they are providing help in mental health aspects (see attached and on committee website).
The committee was enlightened by students of North Gaston High School, Coleman Montgomery and Alicia Hutchins on what their view was and what their request was from the legislature (see attached and on committee website).
Gaston County Commissioners Chairman, Chad Brown, provided information regarding the commissioner's role in school safety for Gaston County Schools and that working with law enforcement have made available a school resource officer in every school.
Executive Director, Center for Safer Schools, Kym Martin, presented an update on the Center for Safer Schools (see attached and on committee website).
Gaston County Police Chief, Joseph Ramey, provided insight on how the entire community worked together to ensure our schools were safe to the best of their ability and with the cooperation of all have been able to step in and possibly thwart off possible bad situations.
Sheriff Alan Cloninger, offered a final presentation on the collaboration of the entire state on working to ensure our schools are safe, as evidenced by the Governor's Crime Commission's special committee on school shootings that he is co-chairman of, and that Representative Torbett has presented to in the past. Offering how important this issue is and that all ideas and solutions are being looked at and processed.
The meeting adjourned at 7:00 PM.

John A Torbett
Representative John A. Torbett, Chair
Presiding

Viddia Torbett
Viddia Torbett, Committee Clerk

Gaston County Schools



House Select Committee on School Safety

October 12, 2018

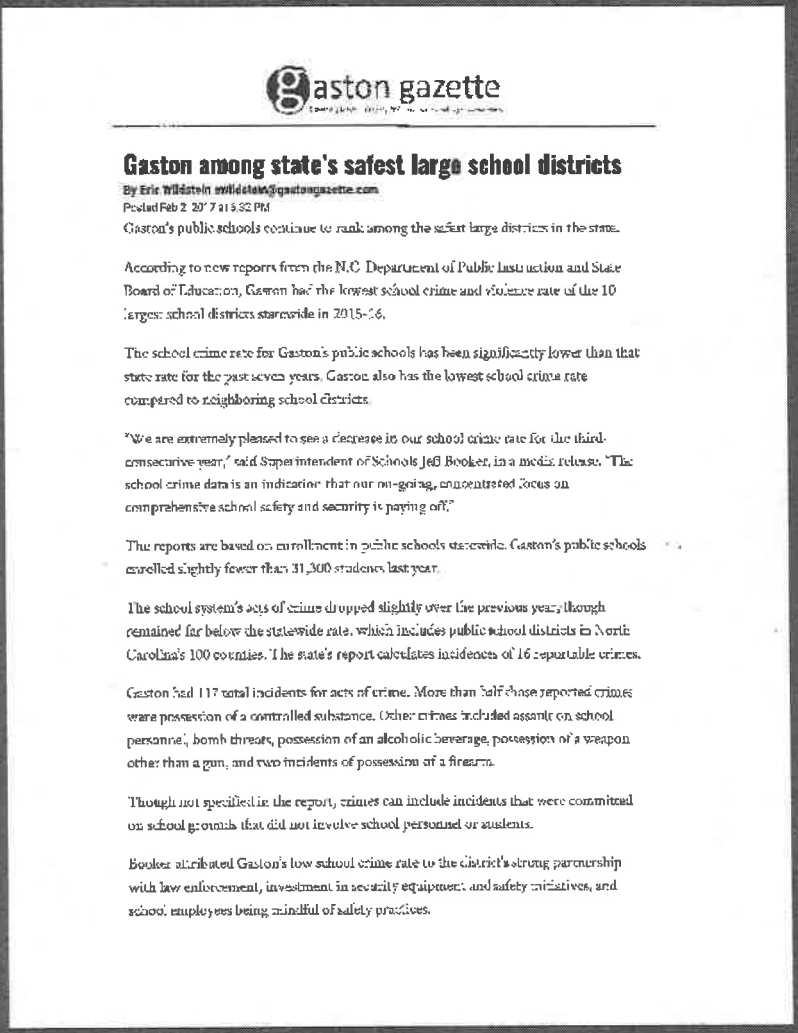
Gaston College – Kimbrell Campus

Celebrate! Gaston County Schools

Gaston County Schools

Introduction W. Jeffrey Booker	Superintendent
Physical Security Gary F. Hoskins	Associate Superintendent for Finance and Operations
Mental Health Services Dr. Melissa Balknight	Associate Superintendent for Academic Services

Safety is Priority #1



gaston gazette

Gaston among state's safest large school districts

By Eric Wildstein ewildstein@gastongazette.com
Posted Feb 2 '17 at 5:32 PM

Gaston's public schools continue to rank among the safest large districts in the state.

According to new reports from the N.C. Department of Public Instruction and State Board of Education, Gaston had the lowest school crime and violence rate of the 10 largest school districts statewide in 2015-16.

The school crime rate for Gaston's public schools has been significantly lower than that state rate for the past seven years. Gaston also has the lowest school crime rate compared to neighboring school districts.

"We are extremely pleased to see a decrease in our school crime rate for the third consecutive year," said Superintendent of Schools Jeff Booker, in a media release. "The school crime data is an indicator that our on-going, concentrated focus on comprehensive school safety and security is paying off."

The reports are based on enrollment in public schools statewide. Gaston's public schools enrolled slightly fewer than 31,300 students last year.

The school system's acts of crime dropped slightly over the previous year, though remained far below the statewide rate, which includes public school districts in North Carolina's 100 counties. The state's report calculates incidences of 16 reportable crimes.

Gaston had 117 total incidents for acts of crime. More than half of those reported crimes were possession of a controlled substance. Other crimes included assault on school personnel, bomb threats, possession of an alcoholic beverage, possession of a weapon other than a gun, and two incidents of possession of a firearm.

Though not specified in the report, crimes can include incidents that were committed on school grounds that did not involve school personnel or students.

Booker attributed Gaston's low school crime rate to the district's strong partnership with law enforcement, investment in security equipment and safety initiatives, and school employees being mindful of safety practices.

Gaston among state's safest large school districts

*School crime and violence rate is lower than the state rate for **seventh** year*

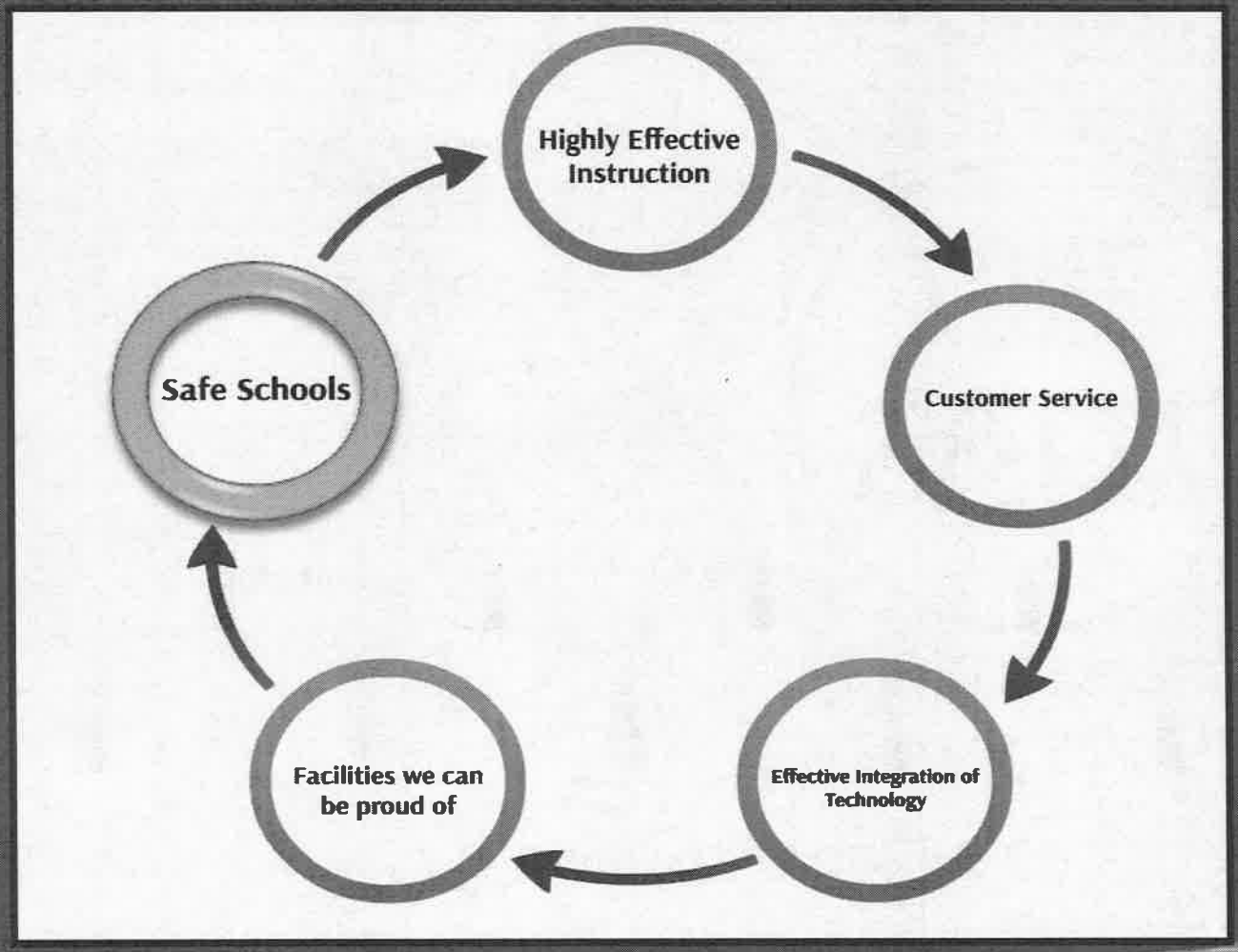
Celebrate! Gaston County Schools

Five Year Strategic Plan



Celebrate! Gaston County Schools

Five Focus Areas



Celebrate! Gaston County Schools

Gaston County Schools

Physical Security



Gary F. Hoskins
Associate Superintendent for
Finance and Operations

What Makes our Schools Safe?

Strong partnership with local law enforcement

- Belmont
- Bessemer City
- Cramerton
- Cherryville
- Dallas
- Gaston County
- Gastonia
- Stanley
- Lowell
- Mount Holly
- Sheriff's Office



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What Makes our Schools Safe?

Secure exterior perimeters and visitor check-in systems at all schools

Fencing of detached wings

Identity management system for all visitors



Celebrate! Gaston County Schools

What Makes our Schools Safe?

Secure exterior perimeters and visitor check-in systems at all schools

Helios front door management system





Celebrate! Gaston County Schools

What Makes our Schools Safe?

Full –time School Resource Officers (SROs) serving at all schools

Expectations for all of our SROs - Build relationships with students and staff and work together with different roles and responsibilities

Written SRO job description and required training for all SROs



Celebrate! Gaston County Schools

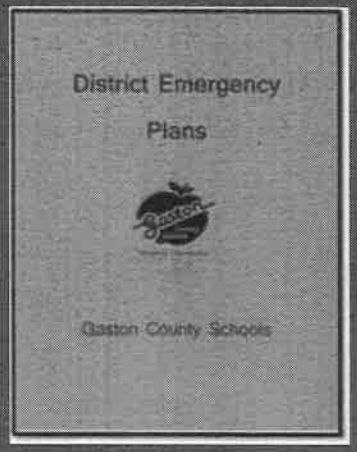
What Makes our Schools Safe?

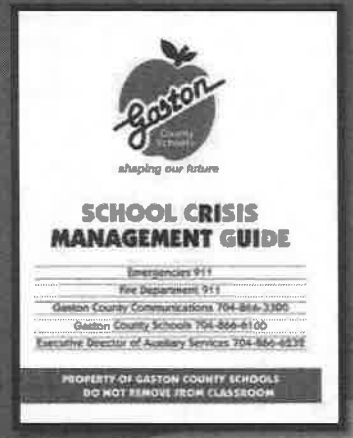
A comprehensive safety plan for every school

A School Crisis Management Guide is located in every classroom

Reviewed with all faculty/staff, including substitute teachers

Covers evacuations, bomb threats, lock downs, shelter in place, severe weather, etc.





Celebrate! Gaston County Schools

What Makes our Schools Safe?

Surveillance cameras at all schools and on all school buses

All yellow buses and activity buses have two cameras.

School cameras can be remotely viewed by authorized personnel



Celebrate! Gaston County Schools

What Makes our Schools Safe?

Other - Metal detection screenings in middle and high schools, alarms and communication systems

Walk-through and wand metal detectors

Panic alarms in all schools

Upgraded school-wide intercoms and two-way radios for school personnel



Celebrate! Gaston County Schools

2013 Security Task Force

Membership:

- Parents
- Teachers
- Community Leaders
- Law Enforcement
- School Principals
- District Staff



Celebrate! Gaston County Schools

Task Force Recommendations

- Improve front lobby containment
- Add full-time elementary school SROs
- Enhance exterior door security and secure movement to detached wings - fencing
- Improve school communication – intercom and two-way radios
- Add a panic alarm system for each school

Task Force Recommendations

- Additional mental health clinicians
- Classroom security - door hardware, blinds, classroom light controls
- Surveillance equipment replacement
- School Security Associates at secondary schools

Safety and Security

Major Accomplishments

- SROs for all schools beginning this year
- Full-time Security Compliance Manager
- Regular school safety audits
- Helios front door management system
- Identity Management System (check in/out)
- Upgraded camera systems and fire alarms
- Replaced older intercom systems
- Two-way radio upgrades/replacements

Safety and Security

Major Accomplishments (continued)

- Mental health awareness and training
- Safety Teams/Committees for schools and departments have been implemented
- Implementation of new critical response procedures
- Expanded use of metal detectors and wands
- Law enforcement emergency entry
- Minimum standards for security equipment

Safety and Security

Additional Items to be Addressed

- More front lobby containment
- Enhanced interior door security (hardware)
- Continued fencing for detached wings
- Continued upgrades/replacements for security alarms, fire alarms, cameras and intercoms
- Panic alarm sound enhancement
- Additional exterior lighting
- Additional Mental Health Clinicians

Gaston County Schools

Mental Health Services

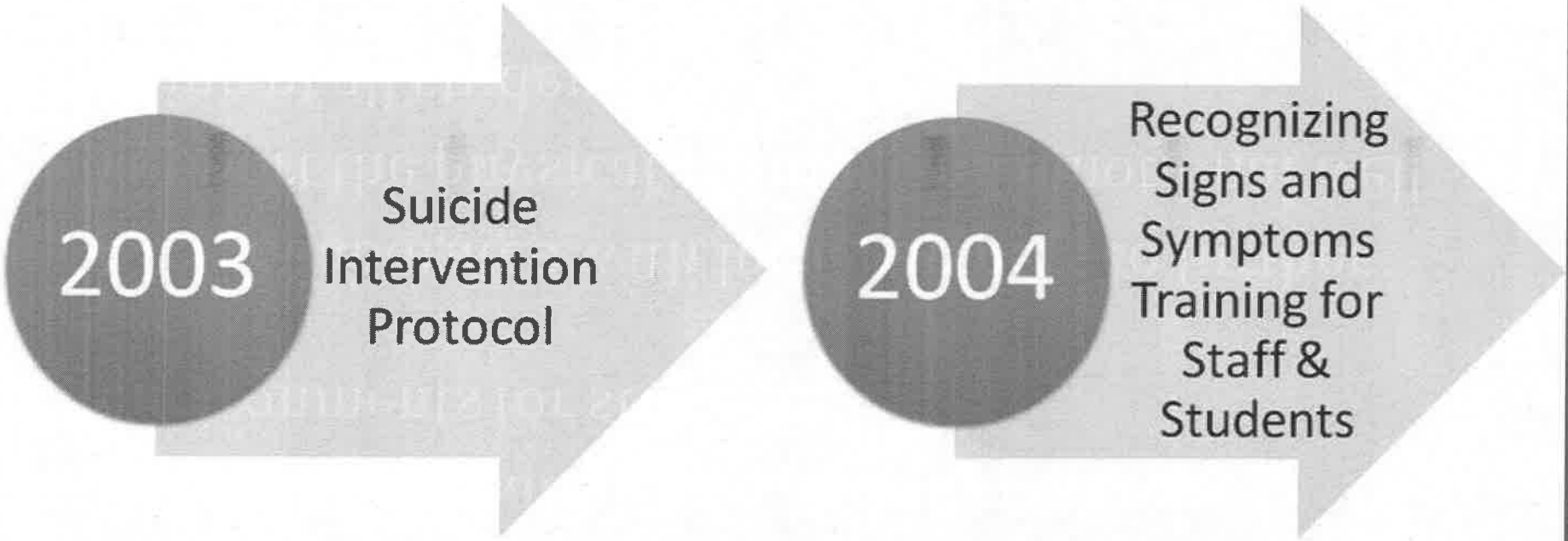


Dr. Melissa Balknight
Associate Superintendent for
Academic Services

Mental Health Initiatives

- In 2003, Gaston County Schools started expanding its focus on creating safe and supportive environments for students.
- GCS collaborated with local partners to further support the physical, mental, and emotional well being of all students.

Mental Health Initiatives

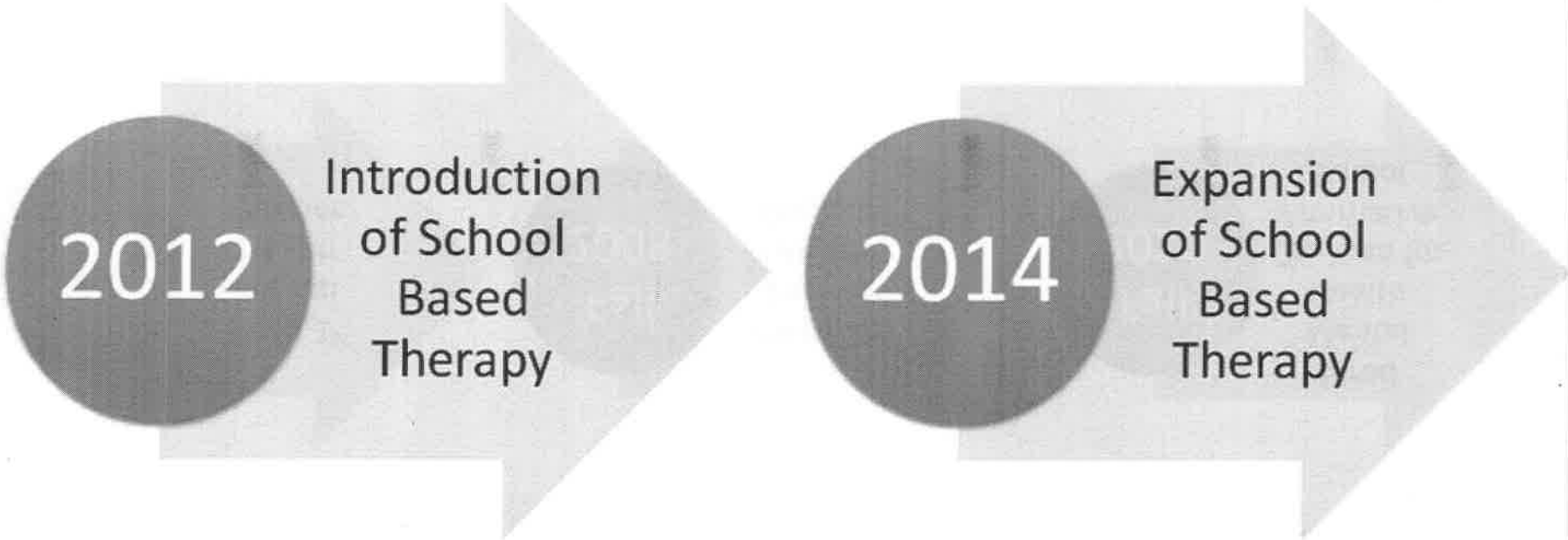


Celebrate! Gaston County Schools

Mental Health Initiatives



Mental Health Initiatives



Partner Services

School Based Therapy

- Four Agencies

Day Treatment

- Three Agencies



Partner Services

School Based Therapy

- Therapy Sessions
- Conducted In School Setting
- Increased Accessibility For Families
- Supports An Academic Focus

Partner Services

Year	Students Receiving School Based Therapy
2015-2016	828
2016-2017	945
2017-2018	1174

Partner Services

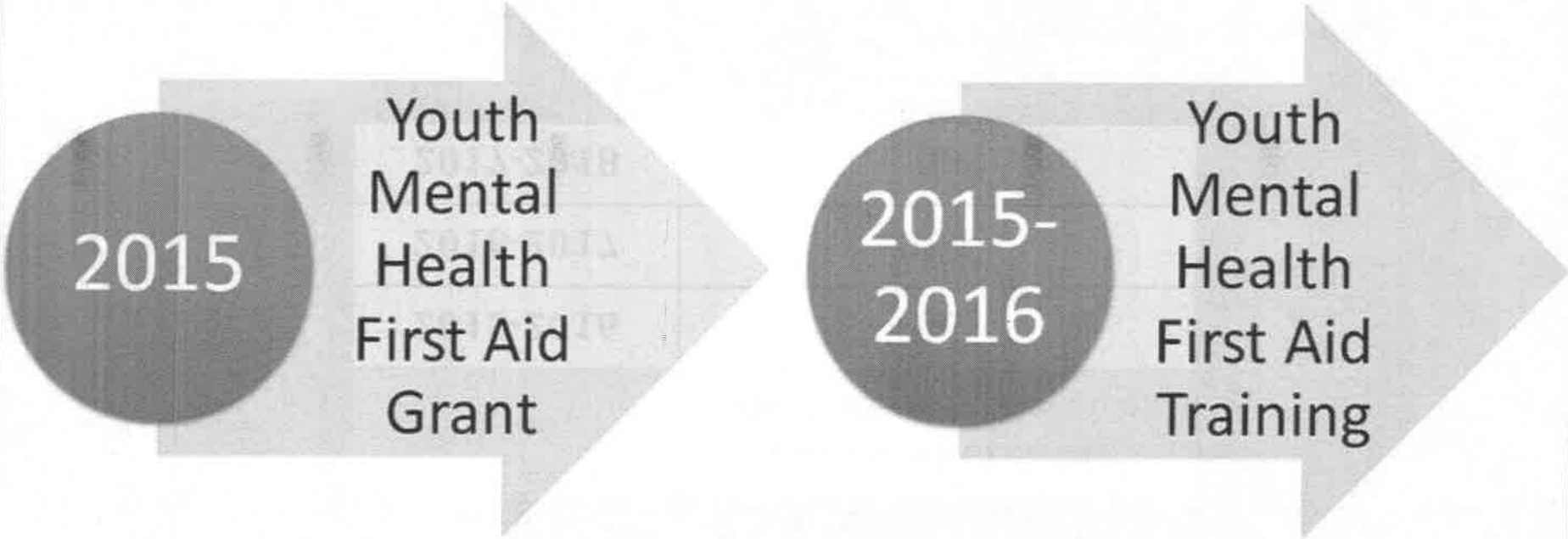
Day Treatment

- Full Day Therapy
- Conducted Off-Site
- Focus On Improving Mental Health

Partner Services

Year	Students Receiving Day Treatment Services
2015-2016	86
2016-2017	104
2017-2018	98

Mental Health Initiatives



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Mental Health Initiatives

2016 - 2017

Hosted Mental Health Awareness Week

2016 - 2017

Non-Suicidal Self-Injury Protocol Training for School Counselors

Celebrate! Gaston County Schools

Mental Health Initiatives

2017 — STAND UP Gaston Campaign Kick-Off

2017 - 2018 — Healthy Relationship Workshop for Students

GCS Personnel

- Two Licensed Mental Health Clinicians
  - District-wide support
  - Assist with referrals
  - Consult with parents
  - Provide input on mental health services
- Mental Health Professionals

GCS Personnel

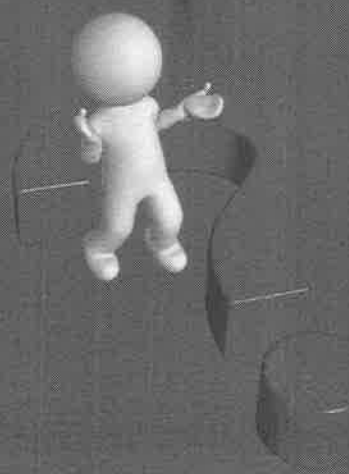
Personnel	Gaston County Personnel to Student Ratio	Wake County Personnel to Student Ratio	NC Average Personnel to Student Ratio
School Psychologists	1:1403	1:15900	1:1857
School Nurses	1:1113	1:1725	1:2315
School Social Workers	1:1067	1:1860	1:1427
School Counselors	1:367	1:451	1:350

What's Next

- 10 Additional Mental Health Clinicians
- Sustainability



Questions



Mountain Island Charter School

Serving The Mountain Island Community

Justin H. Matthews, M.Ed.
Executive Director

Mountain Island Charter Overview

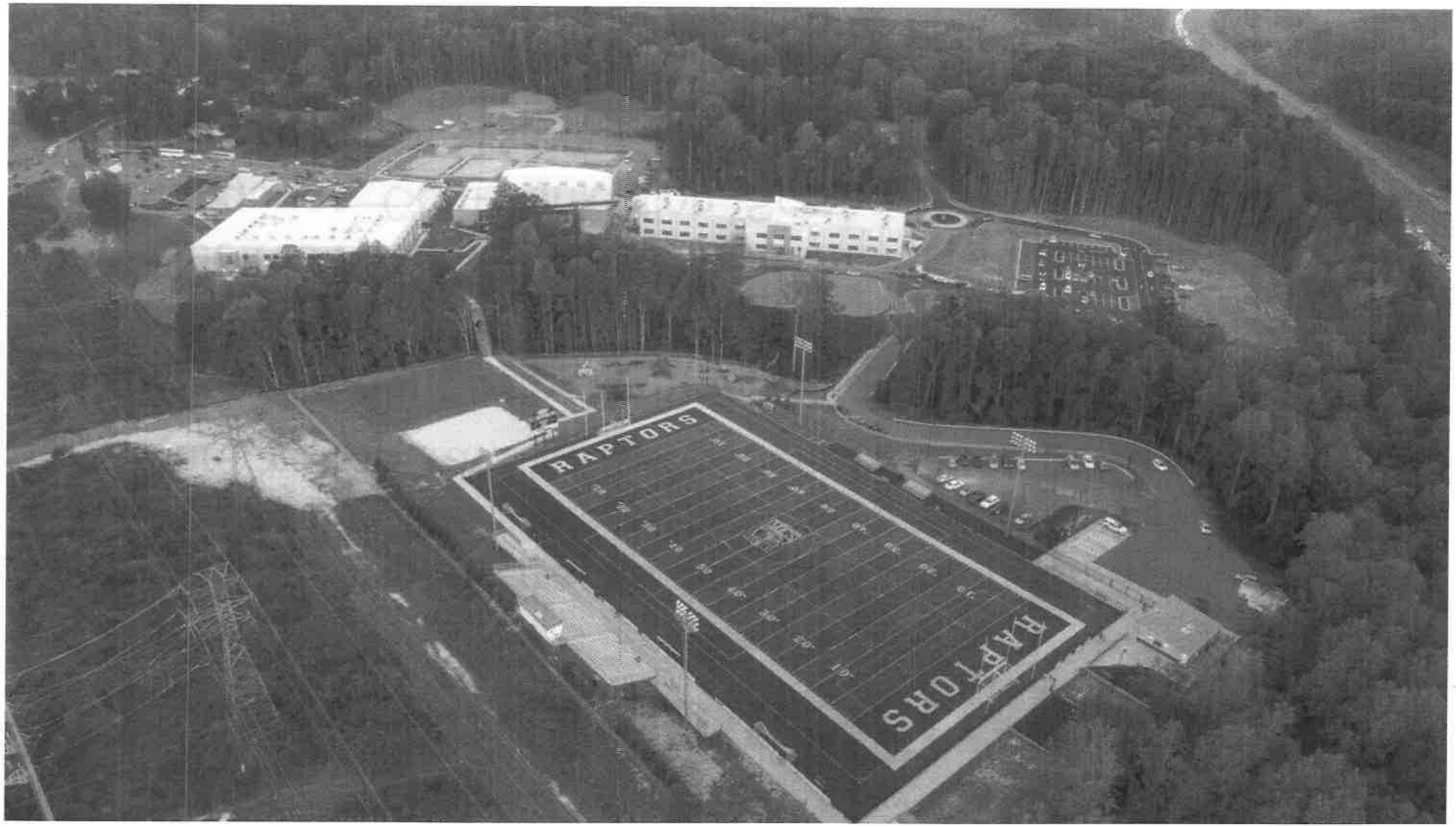
- 1480 Students in a comprehensive K-12 program
- Servicing mainly 3 Counties:
  - *Mecklenburg, Gaston and Lincoln*
- 200+ Full and Part Time Staff
- Full Service Breakfast and Lunch Program
- Over 400 bus riders and 80 student drivers
- Internationally Accredited through AdvancED
- Diploma Recognized and Approved by NCAA
- Over 100 Sports, Clubs and Extracurriculars
- Over 200 Community Events on Campus Annually

MICS Academic Program

Three academic tracks designed to support academic needs and career interests: College Preparatory, Career Preparatory, Occupational Course of Study

Advancement opportunities through Honors, Advanced Placement, and Dual Enrollment courses

Elective Areas: Fine and Performing Arts, World Language, Communication, Science & Technology, Health, Physical Education and Sports


RAPTORS
RAPTORS

School Safety Measures

School Safety and Crisis Response Plan

- Annually Reviewed
- Regular Drills-Live and Tabletop
- Highly Visible Leadership and SRO/Security
- Anonymous Tip Line
- Developing AI-integrated Firewall

Promote

Vigilance and Consistency

Continue Legislating Safety

SL 2018-72: Protect Educational Property

Grants that Improve Safety Outcomes for both Individual and Whole School: SRO and Mental Health Grants

Monitor Impact of The Juvenile Justice Reinvestment Act/Raise The Age Initiative

Legislative Platform Development

HB 938: Various School Safety Changes Would require all public schools, including charters to meet all the school safety requirements that exist for public schools under the control of a local board of education.

Consider: all charters also must follow emergency plan of Local Board of Education (school closure/delay).

Charter School Facilities could be used as shelters or for emergency drills.

SL 2018-5: Appropriations

Charter Schools May Request and Receive Funds from Municipalities

- Municipalities are authorized, but not required, to appropriate property tax revenues or other unrestricted revenues to fund public education, so long as it benefits residents of the municipality.
- Charter schools are eligible to request and receive these municipal funds if the charter school serves residents of that municipality.





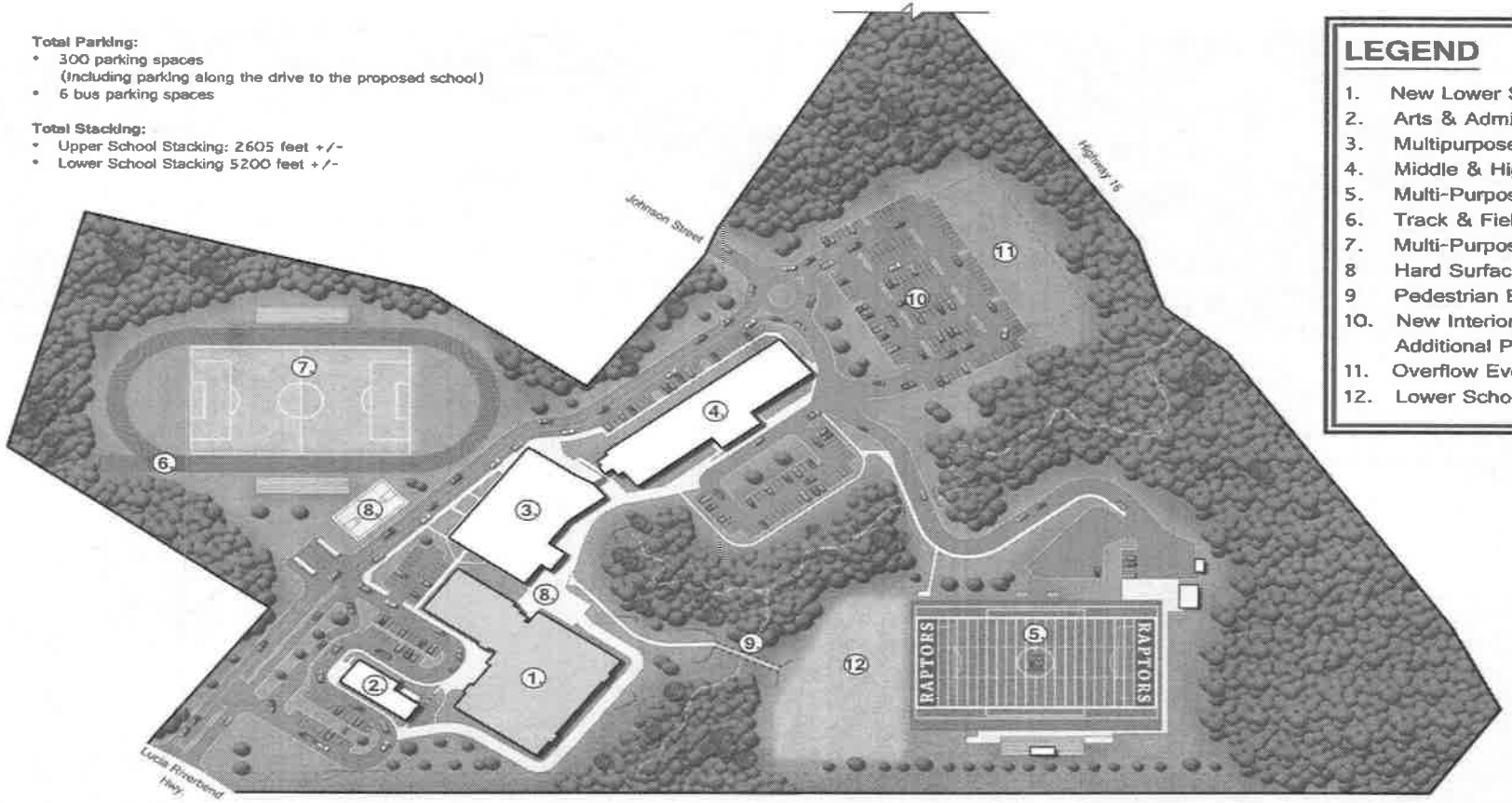






Total Parking:
- 300 parking spaces
  (Including parking along the drive to the proposed school)
- 6 bus parking spaces

Total Stacking:
- Upper School Stacking: 2605 feet +/-
- Lower School Stacking 5200 feet +/-



LEGEND

1. New Lower School
2. Arts & Administration Building
3. Multipurpose Building
4. Middle & High Schools
5. Multi-Purpose Sports Stadium
6. Track & Field Events Area
7. Multi-Purpose Athletic Field
8 Hard Surface Play Areas
9 Pedestrian Bridge
10. New Interior Traffic / Additional Parking
11. Overflow Event Parking
12. Lower School Play Area

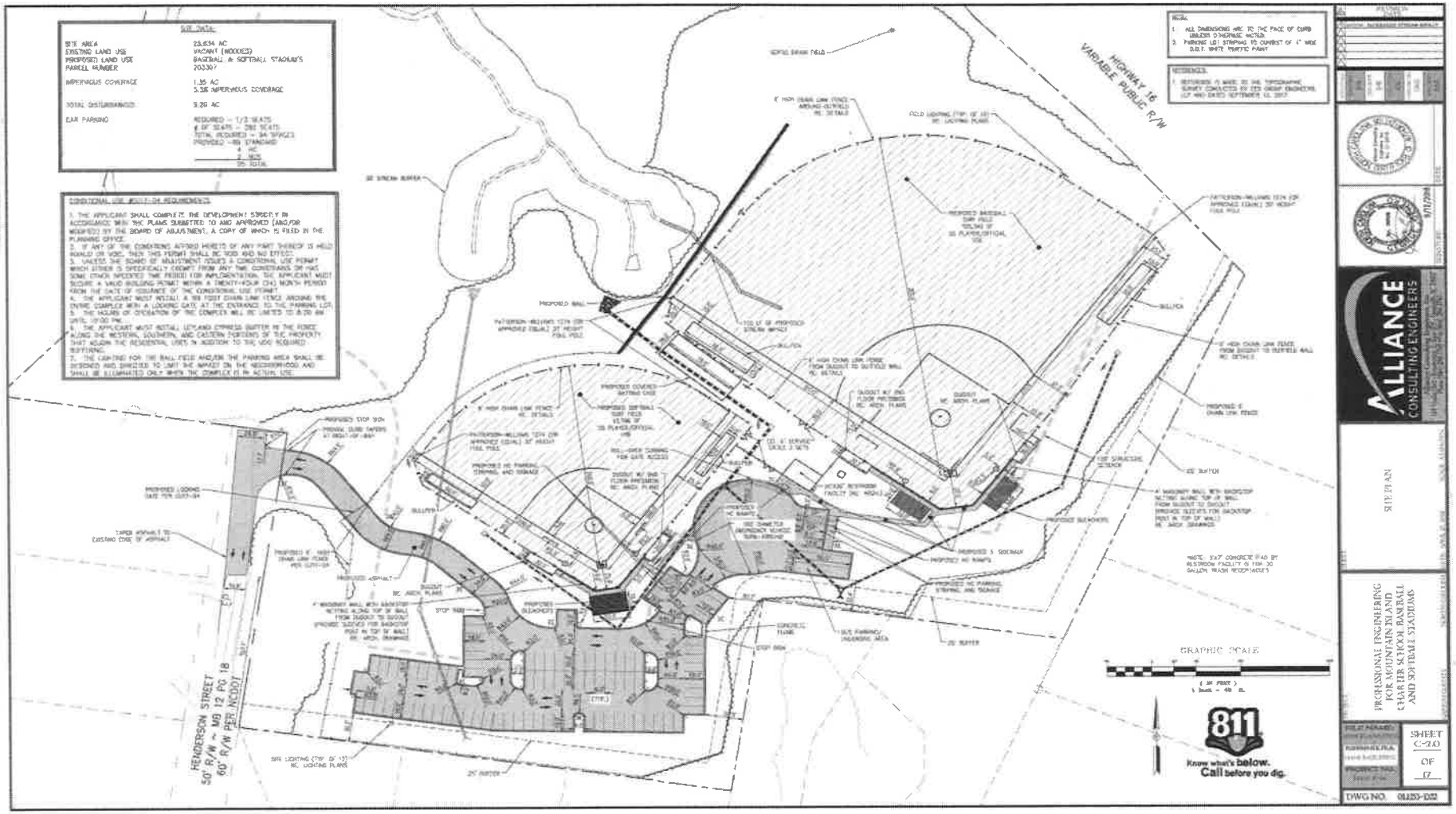
North

Graphic Scale

0' 50' 100' 200'

CAMPUS MASTER PLAN

MOUNTAIN ISLAND CHARTER SCHOOL


SITE DATA:
SITE AREA 25.634 AC
EXISTING LAND USE VACANT (WOODED)
PROPOSED LAND USE BASEBALL & SOFTBALL STADIUMS
PARCEL NUMBER 20330?
IMPERVIOUS COVERAGE 1.35 AC
5.3% IMPERVIOUS COVERAGE
TOTAL DISTURBANCE 9.29 AC
CAR PARKING REQUIRED = 1/3 SEATS
OF SEATS = 280 SEATS
TOTAL REQUIRED = 94 SPACES
PROVIDED = 89 STANDARD
4 HC
2 VAN
95 TOTAL
CONDITIONAL USE APPROVAL REQUIREMENTS
1. THE APPLICANT SHALL COMPLETE THE DEVELOPMENT STRICTLY IN ACCORDANCE WITH THE PLANS SUBMITTED TO AND APPROVED (AND/OR MODIFIED) BY THE BOARD OF ADJUSTMENT, A COPY OF WHICH IS FILED IN THE PLANNING OFFICE.
2. IF ANY OF THE CONDITIONS AFFIXED HEREBY OR ANY PART THEREOF IS HELD INVALID OR VOID, THEN THIS PERMIT SHALL BE VOID AND OF NO EFFECT.
3. UNLESS THE BOARD OF ADJUSTMENT ISSUES A CONDITIONAL USE PERMIT WHICH EITHER IS SPECIFICALLY EXEMPT FROM ANY TIME CONSTRAINTS OR HAS SOME OTHER SPECIFIED TIME PERIOD FOR IMPLEMENTATION, THE APPLICANT MUST SECURE A VALID BUILDING PERMIT WITHIN A TWENTY-FOUR (24) MONTH PERIOD FROM THE DATE OF ISSUANCE OF THE CONDITIONAL USE PERMIT.
4. THE APPLICANT MUST INSTALL A 6ft FOOT CHAIN LINK FENCE AROUND THE ENTIRE COMPLEX WITH A LOCKING GATE AT THE ENTRANCE TO THE PARKING LOT.
5. THE HOURS OF OPERATION OF THE COMPLEX WILL BE LIMITED TO 8:30 AM UNTIL 10:00 PM.
6. THE APPLICANT MUST INSTALL LEYLAND CYPRESS BUFFER IN THE FORM ALONG THE WESTERN, SOUTHERN, AND EASTERN PORTIONS OF THE PROPERTY THAT ADJOIN THE RESIDENTIAL USES IN ADDITION TO THE USDG REQUIRED BUFFERING.
7. THE LIGHTING FOR THE BALL FIELD AND/OR THE PARKING AREA SHALL BE DESIGNED AND DIRECTED TO LIMIT THE IMPACT ON THE NEIGHBORHOOD AND SHALL BE ILLUMINATED ONLY WHEN THE COMPLEX IS IN ACTIVE USE.
NOTES:
1. ALL DIMENSIONS ARE TO THE FACE OF CURB UNLESS OTHERWISE NOTED.
2. PARKING LOT STRIPING TO CONSIST OF 4" WIDE S.B.T. WHITE THERMOPLASTIC PAINT.
REFERENCES:
1. REFERENCE IS MADE TO THE TOPOGRAPHIC SURVEY CONDUCTED BY TED CHEEK ENGINEERING, LLP AND DATED SEPTEMBER 13, 2017.
HIGHWAY 16
VARIABLE PUBLIC R/W
HENDERSON STREET
50' R/W ~ MB 12 PG 18
60' R/W PER NCDOT
GRAPHIC SCALE
811
Know what's below.
Call before you dig.
ALLIANCE
CONSULTING ENGINEERS
SITE PLAN
PROFESSIONAL ENGINEERING
FOR MOUNTAIN ISLAND
CHARTER SCHOOL BASEBALL
AND SOFTBALL STADIUMS
SHEET
C-2.0
OF
17
DWG NO. 01253-D32

Invest in Extracurriculars

Student Government Clubs and Social Groups Keep Students Engaged and Connected

Student Leadership Initiative

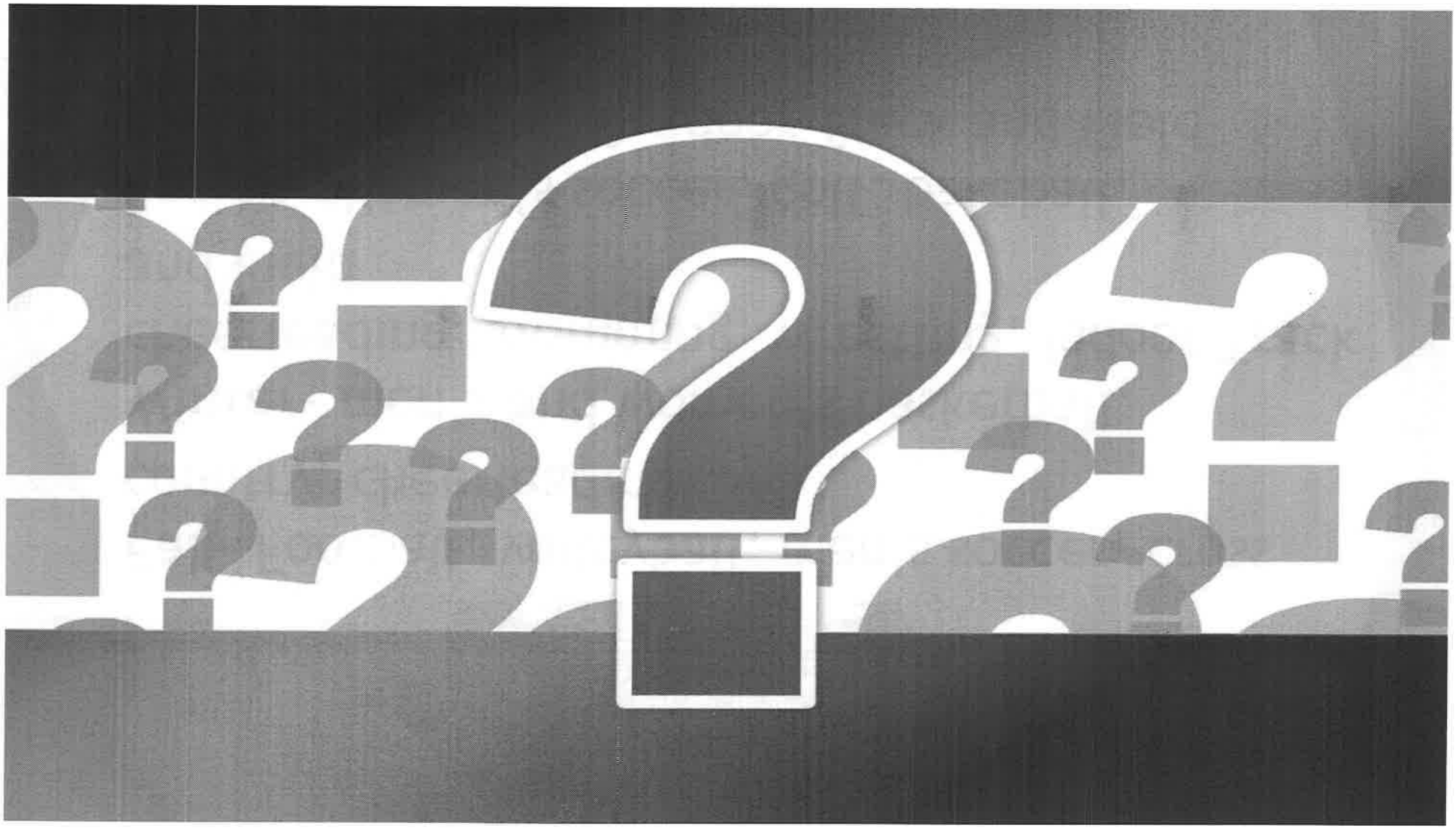
- Over 100 Students currently participating in authentic service and leadership roles within the school
- Key Club
- National Honor Society
- Civil Air Patrol
- Robotics Club



Fall- Football, volleyball, men's soccer, cross country, cheerleading

Winter- men's and women's basketball, cheerleading, swimming, wrestling, Indoor Track and Field

Spring- Women's soccer, golf, baseball, softball, lacrosse, Outdoor Track and Field



School Safety

Alicia Hutchins, Coleman Montgomery and
Carlos Oros

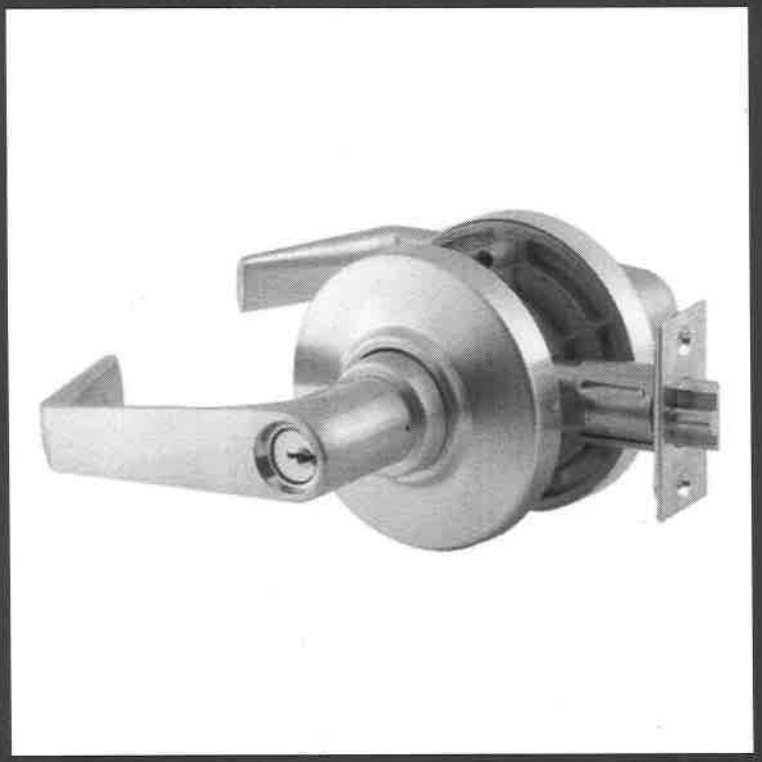
What Exactly is School Safety?

Schools and school-related activities where students are safe from violence, bullying, harassment, and substance use.



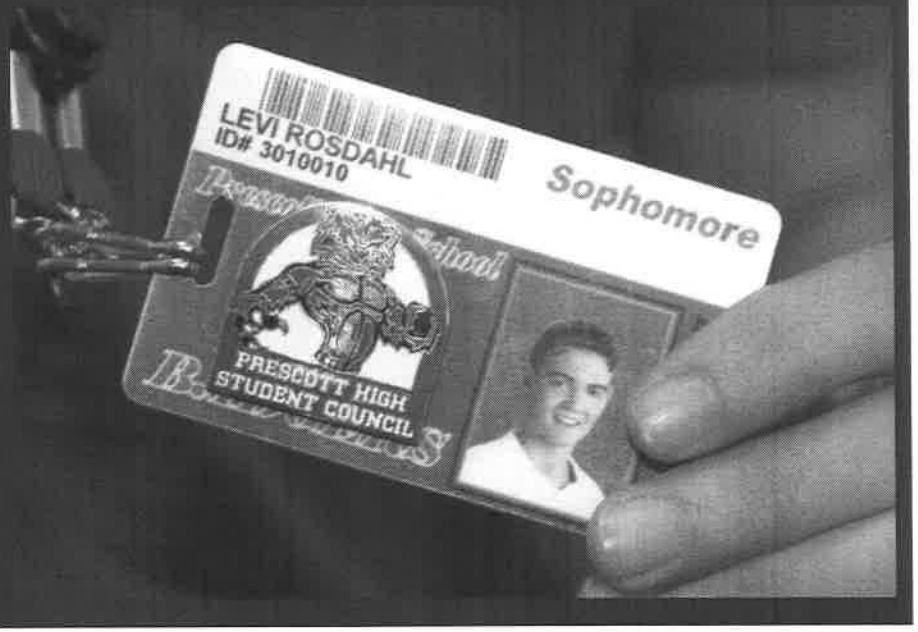
Locks On Both Inside and Outside of the Classroom Doors

- **Classrooms Now :** Single Way Lock
- Should **NOT** Leave Door Locked at all Times
- **Solution:** Upgrade the classroom locks to the ANSI F88 locksets



Student Identification Cards

- Ideal for each student to wear every day
- Similar to Teacher ID



- Nightlock Lockdown 1
- $59.99 per lock
- Out of 27 reviews there are 26 five star reviews.



Faster Emergency Response Times

- **MORE** School Resource Officers

- Police Officers should be **more trained** to respond quicker to active shooter situations



Student with Ankle Monitor

- Some students have ankle monitors, and they are still in school with everyone else who does not.



- These people do not have them because they want to, but because they have to.

Metal Detectors

- Randomly we are metal detected at school

- Sometimes school shootings happen by people we least expect.

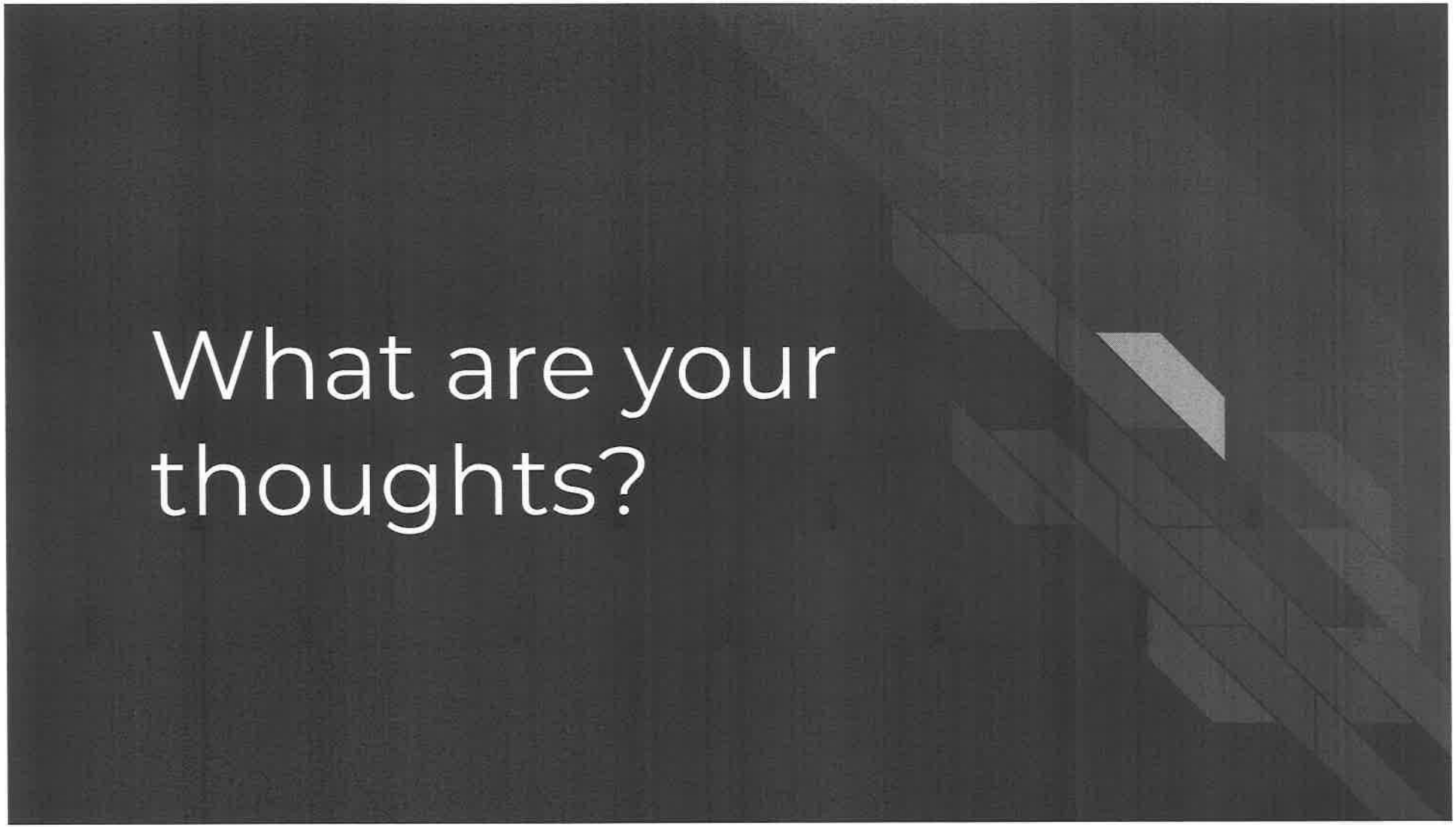


Mental Health Issues

- **Disrupts** a person's mood, thought or behavior

- Often for a long period of time




What are your
thoughts?

Sources:

https://www.sheriffs.org/content/embracing-technology-decrease-law-enforcement-response-time

https://www.miamiherald.com/news/local/community/broward/article209887469.html

PARTNERS

Improving Lives. Strengthening Communities.

Comments to House Select Committee on School Safety

October 12, 2018

What is Mental Illness, Substance Use Disorder and Developmental Disabilities

- **Mental Illness** refers collectively to all diagnosable mental disorders — health conditions involving significant changes in thinking, emotion and/or behavior and distress and/or problems functioning in social, work or family activities.

- **Substance Use Disorder** is the recurrent use of alcohol and/or drugs causing clinically and functionally significant impairment; such as health problems, disability and failure to meet major responsibilities at work, school or home.

PARTNERS

What is Mental Illness, Substance Use Disorder and Developmental Disabilities

- **Developmental Disability** is a severe, long-term disability that can affect cognitive ability, physical functioning or both. These disabilities appear before age 22 and are likely to be life-long. The term "developmental disability" encompasses intellectual disabilities, but also includes physical disabilities. Some developmental disabilities may be solely physical, such as blindness from birth. Others involve both physical and intellectual disabilities stemming from genetic or other causes, such as Down Syndrome and Fetal Alcohol Syndrome.

PARTNERS
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National Prevalence

- 43.8 million Americans experience a mental illness in a given year. Nearly 1 in 25 live with a serious mental illness.
- Over 20 million adults have a substance use disorder.
- It is estimated that over 5 million individuals in the United States have a developmental disability. The increase in identification of those with a diagnosis along the autism spectrum disorder is contributing to a growing number.

Stigma

- Stigma and bias greatly impact treatment for Mental Health Disorders and Substance Use Disorders. Society generally accepts the need for treatment of those with intellectual/developmental disabilities.
- The stigma and bias impact access to care and successful intervention on two levels:
  - Willingness of individuals to seek help.
  - Willingness of family, friends, co-workers etc. to help those in need.

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Who is Partners?

- Contract with NC DHHS to manage public sector population.
- Current catchment area includes the counties of Burke, Catawba, Cleveland, Gaston, Iredell, Lincoln, Surry and Yadkin.
- Partners responsibility is the management and oversight for services to two main population groups:
  - Medicaid enrollees
  - The uninsured
- Significant difference in those two groups in terms of service funding. (entitlement vs "rationing").

PARTNERS

Scope of Partners' Service

- Last year served 40,048 individuals (30,531 Medicaid recipients).
- 37,205 calls received by Access to Care line staff.
  - Wait time on calls
  - Wait time on appointments
- Overall Medicaid penetration rate of 16.4%. (18.5% in Gaston County).
- 296 agency providers; 2,953 associated clinicians.
- 96 Licensed Independent Practitioners.
- 24 non-state institution hospital contracts (more true facilities due to Atrium and Mission corporate contracts).

PARTNERS
Improving Lives. Strengthening Communities.

Partners Outreach to Members

- 40,000 mailers to individuals who had used services in the past 12 months.
- 11,000 packets mailed to consumers seeking services for the first time.
- 117,500 items distributed with Partners 24/7 crises line number.
- 26 billboards in Partners catchment area (4 in Gaston County).
- 4 buses in the Gaston Transit fleet with Access to Care number.
- 1,753 radio spots on 4 different stations reaching Gaston County.
- 22 issues of Partners newsletter distributed to over 3,000 individuals.

PARTNERS

Partners Outreach (continued)

- 9 articles regarding Partners work in Gaston Gazette.
- 463 attendees at Partners Training Academy events.
- 407 individuals trained in Mental Health First Aid.
- 827 trained in Question/Persuade/Refer.
- 440 trained on Community Resiliency Model.
- 39 additional officers trained in Crisis Intervention Training.
- 887 attendees at Partners Health Summits.
- 89,100 visits to Partners website.
- Routine presentations to County Commissioners televised on local cable channel.
- 2,200 social media followers.

PARTNERS
Improving Lives. Strengthening Communities.

Collaboration Between Partners and Local School Systems

- Partners has had a longstanding commitment and engagement with our local school systems. It's in our name!
- While Partners is responsible for managing the Medicaid and uninsured, our work expands to all students at various levels.
- Partners has hosted several strategy sessions with local superintendents or their designees over the last year to partner together on MH needs and awareness of school students.

PARTNERS

Key Collaborative Efforts Between Partners and Local School Systems

- Local community collaborative each month.
- Quarterly roundtable discussions with superintendents.
- Assist with selecting mental health clinicians for the schools.
- Fund substance use prevention programs within schools.
- Funded "Rachel's Challenge" to eliminate bullying.
- Provided training materials for recognizing human trafficking.

PARTNERS
Improving Lives. Strengthening Communities.

Key Collaborative Efforts Between Partners and Local School Systems

- Provide ongoing mental health educational opportunities:
  - ✓Youth Mental Health First Aid
  - ✓QPR (Question, Persuade, Refer)
  - ✓Darkness to Light (training to prevent high risk sexual abuse situations)
  - ✓Youth crisis intervention training for resource officers
  - ✓IC Hope Training (training to reduce stigma)
- Recently hosted forum on Virginia Student Threat Assessment.
- School safety training with Chris Dorn.

Future Efforts Planned

- Continue to promote Partners access to care line.
- Continue to provide ongoing and innovative training to school staff at various levels.
- Continue to educate the public about mental illness and to work to eliminate the stigma.
- Continue to "PARTNER" with school systems at all levels.

PARTNERS
Improving Lives. Strengthening Communities.

VISITOR REGISTRATION SHEET

Hous Select Committee on School Safety
Name of Committee

~~9/28/2018~~ 10/12/18
Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Bre Hager	CaroMont Health
Pat C Smith	NCFRW - 512 Stuart Ridge, Cramerton 28032
Pearl Burris Floyd	Partners BHM 901 S New Hope Rd Gastonia NC
WALTER A. KIMBLE	2769 INDEPENDENCE WAY GASTONIA, NC.
Stacy Bryant	Partners BHM, 901 S. New Hope Rd, Gastonia NC
Morgen Houchard	Gaston County Schools 938 Osceola Street Gastonia, NC
John Clark	Gaston Gazette
Kym Martin	NC Center for Safer Schools
Susan Maxon	122 Carrie Elizabeth Ct. Gastonia NC 28056
Robert Weeks	" "
Joseph Ramey	Gaston County Police Dept. 420 W Franklin Blvd Gastonia

VISITOR REGISTRATION SHEET

Hous Select Committee on School Safety — Name of Committee

~~9/28/2018~~ 10/12/18 — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Eric Wildstein	The Gaston Gazette
Talmadge A McInnis	Gaston College Campus Police
Christopher B. Lowrance	Gaston County Police
Chad Brown	Gaston County Commissioner
Doug Hord	Gaston County Police
Daniel B Osborne	Gaston County PD
MELVIN TOTTEN	GASTON COUNTY P.D.
Suzanne Maurey-Smith	Gaston County Police
Rodney Hamrick	Gaston County Police
Scotty Daves	Gaston County Police Dept
Chad Rumney	U.S. Secret Service

VISITOR REGISTRATION SHEET

Hous Select Committee on School Safety — ~~9/28/2018~~ 10/12/18

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rhett Melton	Partners Behavioral Health Managemat 901 S. New Hope Rd, Gastonia, NC 28054
Debbie Clary	NCSP - Raleigh
Coleman Montgomery	North Gaston High School - Dallas, NC
Alicia Hutchins	North Gaston High School - Dallas, NC
Ray Hardee	The Pointe Church, Belmont, N.C.

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2018 THIRD EXTRA SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Friday, October 19, 2018
TIME: **10:00 AM**
LOCATION: **102 N. Third St., Wilmington, NC 28401**
COMMENTS: **The committee meeting will be held on the second floor in the City Council Chambers**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 3:11 PM on Thursday, October 11, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

--
This message was sent to you by Viddia Torbett (Rep. John Torbett) (torbettla@ncleg.net) because you signed up to receive NC General Assembly Committee Notices by email. To unsubscribe, visit
http://www.ncleg.net/gascripts/Committees/Committees.asp?sAction=ViewDLForm&sActionDetails=Non-Standing

House Select Committee on School Safety
Friday, October 19, 2018, 10:00 AM
102 N. Third St., Wilmington, NC 28401

AGENDA

Welcome and Opening Remarks

Representative Grange - Opening remarks

Mayor or Representative from the Office of the Mayor- Welcome

Police Chief Evangelous- Programs and actions of WPD

County Commissioner Skip Watkins- County commission actions taken

Chief Deputy Sheriff Sarvis- Programs and actions of Sheriffs Dept
NHCO Schools Attendees:

A. **Superintendent Dr. Tim Markley**
B. **Deputy Superintendent Dr. Rick Holliday**
C. **Krista Holland, Principal of the Year & Principal of Anderson Elementary**
D. **Cyndy Bliss, Principal - Myrtle Grove Middle School**
E. **Dr. Rob Morgan, Principal - New Hanover High School**
F. **Kristin Jackson, Director - Student Support Services**
G. **Tanya DeShields-Jordan, Supervisor of Counselors/Social Workers**
H. **Judy Stubblefield, Behavior Support Specialist (she primarily deals with types of bullying at all grade levels)**

W.H.A.T. from Coastal Horizons: Cristen Roggeman- Mental Health programs in schools

Rep. Grange/Rep. Davis- closing remarks

Adjournment

House Select Committee on School Safety
Friday, October 19, 2018 at 10:00 AM
Room 102 N. Third St., Wilmington, NC 28401

MINUTES

The House Select Committee on School Safety met at 10:00 AM on October 19, 2018 in Room 102 N. Third St., Wilmington, and NC 28401. Representatives Boles, Brawley, Burr, Davis, Faircloth, C. Graham, Grange, Hastings, Horn, Hurley, Iler, Lewis, McNeill, R. Moore, B. Richardson, Speciale, Strickland, Torbett, and White attended.

Representative John A. Torbett, Chair, presided and welcomed everyone. Kara McGraw, Committee Counsel, provided the committee with an overview.

Representative Grange and Representative Davis welcomed and thanked all participants.

Mayor Pro Temp, Margaret Haynes, Police Chief Ralph Evengelous, County Commissioner Skip Watkins, and Chief Deputy Sheriff Kenneth Sarvis, enlightened the committee on the actions and programs that had been put in place to help ensure school safety.

NHCO Schools Attendees, Superintendent Dr. Tim Markley, Deputy Superintendent Dr. Rick Holliday, Krista Holland, Principal of the Year & Principal of Anderson Elementary, Cyndy Bliss, Principal - Myrtle Grove Middle School, Dr. Rob Morgan, Principal - New Hanover High School, Kristin Jackson, Director - Student Support Services, Tanya DeShields-Jordan, Supervisor of Counselors/Social Workers, Judy Stubblefield, Behavior Support Specialist (she primarily deals with types of bullying at all grade levels), and Tais Aquirre-Ibarra, a senior at New Hanover High School presented ways they were, and the needs and solutions, the Wilmington New Hanover area were working on. They were also available for questions from the committee (see attached and on committee website).

W.H.A.T. from Coastal Horizons: Cristen Roggeman- Mental Health programs in schools gave an overview of their partnership and help with school safety.

Representative Grange and Representative Davis thanked all presenters and attendees and reiterated the need for solutions for school safety.
The meeting adjourned at 12:00 PM.

John A Torbett
Representative John A. Torbett, Chair
Presiding

Viddia Torbett
Viddia Torbett, Committee Clerk

School Safety Initiatives

New Hanover County Schools

Dr. Tim Markley, Superintendent

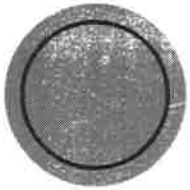
October 19, 2018

New Hanover County Schools

Engaging Students, Achieving Excellence

NHCS FACTS:

- New Hanover County Schools currently serves approximately 26,000 students.
- It is one of the 12 largest public school districts in North Carolina that includes 44 schools:
  - 2 - Pre-K Centers
  - 1 - Pre-K/Kindergarten Center
  - 25 - Elementary Schools
  - 7 - Middle Schools
  - 8 - High Schools – 4 Traditional, 2 Early Colleges, 1 Voc-Tech & 1 Career Readiness Academy
  - 1 - Alternative School/Suspension Center
- NHCS has:
  - 42 - school facilities (2 additional schools are located on CFCC North Campus)
  - 3 - Administrative Complexes



Physical Security

Risk & Vulnerability Assessment

- URS Corporation (July 2013)
- Comprehensive Assessment included: Physical Security, Emergency Operations Plan, Individual School Crisis Plans, NHCS Building Access Procedures.
- Recommendations for physical security and building access improvements have been funded in the 2014 School Bond and Annual Capital Construction Budgets.

Physical Security & Building Access Improvements

- **SITE IMPROVEMENTS:** School identification, signage improved vehicular & pedestrian traffic flow
- **BUILDING IMPROVEMENTS:** Access control, visitor sign-in & badging system, security vestibules, panic alarms, classroom locks, integrated computer locks, security cameras, updated communication systems
- **BUSES:** Security cameras, GPS tracking on all "yellow" buses
- **EMERGENCY RESPONSE:** School plans shared with law enforcement, "Knox Boxes" installed at all schools

2014 School Bond Projects

- Security cameras & updated communication systems
- Replacement of Blair & College Park elementary schools
- New Porters Neck Elementary School
- Laney & Hoggard High School additions & renovations
- Middle school renovations (Myrtle Grove, Roland-Grise, Trask, & Noble)
- Wrightsville Beach Elementary School additions & renovations

Continued Efforts to Improve Safety & Security

- Access control & integrated computer locks at high schools
- Security cameras & updated communication systems
- Update risk & vulnerability assessment (physical security):
  - New products & technologies
  - Best practices
  - Recommendations, estimated costs & implementation plan



Mental Health Services

Current Services Available within NHCS:

39 School Social Workers & 72 School Counselors

New Hanover County Health Department

- 16 school-based therapists, 1 supervisor, serve 21 schools
- Funded through NHCS/NHC/ insurance reimbursements

Learning Perspectives

- 1 therapist, 2 schools
- Funded through insurance reimbursement

RHA

- 1 therapist, 3 schools
- Funded through insurance reimbursements

Current Services Available within NHCS:

Coastal Horizons:

- School-based health clinics – WHAT – in each of our four traditional high schools. These clinics provide both physical and mental health services.
- K-8 Day Treatment Center that can serve up to 65 students – Lake Forest Academy.
- Several therapists serving 5 schools and adding 5 additional schools this year.
- Funded through insurance reimbursement.

All schools now have access to school-based therapy.

Transition Classrooms and Suspension Alternatives

All students returning from incarceration, drug treatment, and psychiatric hospitalization have the opportunity to return to school in a smaller setting.

- Grades K-5 are housed at Lake Forest Academy.
- Grades 6-12 are housed at the JC Roe Center.

All 6th-12th Grade students that receive a 5 to 10-day short-term suspension may attend the Choices Program at the JC Roe Center.

All 6th-12th Grade students that receive a long-term suspension have the opportunity to attend the JC Roe Center.

Law Enforcement Support

School Resource Officers (SROs)

- NHCS has 51 Law Enforcement Officers serving our schools and include the following assignments:
  - **New Hanover County Sheriff's Office**
    - 1 - Lieutenant & 3 - Sergeants overseeing the 3 divisions – Northern, Central & Southern
    - 3 - Corporals
    - 11 - SROs are assigned to elementary schools
    - 8 - SROs are assigned to middle schools
    - 16 - SROs are assigned to high schools
    - 2 - SROs are assigned to the JC Roe Center and support other schools as needed
    - 2 - G.R.E.A.T. SROs
  - **Other Law Enforcement Support:**
  - 4 - Wilmington Police Department Officers (assigned to Hoggard, NHHS, Roe & Williston)
  - 1 - Carolina Beach Officer (assigned to Carolina Beach Elementary)



Support Grants

Current NC DPI School Safety Grants

School Resource Officer Grant

- 11 Full time SRO's
- $380,413

School Mental Health Personnel Grant

- Additional School Social Worker at Laney High School
- $61,000

Current NC DPI School Safety Grants

Training to Increase School Safety Grant

- Community Resilience Model Training
- Partnership with Communities in Schools
- Train-the-Trainer, Coaching and Support, Substitutes
- Goal: Provide basic Trauma-informed schools training (all schools)
- $115,000

Students in Crisis Grant

- Mobile Licensed Therapist
- Partnership with Coastal Horizons
- Mental health crisis assessments in the schools
- Provide therapeutic groups with the NHCS Crisis Response team

Current NC DPI School Safety Grants

Training to Increase School Safety Grant

- "All Hands on Deck"
- For NHCS and Sheriff's Department
- Partnership with RTI International
- SEL Training for 2 High schools
- Also focuses heavily on SRO Training
- $86,000

Other Grants and Initiatives

Empowering Youth, Engaging Students (EYES) Grant

- Partnership with the National School Climate Center
- 5 - participating middle schools
- A four-year initiative funded by The Harvey L. Miller Family Foundation that combines the National School Climate Center's approach to comprehensive school climate improvement with the Facing History and Ourselves instructional approach to build cultural competency and reduce bullying behaviors.
- $1.5 million

Other Grants and Initiatives

Sanford Harmony

- Elementary Schools
- Sponsoring University – ECU
- A social-emotional program that builds strong classroom relationships and supportive learning communities.
- All materials and training are free of charge

Sandy Hook Promise

- Planning stages of Say Something – Anonymous Reporting System (SS-ARS)
- Will roll-out to all middle and high schools in Winter 2019.
- Trains students and staff to recognize signs of violence.
- Allows students to make an anonymous tip through an app, phone number, or website.
- All Sandy Hook Promise programs are free of charge.



Student Mentoring Programs

WATCH D.O.G.S.



- Watch Dads of Great Students is a national mentoring program for "dads" to participate in at the elementary and middle school levels.
- Several NHCS elementary and middle schools have a successful WATCH D.O.G.S. program.
- Dads serve as hallway and cafeteria monitors, assist with morning arrival and afternoon dismissal and other school-related activities.
- Dads can also be community members, who want to serve and support a school.

Girl P.O.W.E.R.

- A district-based, middle school mentoring program for at-risk girls. Currently, the program serves students at Williston Middle School.
- The program has been established to:
  - Encourage academic success, good manners, and self-confidence.
  - Build character and sisterhood among middle school-aged girls.
  - Understand the importance of self-esteem and respect.
  - Discourage fighting, bullying, and other negative behaviors.
  - Meet female community leaders to learn about educational tracks and career opportunities.

VISITOR REGISTRATION SHEET

House Select Committee on School Safety 10/19/2018
Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Keith Whitfield	116 Honeysuckle Lane Durham NC 27703 Retired LEO
MARGARET HAYNES	Mayor Pro-Tem - Wilmington
SKIP WATKINS	VICE CHAIR NHCo Commissioners 4802 Park Ave Wilmington, NC 28403
Iris Aguirre-Ibarra	NHHS senior
Rob Morgan	New Hanover High School, Principal
Tanya D. Jordan	NEW Hanover Co. Schools 6410 Carolina Beach Rd Wilmington, NC 28412
Tim Markley	"
Rick Hollinay	"
Kristin Jackson	"
Ken Sarvis	New Hanover Co. Sheriff's office
Cristen Williams	Coastal Horizons Center, Inc 615 Shipyard Blvd Wilmington NC 28412

VISITOR REGISTRATION SHEET

House Select Committee on School Safety 10/19/2018
Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Daniel Thurston	City of Wilmington
Donny Williams	City of Wilmington
Sandy Younce	Tarheel Alliance of Classroom Teachers
Dave Spencer	NHC Schools
Natalie English	Wilmington Chamber
Kym Martin	Center for Safer Schools / NC-DPI
RALPH EVANGELOUS	WILMINGTON POLICE DEPT.
Tony M'Ewen	City of Wilmington
LILY KLEIN	Women Organizing for Wilm.

VISITOR REGISTRATION SHEET

House Select Committee on School Safety 10/19/2018
Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
ESTHER MURPHY	Citizen
Judy Stubblefield	NHCS - Student Support
BRUCE SHELL	NHC Bd. of EDUCATION
Johanna Feledee	Port City Daily
Sterling Cheatham	City of Wilm
Elizabeth Yelverton	NC School Administrators Assoc.
Barb Brooks	MOMS DEMAND ACTION
JUDY PHELPS	Moms DEMAND ACTION
Emily Donovan	Moms Demand Action / MFOL Students Demand Action
David Oyler	Wilmington Police Dept.
MITCH CUNNINGHAM	WILMINGTON POLICE DEPT

VISITOR REGISTRATION SHEET

House Select Committee on School Safety 10/19/2018
Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Cyndy Bliss	NHCS - MGMS 901 Piner Rd Wilmington 28409
Krista Holland	NHCS - Anderson Elementary 455 Halyburton Memorial Parkway Wilmington, NC 28412
Adam Wayne	Star News

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Friday, October 26, 2018
TIME: **1:00 PM**
LOCATION: **910 Highland Court, Winston-Salem, NC 27101**
COMMENTS: **The Committee will be meeting at the Career Center High School(address above)**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 10:27 AM on Sunday, October 21, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

NC House Select Committee on School Safety

Friday, October 26, 2018
1:00 p.m.
Career Center High School
910 Highland Court | Winston-Salem, NC 27101

AGENDA

Welcome and Opening Remarks	Dr. Chris Nichols, Principal Career Center High School
	Dana Caudill Jones, Chair WS/FCS Board of Education
	Representative Donny Lambeth NC House, 75th District
WS/FCS Security Update	Jonathan Wilson, Director WS/FCS Security
WS/FCS Bond Issue Safety Components	Colon Moore, Director School Construction Planning
WS/FCS Social and Emotional Learning Plans	Dr. Kenneth Simington Deputy Superintendent
Challenges and Pathways for Legislative Support	Darrell Walker Assistant Superintendent for Operations
	Dr. Beverly Emory Superintendent

Afternoon refreshments provided by the Culinary Arts Program of the Career Center

About us

Winston-Salem/Forsyth County Schools formed in 1963 with the merger of the Winston-Salem and Forsyth County school systems. It is the fourth-largest system in North Carolina and the 81st largest in the nation.

Winston-Salem/Forsyth County Schools serves about 55,000 students with the goal of providing a quality education for each child. The school system has 42 elementary schools, 14 middle schools and 15 high schools. Nine special schools bring the system-wide total to 80.

Directions

East of Winston-Salem:

- Travel I-40 W toward Winston-Salem/Greensboro/US-70
- Merge onto I-40 Bus W/US-421 N via EXIT 206 toward Kernersville/Winston-Salem Downtown
- Take EXIT 6C toward MLK jr Dr./Winston-Salem State University
- Turn right onto N MLK jr Dr./NC-109. Continue to follow N MLK jr Dr.
- Turn right onto Highland Ave. (The school will be on your left.) If you reach Carl Russell Ave. you've gone a little too far.

West of Winston-Salem:

- Travel I-40 to Business-40 toward Winston-Salem
- Exit 6B toward US 52 N – Mt. Airy
- Take Exit 110 C towards Liberty Street
- Turn right onto N. Liberty
- Turn right onto 12th Street E
- Turn right onto N. Highland Avenue
- The school will be on the right

North of Winston-Salem:

- Travel US 52 S toward Winston-Salem
- Take Exit 110 B – N. MLK jr Drive toward US 311 N/Downtown
- Turn left onto MLK jr. Drive
- Turn left onto N. Highland Avenue (If you reach N. Cleveland Ave., you've gone 0.3 mile too far)
- The school is on the left

South of Winston-Salem:

- Travel I-85 N/US 52 N toward Winston-Salem
- Merge onto US 52 N via exit 87 toward Winston-Salem
- Take US 311 N/MLK jr Drive exit 110B toward Downtown
- Turn right onto N MLK jr Drive/US 311 N
- Take second left onto Highland Avenue
- The school will be on the left (If you reach E. 11th St., you've gone 0.1 mile too far)

House Select Committee on School Safety
Friday, October 26, 2018 at 1:00 PM
Room 910 Highland Court, Winston-Salem, NC 27101

MINUTES

The House Select Committee on School Safety met at 1:00 PM on October 26, 2018 in Room 910 Highland Court, Winston-Salem, NC 27101. Representatives Black, Cunningham, Dixon, Dobson, Elmore, Faircloth, Floyd, Hardister, Harrison, Horn, Hurley, Lambeth, McNeill, Ross, Speciale, and Warren attended.

Representative John A. Torbett, Chair, presided.
Welcome and Opening Remarks were given by Dr. Chris Nichols, Principal, Career Center High School, Dana Caudill Jones, Chair, Winston-Salem/Forsyth County Schools Board of Education, and Representative Donny Lambeth, NC House, 75th District.

A presentation was given by Winston-Salem/Forsyth County Schools Security Director Jonathan Wilson on security updates (see attached and on committee website).
A presentation was given by Colon Moore, Winston-Salem/Forsyth County Schools Construction Planning Director on Bond Issue Safety Components (see attached and on committee website).
A presentation was given by Winston-Salem/Forsyth County Schools Deputy Superintendent, Dr. Kenneth Simington and Corliss Thompson-Drew, Winston-Salem/Forsyth County Schools Director of Psychological Services on Social and Emotional Learning Plans (see attached and on committee website).
Challenges and Pathways for Legislative Support and closing remarks were given by Winston-Salem/Forsyth County Schools Assistant Superintendent for Operations, Darrell Walker and Winston-Salem/Forsyth County Schools Superintendent Dr. Beverly Emory.

Kym Martin, Director of Center for Safer Schools gave an update on the app, which is in the final stages.

The meeting adjourned at 4:00 PM.

John A. Torbett
Representative John A. Torbett, Chair
Presiding

Viddia Torbett
Viddia Torbett, Committee Clerk

WS/FC SCHOOLS

SECURITY

JONATHAN WILSON

JMWILSON@WSFCS.K12.NC.US
336-712-6529



WS/FCS CURRENT AND ONGOING PRACTICES

SURVEILLANCE CAMERAS ON EVERY CAMPUS

- Current numbers
  - 404 cameras in elementary (roughly 8 per school)
  - 403 cameras in middle schools (range from 16 to over 50 per school)
  - 1,099 cameras in high schools (range due to size of school, age of school, etc. and average around 75, but as many as 139 in some schools)
  - 110 cameras in administrative locations
- 57 Schools have IP systems (all elementary are IP)
  - All IP cameras can be monitored remotely
- The number of cameras in all schools will increase as part of the 2016 Bonds
  - Phasing out DVR cameras through attrition and bond money adding IP cameras
  - Will bring all Elementary to 16, Middle to 32, and High to 74 cameras (minimum standard)

AIPHONES IN EVERY ELEMENTARY SCHOOL

- Current numbers
  - 43 elementary schools with Aiphone
  - 2 middle school with Aiphone
- Front door ONLY



- Expand to middle schools as part of the bond project
- 2016 Bond has $3.5 million for cameras and middle school access - in 2020

ACCESS CONTROL IN ALL MIDDLE SCHOOLS (BOND PROJECT)

14 middle schools



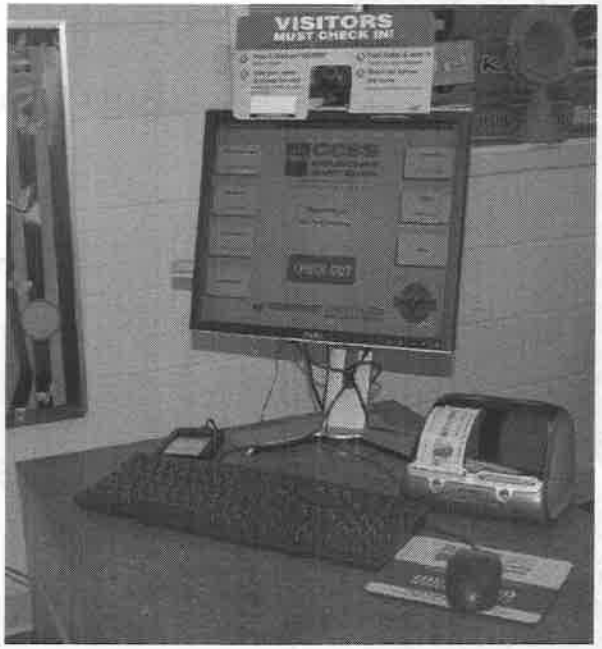


- 2N Intercom w/camera & lighted pictograms at front door
- Keypad at selected back and modular doors
- Control at district and school level
- IP vs Analog (AiPhone)
- Fully expandable and will integrate with Milestone cameras

VISITOR MANAGEMENT SYSTEMS
(ALL VISITORS SIGN IN/OUT)

- ALL schools have a Ident-A-Kid visitor management systems with License/ID scanners
  - $77,948 – initial cost

- 44 ES / 16 MS / 15 HS
- District Enterprise License - $31,500 annual
  - NO GO lists
  - Sex Offender screening
  - Volunteer management
  - District reports



POLICIES AND PROCEDURES

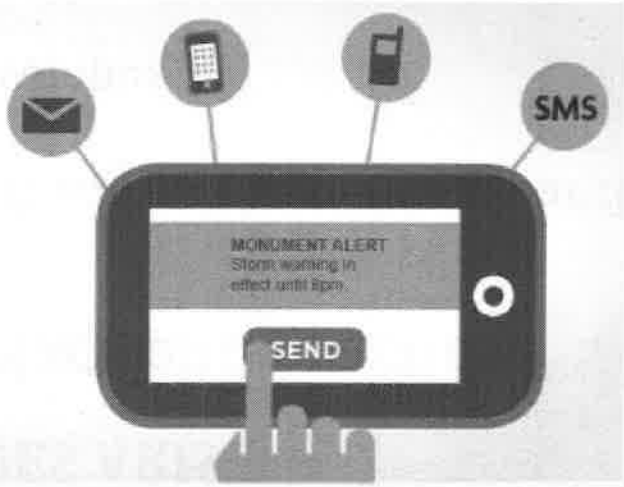
RESPONSE WHEN ISSUES ARISE

- Detailed lockdown procedures in place and practiced
- Two (2) levels of lockdown
  - **Community Lockdown** if a law enforcement action is happening near the school (Precaution)
  - **Full lockdown** if anything is happening on campus
- Over 400 staff, law enforcement, and first responder personnel are notified immediately, if any school goes on lockdown.
- Safety Teams at every school that comprised of staff from all levels

MESSAGING SYSTEM
BLACKBOARD CONNECT

- 461 Individuals (WS/FCS staff/SROs/First Responders)

- Phone/Text/Email
  - Lockdowns
  - Evacuations
  - Weather Events



CRITICAL INCIDENT PRE-PLANNING MAPS

- Partnership with MapForsyth - No cost to WS/FCS
  - 2013 - August 2016
- Input and approval by law enforcement, first responders, and emergency management
- Hard copies at schools
- PDFs on a secure website - Accessible on Crisis Manager
- Followed by NC School Risk Management Plan (SRMP)

CO-OPERATING PUBLIC AND PRIVATE AGENCIES

MapForsyth
City-County Geographic Information Office

WS FCS
Winston-Salem
Forsyth County Schools

EMERGENCY MANAGEMENT
HAZARDOUS MATERIALS
RADIOACTIVE
WINSTON-SALEM
FORSYTH COUNTY

WINSTON-SALEM POLICE

SHERIFF
FORSYTH COUNTY
N.C.

FORSYTH COUNTY
EMERGENCY SERVICES

POLICE DEPT.
KERNERSVILLE
N.C.

COUNTY OF FORSYTH
FIRE DEPARTMENT
1991

WINSTON-SALEM
FIRE-RESCUE

KERNERSVILLE
FIRE
RESCUE
N.C.

NORTH CAROLINA
HIGHWAY PATROL

TRAINING FOR STAFF AND STUDENTS

- Yearly active shooter training for all staff
  - Required - Active Shooter video within the first 5 days of returning to school and at the time of hire.
- Practice full lockdown drills at least 2 times a year
  - Once each semester
- Community lockdowns also practiced 2 times a year
  - Once each semester

CRISIS MANAGER APP

- Purchased and loaded with our own plans
- District plans and emergency contact information
- Critical Incident Maps and Floor Plans
- All Admin, Principal, AP, SRO, and AD phones
- Hard copies in all school offices



PARTNERSHIPS WITH LAW ENFORCEMENT

(WSPD/KPD/FCSO/NORTH STATE COMPANY POLICE)

- Each agency has officers dedicated only to our schools.
- The Security Director and law enforcement command staff are in constant communication throughout each day.
- Provide event security

SRO PROGRAM

- ALL Middle and High Schools
  - WSPD (19) / FCSO (6) / KPD (4)

- Dedicated supervisors and roving officers that focus only on the needs of the schools they serve.
  - WSPD (9) / FCSO (3) / KPD (3)

- SRO staff visit all elementary schools as time allows

INVESTIGATE ALL POTENTIAL THREATS

- Protect school, staff, and students
- Verbal, written, implied, etc.
- Most are social media driven

- All threats are fully investigated until we are confident that no threat exists
  - School Security
  - Law Enforcement
  - 24 hours a day/7days a week



NIGHT PATROL SERVICES

- Company Police provide Night Patrol of all campuses and properties
- Night programs (FACE/Cosmetology)
- Meeting and Event Security



CHANGES SINCE FLORIDA

REVISIT EMERGENCY PROCEDURES

- Ensure that we are doing everything we can and no stone unturned
- Always in the progress, but we have completed Emergency Manual updates
  - Lockdown plan
  - Active Shooter plans
  - Weather events

PRINCIPALS RE-EVALUATE CAMPUSES

- All doors are locked in ES
- All but one door remains locked in MS (until access control is installed)
- HS secure every possible door, except those absolutely necessary to operate effectively

SCHOOL SAFE ASSESSMENT APP

- Administrators take a closer look at their campuses
  - Through new eyes
- Principals team up to walk each others campuses
  - Another set of eyes



School Safe Gives Winston-Salem/Forsyth County Schools Fresh Angle on Security

- https://schoolsafetyinfo.org/stories/Success4School-Safe-Winston-Salem.html

IDENTIFICATION AND VISITOR PROTOCOL

- ALL staff wear identification/display badges
- Utilize Ident-A-Kid badges on visitors
- Ensure that front door intercoms are used properly

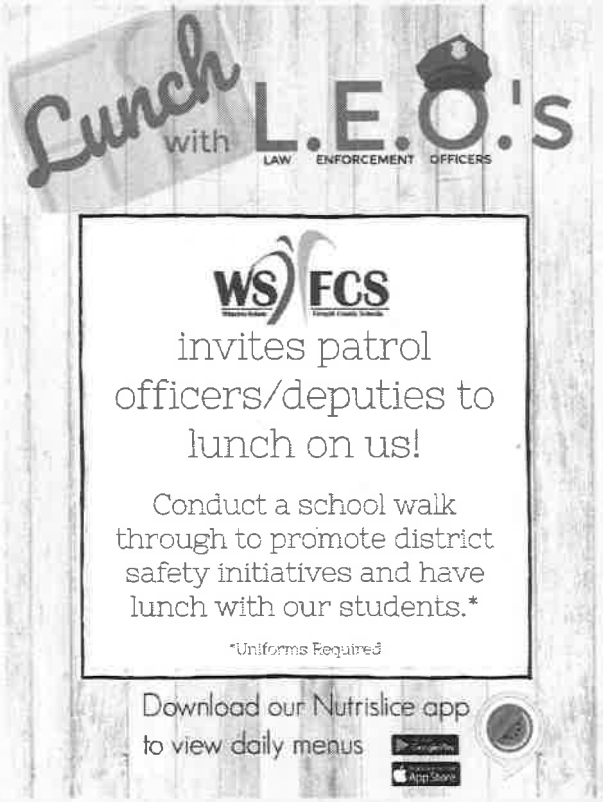
- Change in culture
  - Ask questions
  - Be alert
  - Don't let common courtesy get in the way

SROS - REVIEW EMERGENCY PLANS WITH PRINCIPALS

- Answer questions
- Ensure that everyone is familiar and on the same page.

ENTICE ADDITIONAL OFFICERS TO OUR CAMPUSES

- Free Meals in Elementary Schools
  - Lunch with LEOs started 3/28/18
    - 30 ES in Winston-Salem
    - 12 ES in Forsyth County
    - 3 ES in Kernersville





FUTURE THOUGHTS AND PLANS FOR WS/FCS

ADDITIONAL TRAINING NEEDED

- Table top exercises
- Large scale active training
  - Time consuming and costly
  - Emergency Management grant
  - Disruptive to the community

EXPLORING THE POSSIBILITIES OF ADDITIONAL TOOLS AND PROGRAMS

- Social media monitoring platform
- Tip line (anonymous) – SpeakUp App was not effective
- Implement Secret Shoppers
- Creation of Emergency Procedures Poster for every classroom
- Expand Crisis Manager App to additional staff

POSSIBILITIES OF ADDITIONAL TOOLS/PROGRAMS

- Construction modifications where needed
- Access control on High School campuses
- Feasibility of SROs in Elementary schools
  - Agency ability to fill positions
  - SRO costs are $84,524 - $92,538 per position (not startup)
  - Current Middle/High SRO budget - $3,667,693
  - Estimate to add Elementary SROs – additional $5,147,651
- 800 mhz radio expansion – estimated at $2 million

THOUGHTFUL IN OUR RESPONSE

- Not let emotion drive our decisions
- No knee jerk reactions
- Don't want to move in a direction that may not improve our current position
- Sustainability of initiatives

QUESTIONS?



WS/FC SCHOOLS

2016 BOND CONSTRUCTION

COLON MOORE

WCMOORE@WSFCS.K12.NC.US
336-705-7761

2016 WS/FCS BOND PROJECTS

• Maintenance Improvements	$29.4 million
• Technology Improvements	$24.2 million
• High School Stadium Renovations	$6 million
• Traffic and Pedestrian Safety	$5.5 million
• Safety and Camera Upgrades	$3.5 million
• New Construction	$180 million
• Major School Renovations	$72.5 million
Total Bond Package	**$350 million***

*Includes Contingency and Inflation

SAFETY & SECURITY IN NEW SCHOOLS AND RENOVATIONS

WHAT DO WE NEED TO BE INCLUDING IN OUR BUILDINGS?

- Adequate lighting in parking lots and exterior areas
- Motion activated lighting – Interior and Exterior
- Bollards to protect entrances and student areas
- Controlled main entry accessibility
- Cameras and access control devices
- Minimal amount of glass
- Limit the number of exterior doors
- Provisions for future card access at pre-determined exterior doors

DESIGN CONSIDERATIONS FOR BUILDING SECURITY

WHEN WE PLAN, WHAT FEATURES DO WE FOCUS ON?

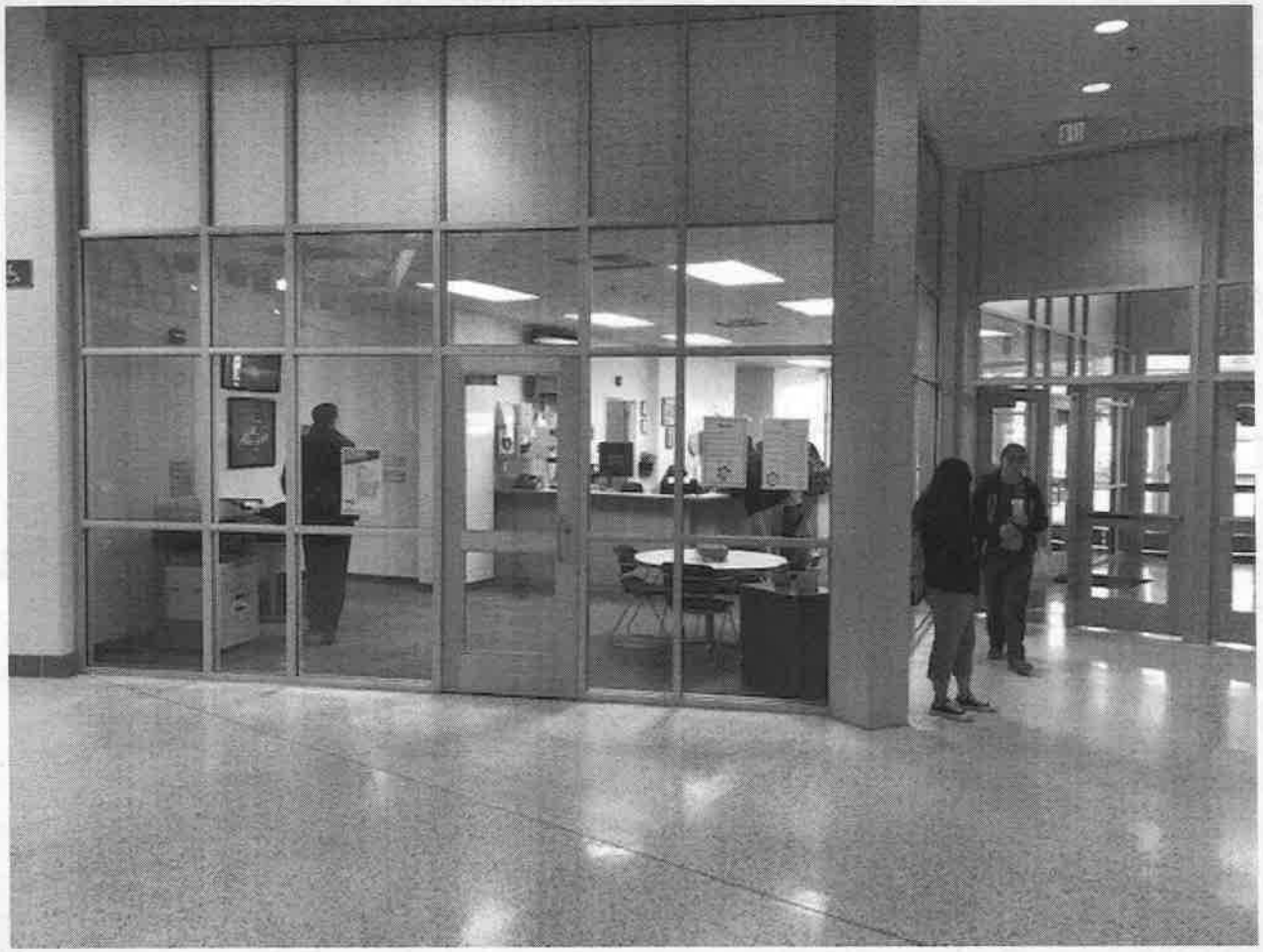
- Minimize interior barriers to allow for better sight lines
- Student friendly environment
- Minimize restrictive landscaping around buildings
- Signage and barriers to define boundaries
- Traffic/pedestrian safety
- Strategic design of office/administrative space
- Prevent unauthorized access to building, site, and infrastructure

STUDENT FRIENDLY DESIGN CHALLENGES

HOW DO WE SECURE OUR SCHOOLS AND MAKE THEM INVITING?

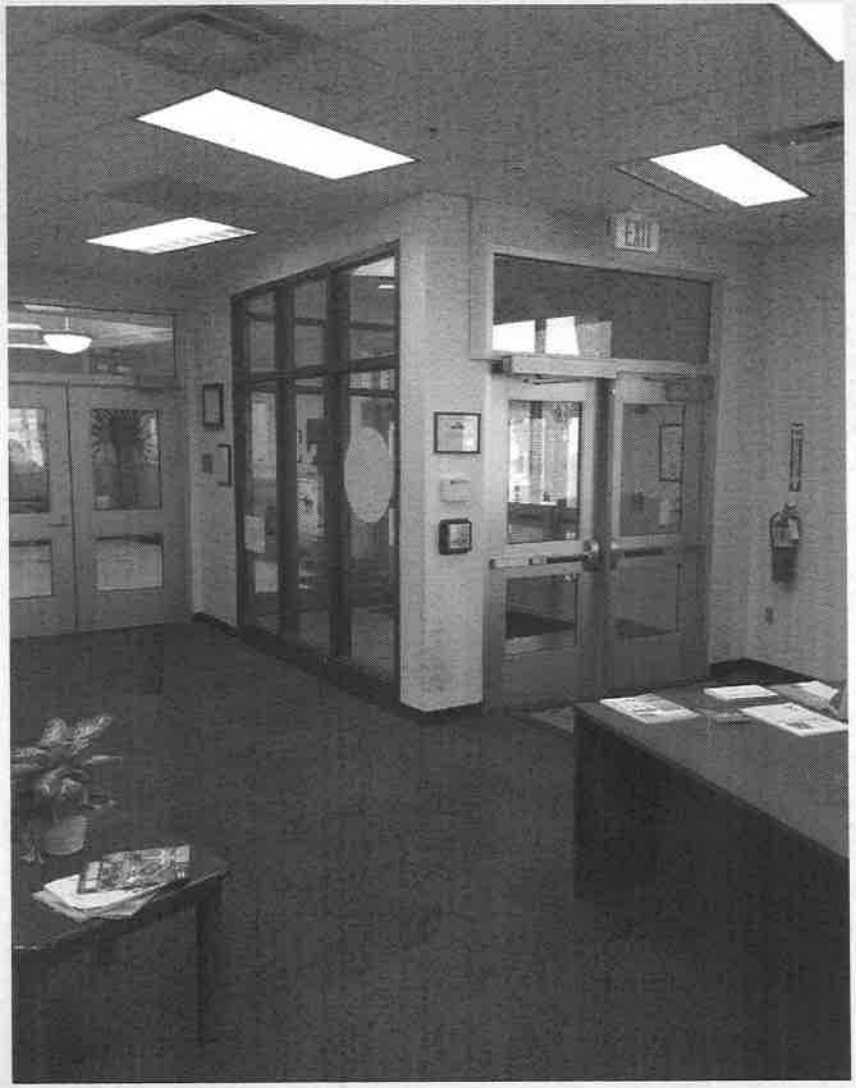
- Completely secure building while allowing student access
- Deter Passage vs Prevent Passage
- Locate cameras to protect while respecting privacy and learning opportunities

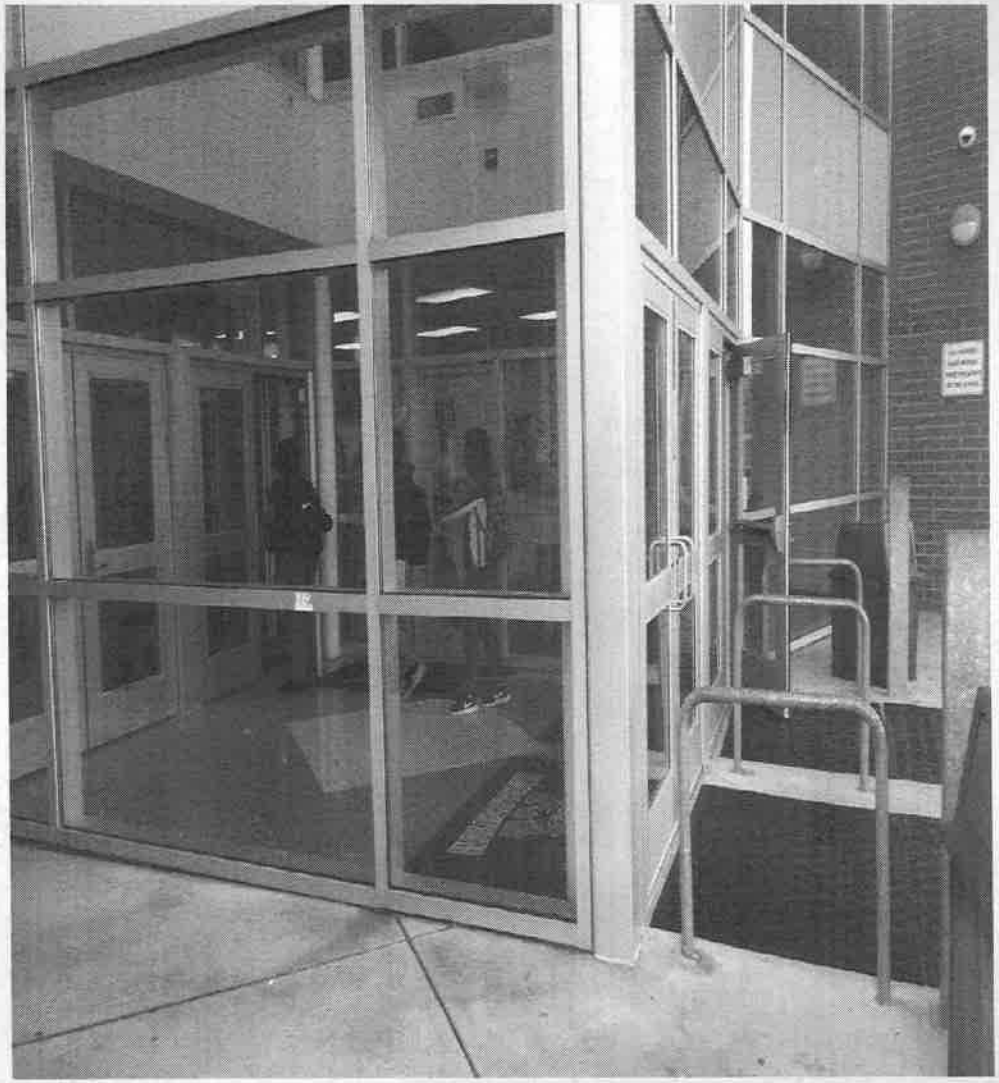
Questions???



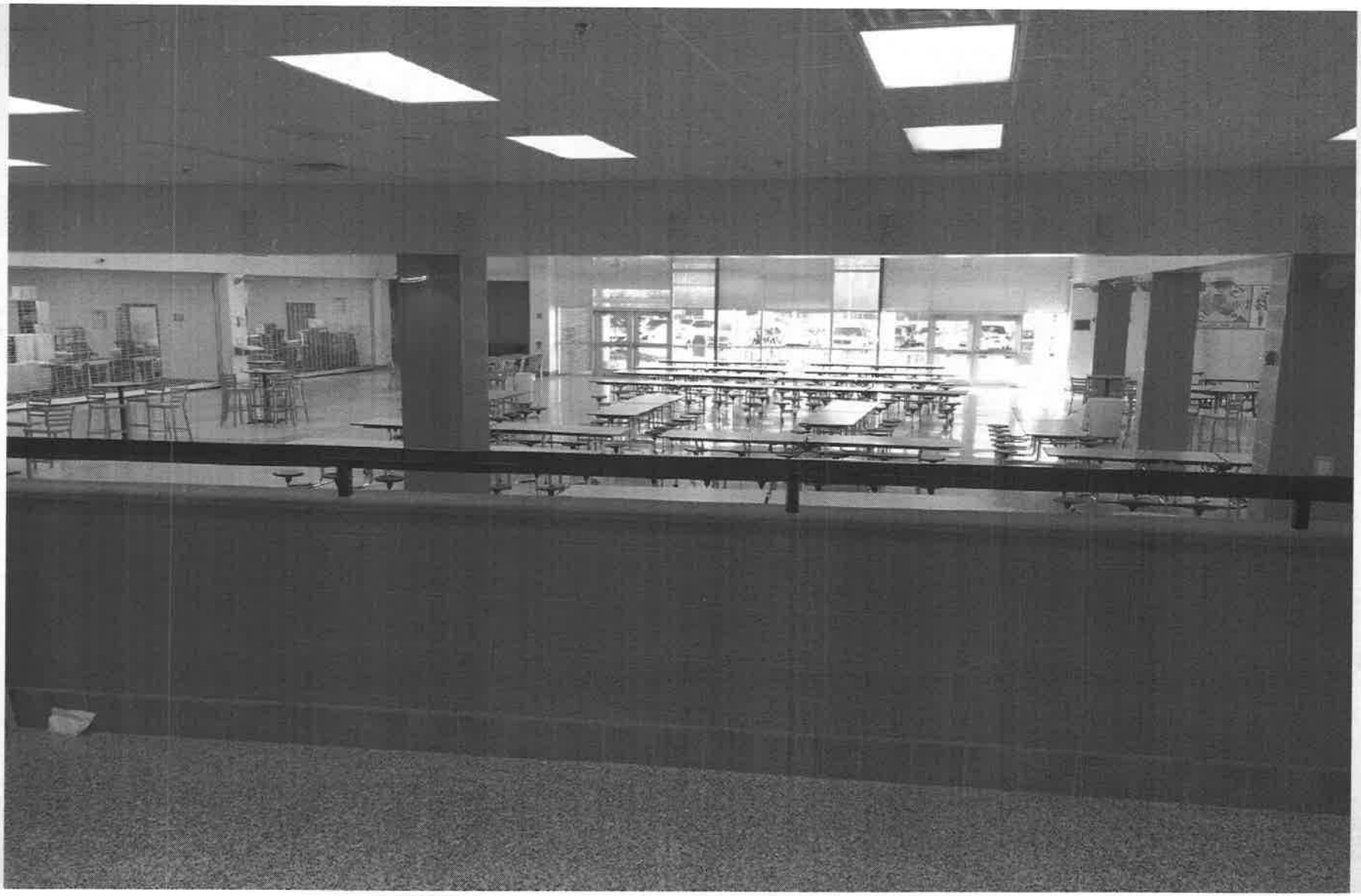


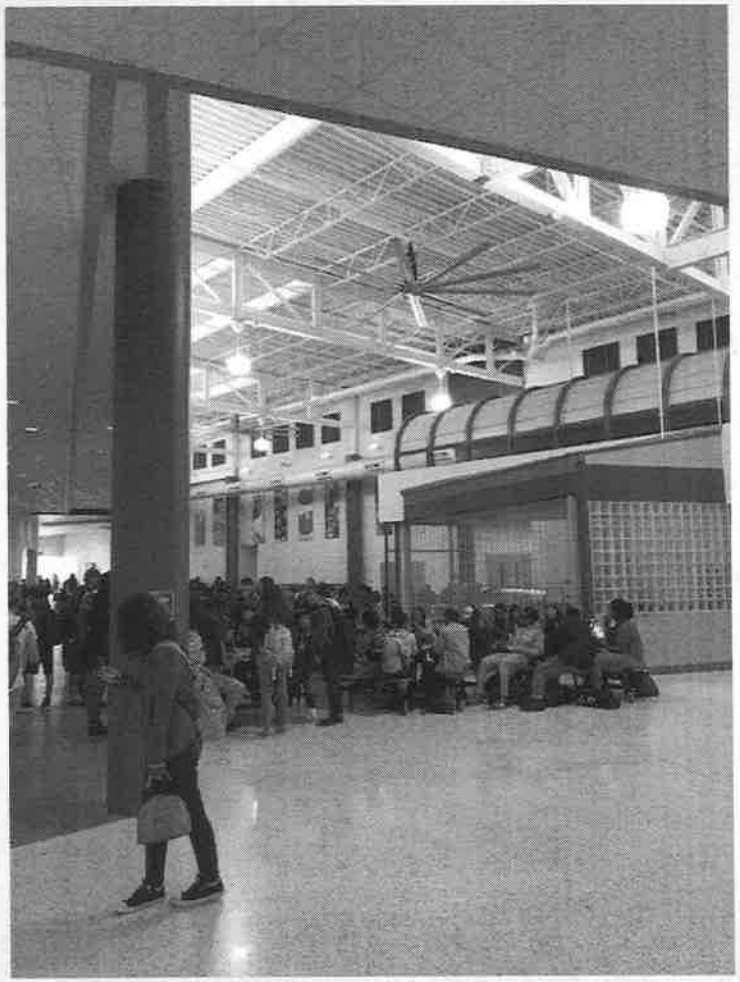
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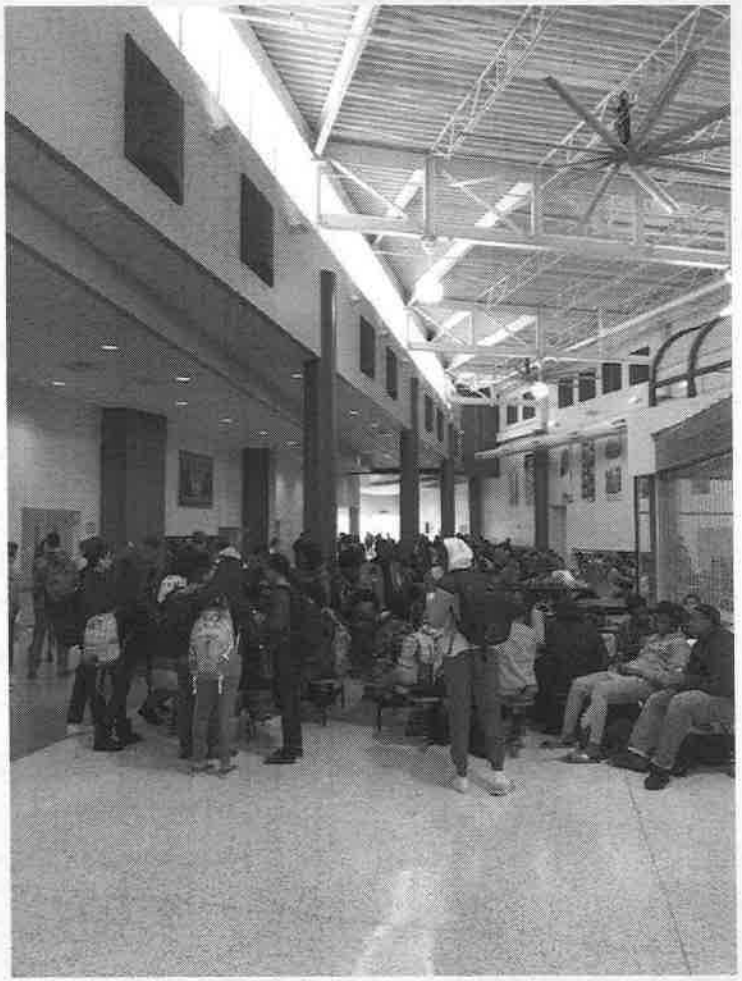


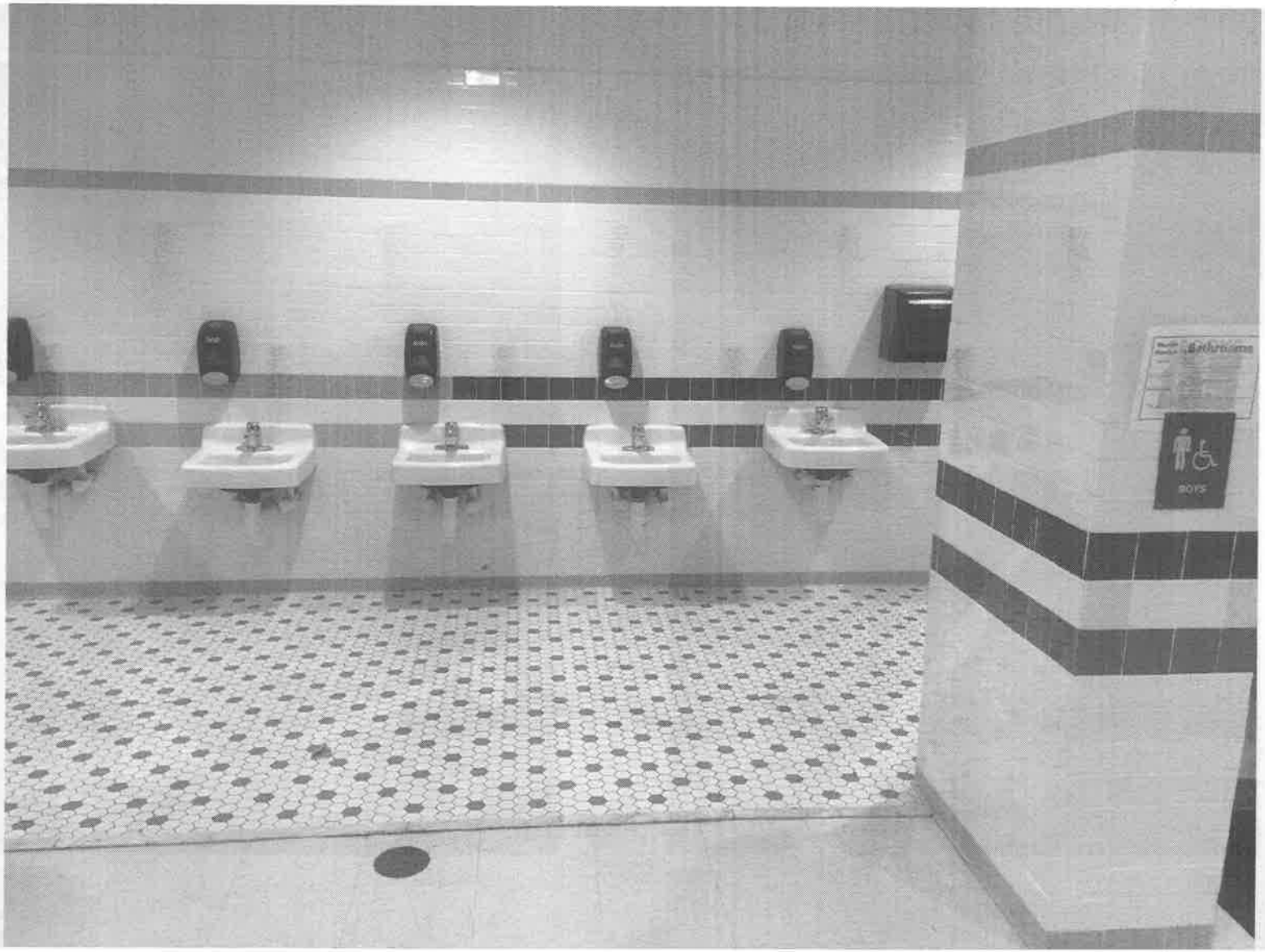


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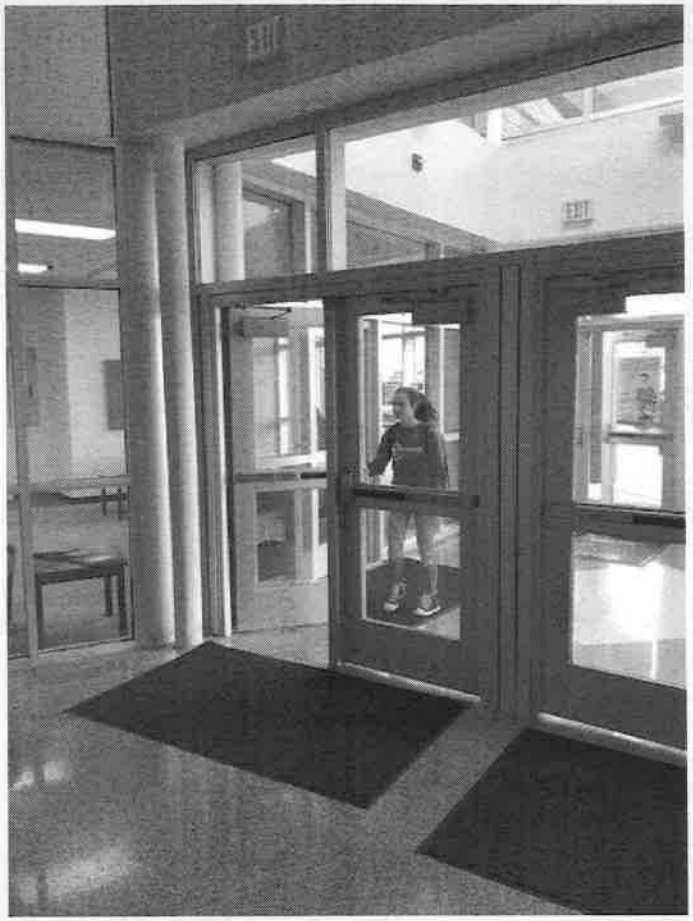

MAIN OFFICE
Welcome to Atkins High School
Allegacy
Your Partner in Education

Back





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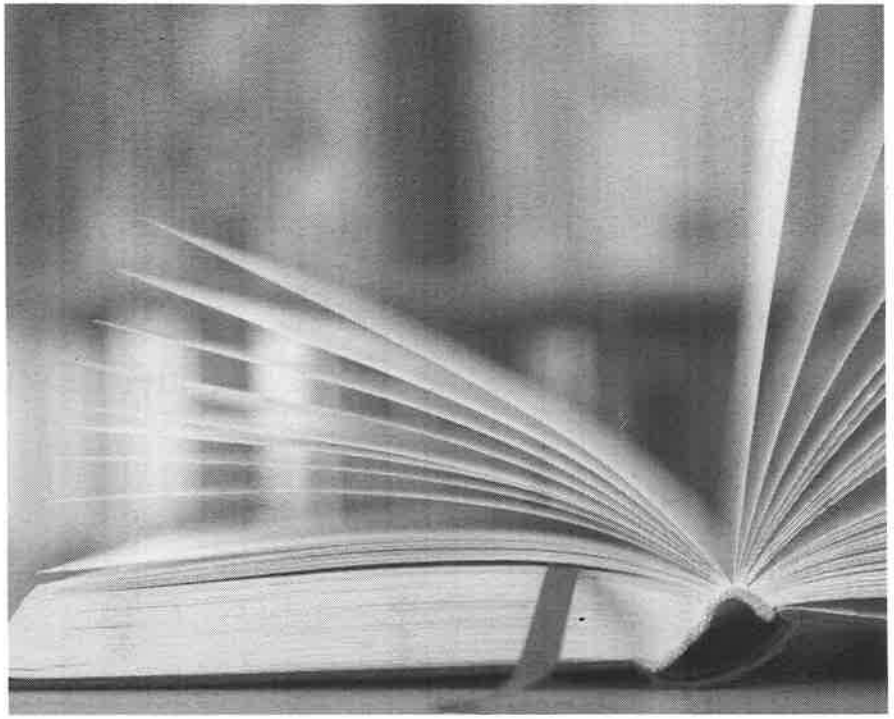
Back



Back

SOCIAL-EMOTIONAL LEARNING WS/FCS

Kenneth Simington
Dr. Corliss Thompson-Drew



Bully Prevention Month

- https://www.youtube.com/watch?v=q94nCFkR4zc


HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS
SELF-AWARENESS
SELF-MANAGEMENT
SEL
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS
SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

Social and Emotional Learning



SEAL in WS/FCS

Vision

Winston-Salem/Forsyth County Schools, in collaboration with families and community partners, creates a safe, nurturing climate and culture which maximizes students' academic performance. Our culture and climate promote social and emotional well-being through caring relationships among children and adults and throughout life.



in WS/FCS

THEORY OF CHANGE

If staff, families and community partners collaborate to: 1) build relationships and 2) provide effective SEL instruction, strategies and support to strengthen social-emotional competencies, then students will thrive academically.

in WS/FCS

Develop district wide SEL Plan

- Convene district and community stakeholders by establishing WS/FCS Social and Emotional Learning (SEL) Taskforce (by October 2017).
- Adopt a framework to guide SEL plan development (by October 2017).
- Utilize the CASEL district planning rubric to guide WS/FCS SEL implementation (2017-2018 school year).
- Establish Panorama SEL Pilot Project (October 2017).
- Evaluate Panorama Pilot Project (June 2018).
- By 2019-2020, district will implement district wide SEL framework and curriculum.

in WS/FCS

Professional Development

- Youth Mental Health First Aid
- Crisis Training for Administrators and Student Services
- Restorative Justice

in WS/FCS

Responding to Crises and Threat Assessment

- Integrated approach physical and psychological safety
- Collaboration with local hospitals and behavioral health providers
- General Assembly Safety Grant
  - Suicide and Threat Assessment Protocols

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Friday, November 2, 2018
TIME: **10:00 AM**
LOCATION: **Benhaven Elem., 520 Olive Farm Rd., Sanford, NC**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 9:07 AM on Sunday, October 28, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY

November 2, 2018, 10:00 a.m.
Benhaven Elementary School
Sanford, North Carolina

Committee Cochairs
Rep. David Lewis
Rep. John Torbett

Committee Members
Rep. John Bell
Rep. Larry Bell
Rep. MaryAnn Black
Rep. James Boles
Rep. William Brawley
Rep. Dana Bumgardner
Rep. Justin Burr
Rep. Becky Carney
Rep. Carla Cunningham
Rep. Ted Davis, Jr.
Rep. Jimmy Dixon
Rep. Josh Dobson
Rep. Nelson Dollar
Rep. Jeffrey Elmore
Rep. Jean Farmer-Butterfield
Rep. Susan Fisher
Rep. Elmer Floyd
Rep. Rosa Gill
Rep. Charles Graham
Rep. Holly Grange
Rep. Jon Hardister
Rep. Pricey Harrison
Rep. Kelly Hastings
Rep. Cody Henson
Rep. Yvonne Holley
Rep. Craig Horn
Rep. Pat Hurley
Rep. Frank Iler
Rep. Verla Insko
Rep. Darren Jackson
Rep. Linda Johnson
Rep. Brenden Jones
Rep. Jonathan Jordan
Rep. Donny Lambeth
Rep. Marvin Lucas
Rep. Chris Malone
Rep. Allen McNeill
Rep. Rodney Moore
Rep. Garland Pierce
Rep. Bobbie Richardson
Rep. Stephen Ross
Rep. Jason Saine
Rep. Michael Speciale
Rep. Sarah Stevens
Rep. Larry Strickland
Rep. Harry Warren
Rep. Donna White

I.	**Welcome & Opening Remarks**	**Rep. David Lewis** Committee Cochair **Rep. John Torbett** Committee Cochair **Rep. John Sauls**
II.	**Harnett County Presentations**	**Dr. Aaron Fleming** Superintendent Harnett County Schools **Bill Morris** Chair Harnett County School Board **Gordon Springle** Chair Harnett County Board of Commissioners **Lauren Cappola** Director – Counseling Services Harnett County Schools **Wayne Coats** Sheriff Harnett County
III.	**Questions and Discussion**	
IV.	**Closing Remarks**	
V.	**Adjourn** **Next Meeting: TBD**	

House Select Committee on School Safety
Friday, November 2, 2018 at 10:00 AM
Room Benhaven Elem., 520 Olive Farm Rd., Sanford, NC

MINUTES

The House Select Committee on School Safety met at 10:00 AM on November 2, 2018 in Room Benhaven Elem., 520 Olive Farm Rd., Sanford, NC. Representatives Black, Boles, Brawley, Carney, Cunningham, Dixon, Faircloth, Farmer-Butterfield, Fisher, Gill, C. Graham, Grange, Hardister, Harrison, Holley, Horn, Hurley, Insko, Jackson, Lewis, Lucas, McNeill, R. Moore, Pierce, B. Richardson, Ross, Saine, Speciale, Stevens, Torbett, Warren, and White attended.

Representative David R. Lewis, Chair, presided, welcomed all in attendance, and observed a moment of silence for the tragedy at Butler High School.
Representative John Sauls welcomed the committee to Benhaven Elementary School, which is located in his district.
Jason Moran-Bates, staff counsel, provided an overview of the School Safety Committee.

Dr. Aaron Fleming, Superintendent of Harnett County Schools presented information on the importance of safety in the schools in Harnett County and introduced five students, who were ambassadors, two of which who spoke on the pride they have in their new school and what school safety means to them.
Bill Morris, Harnett County School Board Chair expressed thankfulness of what this committee is doing.
Gordon Springle, Chair of the Harnett County Board of Commissioners spoke to the committee and gave information regarding a special program they have with a survey of campuses being done by drones.
Sheriff Wayne Coats presented to the committee regarding the program they are using call G.R.E.A.T. and the success they are experiencing with this program that teaches 5th graders about gangs and opioids. They also have a School Resource Officer in every Harnett **County School. They have also implemented several measures to build the relationship between deputies and the children inside the county schools, which has enabled them to resolve student problems on the front end rather than after the fact.**
Lauren Cappola, Director of Counseling Services, Harnett County, gave a presentation on school safety and stressed the importance of mental health counseling being made available to all students and how far behind our state was on the suggested national average of providing SROs, counselors, nurses, psychologists, social workers, and behavior specialists (See attached and on committee website).

The meeting adjourned at 1:00 PM, after which a tour of the school was given to members.

David R. Lewis
Representative David R. Lewis, Chair
Presiding

Viddia Torbett
Viddia Torbett, Committee Clerk

Supporting the Whole Child

School Support Staff:
A Vital Piece In Student Success

Lauren Cappola, M.Ed, LPC, NCC, NBCT
Director of Counseling Services, Harnett County Schools

Youth Mental Health Statistics

FACT: 1 in 5 youth ages 13 - 18 have, or will have a serious mental illness or mental health disorder.

A mental health disorder or mental illness is a diagnosable illness that:

- Affects a person's thinking, emotional state and behavior
- Disrupts the person's ability to
    - Work or attend school
    - Carry out daily activities
    - Engage in satisfying relationships

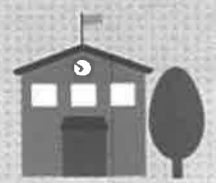
Impact



50% 50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.[1]



10 yrs The average delay between onset of symptoms and intervention is 8-10 years.[1]



50% Approximately 50% of students age 14 and older with a mental illness drop out of high school.[1]



70% 70% of youth in state and local juvenile justice systems have a mental illness.[1]

Suicide



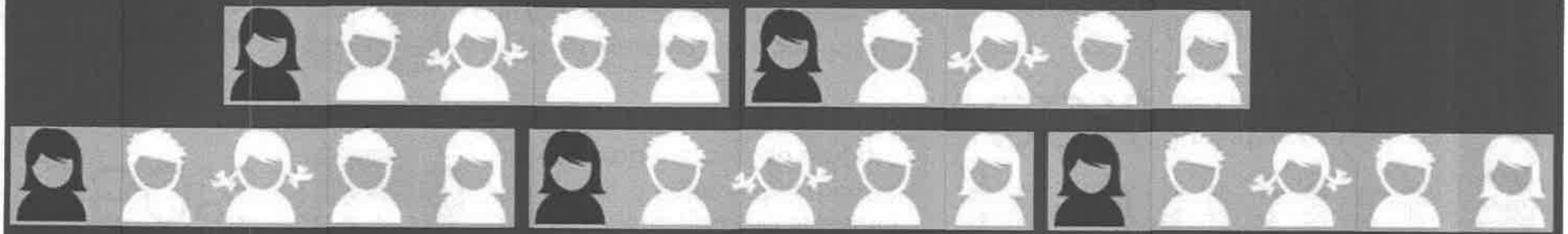
3rd Suicide is the 3rd leading cause of death in youth ages 10 - 24.[1]



90% 90% of those who died by suicide had an underlying mental illness.[1]

What does this mean?

- In a classroom of 25 students, 5 of them may be struggling with the same issues many adults deal with: depression, anxiety, substance abuse.
- Nearly 80% who need mental health services won't get them.
- Related to major problems in schools: chronic absence, low achievement, disruptive behavior, and dropping out.



Common Mental Health Disorders in Youth

- ADD/ADHD/ODD
- Anxiety Disorders
- Bipolar Disorder
- Depression
- Eating Disorders
- Psychosis
- Substance Use Disorders

*** Students with a mental health disorder do not always need assistance and students who need assistance do not always have a mental health disorder***

Who is supporting our students?

- School counselors
- School social workers
- School nurses
- School psychologist
- Behavior specialists

Each have specific training and unique skill sets to meet student needs

School Counselor Responsibilities

- Implement school wide programs
- Classroom lessons
- Small group counseling
- Individual student counseling
- Develop and monitor Section 504 Plans
- Provide MTSS support
- Meet with parents and families
- Collaborate with community agencies
- Address concerns of abuse and neglect
- Develop and monitor behavior plans
- Identify homeless students and families
- Serve on various school teams
- Consult with teachers and administration
- Assist with IEP meetings
- Assist with enrollment
- Prepare student record transfers
- Conduct student observations
- Coordinate student clubs
- Morning/lunch/afternoon duties
- Connect students and families with outside resources
- Communicate with outside service providers
- Serve on the crisis team
- Suicide and self harm assessments
- Assist with testing
- Class scheduling
- Schedule changes
- Career and college planning
- Conduct staff training

School Social Worker Responsibilities

- Meet with parents and families
- Connect families to outside resources - food, housing, clothing, medical care, etc.
- Monitor student attendance
- Create student attendance plans
- Participate in truancy court
- Go on home visits
- Identify homeless students and families
- Assist with transportation for displaced students
- Assist with IEP and 504 paperwork
- Address concerns of abuse or neglect
- Communicate with DSS and CPS
- Coordinate holiday assistance to families
- Train staff on child abuse and homelessness
- Facilitate small group counseling
- Provide crisis intervention

School Nurse Responsibilities

- Identify students with special health needs
- Perform health screenings and assessments
- Develop Individual Health Plans
- Work with students with chronic conditions
- Provide emergency care for illness and injury of students and staff
- Conduct staff training in special procedures for medication administration
- Monitor and develop school health policies and procedures
- Communicates with outside health care providers
- Provides health resources to families
- Address concerns of abuse and neglect
- Assist with IEP and 504 plans
- Monitor immunization records
- Assist with student registration
- Conduct CPR and First Aid classes
- Participate in school safety committees

School Psychologist Responsibilities

- Conduct comprehensive, culturally-sensitive psycho-educational assessments
- Score, interpret, analyze, and report results of assessments in written reports
- Provide recommendations for students
- Interpret results and recommendations for parents and team
- Assist with FBA/BIP development
- Consult with teachers and administrators
- Interpret reports from outside agencies and other school districts
- Attend MDR meetings as needed
- Attend referral, re-evaluation, annual, and eligibility meetings when needed
- Conduct student observations
- Provide support to case managers
- Ensure compliance of testing timelines

Student to Staff Ratios

Harnett County:

- Counselor - 366:1
- Social Worker - 2,280:1
- Nurse - 2,052:1
- Psychologist - 2,931:1
- Behavior Specialist - 2 for the county

National Recommendation:

- Counselor - 250:1
- Social Worker - 400:1
- Nurse - 750:1 (*225:1)
- Psychologist - 500-700:1
- Behavior Specialist - N/A

Who is providing mental health services?

- Students referred to outside agencies
- Mobile Crisis Unit
- Local hospital emergency room
- Barriers:
  - Providers limited
  - Transportation and financial barriers
  - Stigma associated with mental illness
  - Lack of convenient appointment times
  - Parent follow through
  - Language

Survey Results

- September 2018
- Harnett County School Administrators
- 92% felt their school would benefit from an additional school counselor
- 100% felt they would benefit from a school social worker being at their school more often
- More than half felt their school needed a school nurse at their site each day
- Mental health concerns and behavior issues were seen as some of the biggest issues students face
- National survey of school administrators showed student mental health issues as their number one concern

How can meet student's social-emotional needs?

Additional support staff

=

Reduced student to staff ratio

=

Ability to devote more time to working directly with students

School support staff play a vital role in ensuring students are learning in a safe and supportive environment. They foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement. They provide support to students who are experiencing academic, behavioral, or emotional difficulties and remove barriers to education.

Questions?

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 11/2/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rick Curl	Daily Record
Makayla Owens	Benhaven
Majd Ali	Benhaven
Bayleigh Dalrymple	Benhaven
Harley Breland	Benhaven
Addison Kirk	Benhaven
Lora Streety	Benhaven
Vivian Bernard	Harnett Co Board of Education
Howard Penny	Harnett Co Commissioner
Gene Carney	Visitor
Duncan Jeggers	Harnett Co School Board

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 11/2/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Brooks Matthews	Harnett County Schools
Natalie T. Ferrell	Harnett County Schools
Sonya Judd	
Kym Martin	NC-DPI / Center for Safer Schools
Jason Lemons	Harnett County School Board
Jim Burgess	NC Senate
ROGER FARINA	HARNETT COUNTY SCHOOL BOARD

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Select Committee on School Safety** will meet as follows:

DAY & DATE: Thursday, December 6, 2018
TIME: **1:00 PM**
LOCATION: **643 LOB**

Respectfully,

Representative David R. Lewis, Co-Chair
Representative John A. Torbett, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 9:41 AM on Tuesday, November 27, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Viddia Torbett (Committee Assistant)

North Carolina General Assembly

Select Committee on School Safety

State Legislative Office Building
Raleigh, NC 27601

December 6, 2018

643 LOB

1:00 PM

Rep. John Torbett, Co-Chair Rep. David R. Lewis, Co-Chair

AGENDA

i. Call Meeting to Order and Introductory Remarks.

ii. Presentation from Dr. Clayton Wilcox, Superintendent, Charlotte-Mecklenburg Schools.

iii. Presentation from Chief Pennington, Matthews Police Department.

iv. Discussion and approval of Final Report.

v. Adjourn.

House Select Committee on School Safety
Thursday, December 6, 2018 at 1:00 PM
Room 643 of the Legislative Office Building

MINUTES

The House Select Committee on School Safety met at 1:00 PM on December 6, 2018 in Room 643 of the Legislative Office Building. Representatives Black, Boles, Brawley, Bumgardner, Burr, Carney, Cunningham, Davis, Dixon, Faircloth, Farmer-Butterfield, Fisher, Floyd, Gill, C. Graham, Hardister, Harrison, Hastings, Henson, Holley, Horn, Hurley, Iler, Insko, Johnson, Jordan, Lewis, Lucas, McNeill, R. Moore, Pierce, Saine, Speciale, Strickland, Torbett, and White attended.

Representative John Torbett, Chair, presided.

A presentation from Dr. Clayton Wilcox, Superintendent, Charlotte-Mecklenburg Schools was given (See attached and on committee website).

A presentation from Chief Pennington, Matthews Police Department was given (See attached and on committee website).

Discussion and approval of Final Report(See attached and on committee website).
Representative Faircloth made the motion which passed unanimously.

The meeting adjourned at 3:00p.m.

John A. Torbett
Representative John A. Torbett, Chair
Presiding

Viddia Torbett
Viddia Torbett, Committee Clerk

cms® Charlotte Mecklenburg Schools CIRCLE of SAFETY

PERSONAL LEVEL

- Reach out for social / emotional support when you need it
- "See something, say something" about suspicious activity
- Watch for behavioral changes
- Use social media responsibly
- Understand and follow safety instructions and drills
- Be observant of traffic and surroundings at bus stops

SCHOOL LEVEL

- Expanded visitor, vendor and volunteer screening
- Lockdown and active survival training in all schools
- Locked entrances and monitored access points
- Facility improvements including new locks, fencing in key areas, reinforcement of vulnerable areas
- Expanded digital surveillance
- "Stand Up Speak Out Against Bullying" reporting



COMMUNITY LEVEL

- Increased mental health support
- Law enforcement agency partnerships
- Parents talk to students about appropriate items to take to school
- Ensure weapons are always secured and locked away
- Civic, faith and community mentors
- Community safe havens
- Look out for school buses and obey traffic laws

DISTRICT LEVEL

- Additional crisis and evacuation training
- Additional school resource and CMS-PD detectives
- Deeper background checks for employees and volunteers
- SafeSchool training for all CMS employees
- Expanded school safety plans
- Rapid crisis communications

School safety is everyone's responsibility.

CMS protects students and staff with a comprehensive approach to safety, well-being and security.

Safety & Security

NCGA House Select Committee on School Safety
December 6, 2018

cms®
Charlotte-Mecklenburg Schools

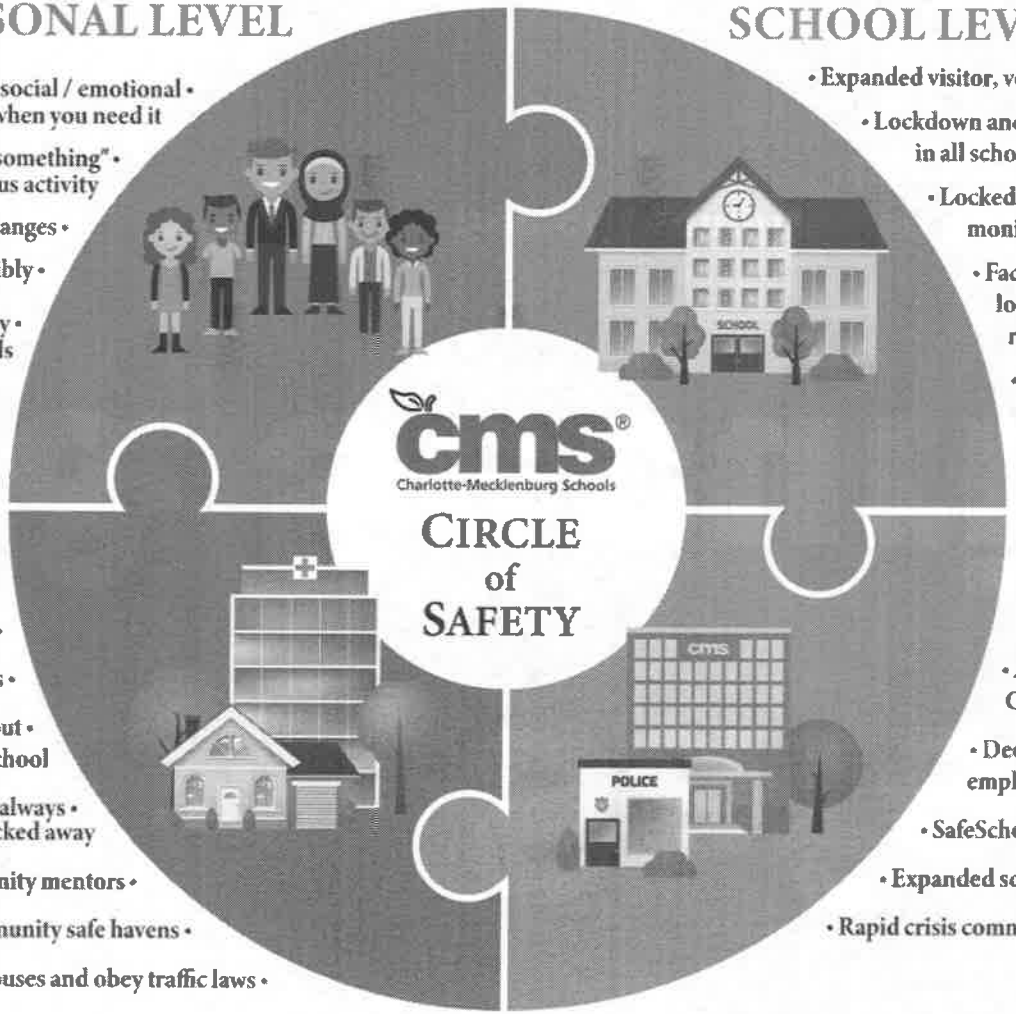
cms® Charlotte Mecklenburg Schools CIRCLE of SAFETY

PERSONAL LEVEL

- Reach out for social / emotional support when you need it
- "See something, say something" about suspicious activity
- Watch for behavioral changes
- Use social media responsibly
- Understand and follow safety instructions and drills
- Be observant of traffic and surroundings at bus stops

SCHOOL LEVEL

- Expanded visitor, vendor and volunteer screening
- Lockdown and active survival training in all schools
- Locked entrances and monitored access points
- Facility improvements including new locks, fencing in key areas, reinforcement of vulnerable areas
- Expanded digital surveillance
- "Stand Up Speak Out Against Bullying" reporting



COMMUNITY LEVEL

- Increased mental health support
- Law enforcement agency partnerships
- Parents talk to students about appropriate items to take to school
- Ensure weapons are always secured and locked away
- Civic, faith and community mentors
- Community safe havens
- Look out for school buses and obey traffic laws

DISTRICT LEVEL

- Additional crisis and evacuation training
- Additional school resource and CMS-PD detectives
- Deeper background checks for employees and volunteers
- SafeSchool training for all CMS employees
- Expanded school safety plans
- Rapid crisis communications

School safety is everyone's responsibility.

CMS protects students and staff with a comprehensive approach to safety, well-being and security.

What we learned from Butler HS

- Relationships with students are critical
- Drills and preparation work
- Partnership with law enforcement is key
- Prepare families in advance to respond
- Frequent communications important
- Conflict management in advance
- Students want more social, emotional and mental health support

New measures

- Random screening and bag searches
- Increased investment in student supports
- Expanded video surveillance
- Panic cards and crisis response systems
- Digital entry access on all exterior doors
- Increased social media monitoring
- Strengthened crisis communications
- Active survival videos



q&a

cms®
Charlotte-Mecklenburg Schools

AMENDMENT 1:

RECOMMENDATION 3: EXPANDED FIRST AID TRAINING REQUIRED FOR ALL STUDENTS, INCLUDING TRAINING IN USE OF AUTOMATIC EXTERNAL DEFIBRILLATORS AND BLEEDING CONTROL AND FIRST AID TRAINING OFFERED TO ALL SCHOOL EMPLOYEES.

The Committee recommends that the General Assembly enact legislation requiring instruction on first aid and emergency care be expanded through twelfth grade, and that additional education be offered to students as part of first aid and emergency care instruction on use of an automated external defibrillator, when equipment is available, and training on the immediate response to bleeding, how to recognize life threatening bleeding, and appropriate ways to stop the bleeding for immediate responders in trauma situations. The Committee also recommends that first aid training be offered to all school employees. The recommendations of the Committee are presented specifically in the attached draft legislation 2019-TCz-3A.

NORTH CAROLINA GENERAL ASSEMBLY

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY

FINAL REPORT TO THE 2018 SESSION of the 2017 GENERAL ASSEMBLY OF NORTH CAROLINA

DECEMBER, 2018

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TABLE OF CONTENTS

LETTER OF TRANSMITTAL 5

COMMITTEE PROCEEDINGS 7

RECOMMENDATIONS 13

APPENDICES

APPENDIX A
MEMBERSHIP OF THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY 15

APPENDIX B
COMMITTEE CHARGE/STATUTORY AUTHORITY 17

APPENDIX C
LEGISLATIVE PROPOSALS 19
REC. 1: School Mental Health Screening Study 21
REC. 2: Civic Responsibility Education 23
REC. 3: First Aid Training for All Students 25
REC. 4: 2019 School Safety Grants Program 29
REC. 5: School Safety Omnibus 33
REC. 6: Continue Study to Improve School Safety 45

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TRANSMITTAL LETTER

December 6, 2018

[Back to Top]

TO THE MEMBERS OF THE 2018 REGULAR SESSION
OF THE 2017 GENERAL ASSEMBLY

The HOUSE SELECT COMMITTEE ON SCHOOL SAFETY, respectfully submits the following report to the 2018 Regular Session of the 2017 General Assembly.

Rep. David R. Lewis (Co-Chair)

Rep. John A. Torbett (Co-Chair)

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COMMITTEE PROCEEDINGS

[Back to Top]

The House Select Committee on School Safety ("Committee") met 8 times after the 2018 Short Session of the 2017 Regular Session. The following is a brief summary of the Committee's proceedings. Detailed minutes and information from each Committee meeting are available in the Legislative Library and on the Committee's website.

August 30, 2018

The Committee held its first meeting on August 30, 2018, at the Harris Conference Center in Charlotte, NC. Susan Sitze, Committee Counsel, provided the Committee with an overview of the Committee's actions and legislation. The Committee then heard from the following speakers:

- Kym Martin, Executive Director, Center for Safer Schools, provided an update on the Center for Safer Schools. Information from this presentation can be found on the Committee's website.
- Jalen Lowery, Righteous Keitt, and Emma Katherine Bowers of Generation Nation, a Diverse Network of Young Civic Leaders, spoke about school safety and gun violence.
- Barry Graham, Town of Huntersville Assistant Police Chief.
- Paul Bailey, Town of Matthews Mayor.
- Kress Query, Town of Matthews Commissioner and Member of Mayor's Taskforce on Education.
- Clark Pennington, Town of Matthews Police Chief.
- Ted Biggers, Town of Mint Hill Mayor.
- Tim Ledford, Town of Mint Hill Police Chief.

September 7, 2018

The Committee held a meeting on September 7, 2018, at Watauga High School in Boone, NC. Susan Sitze, Committee Counsel, provided the Committee with an overview of the Committee's actions and legislation. The Committee then heard from the following speakers:

- Melissa Searcy, 1st grade teacher at Blowing Rock, with 29 years teaching experience.
- Christian Hughes, Watauga County High School, spoke about his experience as a member of the student council and President of the Key Club.
- Chris Hughes, Watauga County School Safety Committee and parent of Watauga County High School student.
- Dr. Scott Elliott, Watauga County Schools Superintendent.

- Jay Fenwick, member of Watauga County School Board.
- Jason Cornett, member of Watauga County School Board.
- Ron Henries, member of Watauga County School Board.
- Perry Yates, Watauga County Commissioner.

September 28, 2018

The Committee held a meeting on September 28, 2018, at LeGrand Center in Shelby, NC. Chairman John Torbett welcomed everyone and gave the Committee's opening remarks. Kara McCraw, Committee Counsel, provided the Committee with an overview of the Committee's actions and legislation. The Committee then heard from the following speakers:

- Superintendent Mark Johnson and Erika Berry, Department of Public Instruction, who spoke about the impacts of Hurricane Florence on North Carolina schools, and the disbursement of school safety grant funds.
- Kym Martin, Director of School Safety, Department of Public Instruction spoke about DPI's School Safety Grants Program. Information from this presentation can be found on the Committee's website.
- Dr. Stephen Fisher, Cleveland County Schools Superintendent.
- Sandy Hamrick, Student Services Coordinator of Cleveland County Schools.
- Rodney Boarders, Executive Director, Administrative Services, spoke about SROs in Cleveland County.
- Cleveland County Sheriff's Office; Jeff Ledford, Shelby Police Chief; Nathan Phillips, Boiling Springs Police Chief; and Jerry Tessneer, Kings Mountain Police Chief, spoke about school safety from a law enforcement perspective.
- Paul J. Norcross, Pheonix Academy Foundation, founder of School Safety Initiative, gave a presentation about Active Shooter Detection System. Information from this presentation can be found on the Committee's website.
- Tim Moore, Speaker of the House of Representatives, gave the closing remarks.

October 12, 2018

The Committee held a meeting on October 12, 2018, in Belmont, NC. The Committee then heard from the following speakers:

- Jeffrey Booker, Gaston County Schools Superintendent.
- Dr. Melissa Balknight, Gaston County Schools Associate Superintendent, who spoke about the importance of having more mental health services in North Carolina schools.
- Gary Hoskins, Gaston County Schools Associate Superintendent. Information from the Gaston County Schools representatives can be found on the Committee's website.

- Justin Matthews, M.Ed., Mountain Island Charter School Executive Director, gave an overview of Mountain Island Charter School. Information from this presentation can be found on the Committee's website.
- Rhett Melton, Partners Behavioral Health Management CEO, spoke about Mental Illness, Substance Use Disorder and Developmental Disabilities. Information from this presentation can be found on the Committee's website.
- Alicia Hutchins, Coleman Montgomery, and Carlos Oros, Students from North Gaston High School, spoke about their perspectives and suggestions on school safety. Information from this presentation can be found on the Committee's website.
- Chad Brown, Gaston County Commissioners Chairman.
- Kym Martin, Executive Director, Center for Safer Schools, provided an update on the Center for Safer Schools.
- Joseph Ramey, Gaston County Police Chief, provided an update on school safety.
- Alan Cloninger, Gaston County Sheriff, provided an update on school safety.

October 19, 2018

The Committee held a meeting on October 19, 2018, in Wilmington, NC. Kara McCraw, Committee Counsel, provided the Committee with an overview of the Committee's actions and legislation. The Committee then heard from the following speakers:

- Margaret Haynes, Mayor Pro-tem
- Ralph M. Evangelous, Wilmington Police Chief, spoke about actions and programs implemented by the Wilmington Police Department regarding school safety.
- Skip Watkins, County Commissioner, spoke about actions taken by the County Commission regarding school safety.
- Kenneth Sarvis, New Hanover County Chief Deputy Sheriff, spoke about the programs and actions implemented by the Department regarding school safety.
- The following New Hanover County Schools attendees provided updates on the county's school safety efforts:
  - Dr. Tim Markley, Superintendent.
  - Dr. Rick Holliday, Deputy Superintendent
  - Krista Holland, New Hanover County Schools Principal of the Year and Principal of Anderson Elementary School.
  - Cyndy Bliss, Principal of Myrtle Grove Middle School.
  - Dr. Rob Morgan, Principal of New Hanover High School.
  - Kristin Jackson, Director of Student Support Services.
  - Tanya DeShields-Jordan, Supervisor of Counselors/Social Workers.
  - Judy Stubblefield, Behavior Support Specialist.
- Cristen Roggeman, W.H.A.T. from Coastal Horizons, spoke about Mental Health programs in schools.

October 26, 2018

The Committee held a meeting on October 26, 2018, at the Career Center High School in Winston-Salem, NC. Kara McCraw, Committee Counsel, provided the Committee with an overview of the Committee's actions and legislation. The Committee then heard from the following speakers:

- Dr. Chris Nichols, Principal of the Career Center High School, welcomed everyone and gave the opening remarks.
- Dana Caudill Jones, Chair of Winston-Salem/Forsyth County Schools Board of Education, spoke about the county's efforts regarding school safety.
- Jonathan Wilson, Director of Winston-Salem/Forsyth County Schools Security, gave an update on school security. Information from this presentation can be found on the Committee's website.
- Colon Moore, Director, School Construction Planning, spoke about Bond Construction projects and safety components issues. Information from this presentation can be found on the Committee's website.
- Dr. Kenneth Simington, Winston-Salem/Forsyth County Schools Deputy Superintendent, and Dr. Corliss Thompson-Drew, Winston-Salem/Forsyth County Schools Director of Psychological Services spoke about the county's Social, Emotional and Academic Learning Plans. Information from this presentation can be found on the Committee's website.
- Darrell Walker, Winston-Salem/Forsyth County Schools Assistant Superintendent for Operations, spoke about challenges and pathways for Legislative support.
- Dr. Beverly Emory, Winston-Salem/Forsyth County Schools Superintendent, gave an update, recommendations for legislative changes, and closing remarks

November 2, 2018

The Committee held a meeting on November 2, 2018, at Benhaven Elementary School in Sanford, NC. Committee Co-Chairs Representative David Lewis and Representative John Torbett, and Representative John Sauls welcomed everyone and gave the opening remarks. Jason Moran-Bates, Committee Counsel, provided the Committee with an overview of the Committee's actions and legislation. The Committee then heard from the following speakers:

- Dr. Aaron Fleming, Harnett County Schools Superintendent, gave an update on the county's efforts regarding school safety.
- Bill Morris, Chair, Harnett County School Board.
- Gordon Springle, Chair, Harnett County Board of Commissioners.
- Lauren Cappola, Director, Harnett County Schools Counseling Services gave an update on the County's counseling and student support services.
- Wayne Coats, Harnett County Sheriff, gave an update on programs and actions implemented by the Department regarding school safety.

December 6, 2018

The Committee held a meeting on December 6, 2018, at the North Carolina General Assembly Legislative Office Building in Raleigh, NC. The Committee then heard from the following speakers:

- Dr. Clayton Wilcox, Charlotte-Mecklenburg Schools Superintendent, spoke about CMS' Circle of Safety, what the school system learned from the incident at Butler High School, and new school safety measures to be implemented. Information from this presentation can be found on the Committee's website.
- Clark A. Pennington, Chief of the Matthews Police Department, spoke about the incident at Butler High School, the Department's response, what they learned and the Department's efforts regarding school safety.

The Committee then heard the recommendations and proposed amendment to Recommendation 3. After discussion and adoption of the amendment, the Committee adopted this final report.

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RECOMMENDATIONS

[Back to Top]

RECOMMENDATION 1: FURTHER STUDY IS NECESSARY TO DEVELOP A STATE-WIDE SYSTEM FOR MENTAL HEALTH SCREENING OF SCHOOL CHILDREN IN NORTH CAROLINA.

The Committee recommends that the General Assembly enact legislation requiring the Department of Health and Human Services and the Department of Public Instruction, in collaboration with the North Carolina Medical Board, the North Carolina Psychology Board, and other stakeholders who deal with the mental health of students, conduct a study to recommend a mental health screening process to identify school children in North Carolina at risk of harming themselves or others. The Committee recommends the results of the study be reported to the Joint Legislative Oversight Committee on Health and Human Services and the Joint Legislative Education Oversight Committee no later than February 15, 2020. The recommendations of the Committee are presented specifically in the attached draft legislation 2019-BCz-2.

RECOMMENDATION 2: CIVIC RESPONSIBILITY EDUCATION REQUIRED IN ELEMENTARY, MIDDLE, AND HIGH SCHOOL.

The Committee recommends that the General Assembly enact legislation requiring instruction on civic responsibility be provided in elementary and middle school courses for North Carolina history and geography, and the high school course on the Founding Principles of the United States of America and the State of North Carolina, and that such instruction focus on respect for school personnel, responsibility for school safety, service to others, and good citizenship. The recommendations of the Committee are presented specifically in the attached draft legislation 2019-TCz-4.

RECOMMENDATION 3: EXPANDED FIRST AID TRAINING REQUIRED FOR ALL STUDENTS, INCLUDING TRAINING IN USE OF AUTOMATIC EXTERNAL DEFIBRILLATORS AND BLEEDING CONTROL AND FIRST AID TRAINING OFFERED TO ALL SCHOOL EMPLOYEES.

The Committee recommends that the General Assembly enact legislation requiring instruction on first aid and emergency care be expanded through twelfth grade, and that additional education be offered to students as part of first aid and emergency care instruction on use of an automated external defibrillator, when equipment is available, and training on the immediate response to bleeding, how to recognize life threatening bleeding, and appropriate ways to stop the bleeding for immediate responders in trauma situations. The Committee also recommends that first aid training be offered to all school employees. The recommendations of the Committee are presented specifically in the attached draft legislation 2019-TCz-3A.

RECOMMENDATION 4: CONTINUATION AND EXPANSION OF THE SCHOOL SAFETY GRANTS

The Committee recommends the General Assembly enact legislation continuing and expanding school safety grants for school resource officers, services for students in crisis, school safety training, safety equipment in schools, and school mental health support personnel. The Committee recommends increasing funding for these grants, based on need as demonstrated by 2018 applications, from a total of thirty million dollars ($30,000,000) in recurring and nonrecurring funds in 2018 to a 2019 total of fifty-three million one hundred ninety thousand dollars ($53,190,000) in recurring and nonrecurring funds. The expanded program would also add a two-to-one matching requirement of State to non-State dollars for the school mental health support personnel grants. The specific recommendations of the committee are presented in the attached draft legislation 2019-MTza-3.

RECOMMENDATION 5: REINTRODUCE SCHOOL SAFETY LEGISLATION PROPOSED TO THE GENERAL ASSEMBLY DURING THE 2017 LEGISLATIVE SESSION.

The Committee recommends that the General Assembly reconsider school safety legislation proposed by the Committee during the 2017 Legislative Session, specifically an act to require (i) local school administrative units to establish threat assessment teams and peer-to-peer support programs, (ii) public schools to participate in school safety measures, (iii) public schools in a county to comply with the county local school administrative unit's state of emergency plan, (iv) training standards and annual reporting for school resource officers and (v) local school administrative units to complete facility vulnerability assessments for its school buildings. The specific recommendations of the Committee are presented in 2019-BQz-1.

RECOMMENDATION 6: CONTINUE THE STUDY OF WAYS TO IMPROVE SCHOOL SAFETY THROUGH CREATION OF THE HOUSE STUDY COMMITTEE ON SCHOOL SAFETY.

The Committee recommends that the General Assembly establish a new study committee for the 2019-2020 biennium to continue the study of school safety legislation for both elementary and secondary schools, as well as the North Carolina community colleges and constituent institutions of The University of North Carolina. The specific recommendations of the Committee are presented in 2019-TCz-6.

COMMITTEE MEMBERSHIP

[Back to Top]

2017-2018

Speaker of the House of Representatives Appointments:

Rep. David R. Lewis (Co-Chair)
Rep. John A. Torbett (Co-Chair)

Rep. John Faircloth (Vice-Chair)
Rep. John R. Bell, IV
Rep. Larry M. Bell
Rep. MaryAnn Black
Rep. James L. Boles, Jr.
Rep. William Brawley
Rep. Dana Bumgardner
Rep. Justin P. Burr
Rep. Becky Carney
Rep. Carla D. Cunningham
Rep. Ted Davis, Jr.
Rep. Jimmy Dixon
Rep. Josh Dobson
Rep. Nelson Dollar
Rep. Jeffrey Elmore
Rep. Jean Farmer-Butterfield
Rep. Susan C. Fisher
Rep. Elmer Floyd
Rep. Rosa U. Gill
Rep. Charles Graham
Rep. Holly Grange
Rep. Jon Hardister
Rep. Pricey Harrison
Rep. Kelly E. Hastings
Rep. Cody Henson
Rep. Yvonne Lewis Holley
Rep. D. Craig Horn
Rep. Pat B. Hurley
Rep. Frank Iler
Rep. Verla Insko
Rep. Darren G. Jackson
Rep. Linda P. Johnson
Rep. Brenden H. Jones
Rep. Jonathan C. Jordan
Rep. Donny Lambeth
Rep. Marvin W. Lucas
Rep. Chris Malone
Rep. Allen McNeill
Rep. Rodney W. Moore
Rep. Garland E. Pierce
Rep. Bobbie Richardson
Rep. Stephen M. Ross
Rep. Jason Saine
Rep. Michael Speciale
Rep. Sarah Stevens
Rep. Larry C. Strickland
Rep. Harry Warren
Rep. Donna McDowell White

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COMMITTEE CHARGE/STATUTORY AUTHORITY

[Back to Top]

Office of the Speaker
North Carolina House of Representatives

TIM MOORE
SPEAKER

HOUSE SELECT COMMITTEE ON SCHOOL SAFETY
TO THE HONORABLE MEMBERS OF THE
NORTH CAROLINA HOUSE OF REPRESENTATIVES

Section 1. The House Select Committee on School Safety (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6(a1) and to Rule 26(a) in Section 1 of the Rules of the House of Representatives of the 2017 General Assembly.

Section 2. The Committee consists of forty one members appointed by the Speaker of the House of Representatives. The membership of the Committee shall include legislators as specified below. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time. Vacancies are filled by the Speaker of the House of Representatives. A Chair, Vice Chair, or other member of the Committee continues to serve until a successor is appointed.

Representative David Lewis, Co-Chair	Representative Nelson Dollar	Representative Brenden Jones
Representative John Torbett, Co-Chair	Representative Jeffrey Elmore	Representative Donny Lambeth
Representative John Faircloth, Vice-Chair	Representative Elmer Floyd	Representative Marvin Lucas
Representative John Bell	Representative Rosa Gill	Representative Chris Malone
Representative Larry Bell	Representative Holly Grange	Representative Allen McNeill
Representative Mary Ann Black	Representative Pricey Harrison	Representative Rodney Moore
Representative Jamie Boles	Representative Kelly Hastings	Representative Garland Pierce
Representative William Brawley	Representative Cody Henson	Representative Stephen Ross
Representative Dana Bumgardner	Representative Yvonne Holley	Representative Jason Saine
Representative Justin Burr	Representative Craig Horn	Representative Sarah Stevens
Representative Carla Cunningham	Representative Pat Hurley	Representative Larry Strickland
Representative Ted Davis	Representative Verla Insko	Representative Harry Warren
Representative Jimmy Dixon	Representative Darren Jackson	Representative Donna White
Representative Josh Dobson	Representative Linda Johnson	

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Section 3. The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Committee may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02. The Committee shall examine the current safety standards and procedures throughout North Carolina's elementary, middle and high schools and make recommendations on statutory and non-statutory changes in order to ensure the highest level quality of safety for North Carolina students, teachers and other school personnel. In light of recent devastating national events that have threatened school safety, the Committee may consult with local governments and LEAs on processes and procedures that have proven to be useful in unsafe situations in our schools. The Committee may seek information from experts in the fields of education, law enforcement, mental health, crisis management and any others deemed appropriate by the Chairs. In addition, the Chairs of this Committee may use their discretion in identifying other relevant topics to enhancing and ensuring safety in our schools.

Section 4. Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1.

Section 5. The expenses of the Committee including per diem, subsistence, travel allowances for Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations. Individual expenses of $5,000 or less, including per diem, travel and subsistence expenses of members of the Committee, and clerical expenses shall be paid upon the authorization of the Chair of the Committee. Individual expenses in excess of $5,000 shall be paid upon the written approval of the Speaker of the House of Representatives.

Section 6. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee.

Section 7. The Committee may meet at various locations around the State in order to promote greater public participation in its deliberations.

Section 8. The Committee may submit an interim report on the results of its findings, including any proposed legislation, to the members of the House of Representatives at any time. The Committee may submit a final report on the results of its findings, including any proposed legislation to the members of the House of Representatives on or before December 31, 2018. The Committee may advise the House to concur or not to concur on legislation within the Committee's possession. Reports shall be submitted by filing a copy of the report with the Office of the Speaker of the House of Representatives, the House Principal Clerk, and the Legislative Library. The Committee terminates on December 31, 2018, or upon the filing of its final report, whichever occurs first.

Effective this 20th day of February 2018.

Tim Moore, Speaker

LEGISLATIVE PROPOSALS

[Back to Top]

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H **D**

BILL DRAFT 2019-BCz-2 [v.3]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
11/09/2018 02:21:02 PM

Short Title: School Mental Health Screening Study. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT DIRECTING THE DEPARTMENT OF HEALTH AND HUMAN SERVICES AND THE DEPARTMENT OF PUBLIC INSTRUCTION TO STUDY THE DEVELOPMENT OF A MENTAL HEALTH SCREENING PROCESS FOR CHILDREN IN NORTH CAROLINA PUBLIC SCHOOLS AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

The General Assembly of North Carolina enacts:

SECTION 1. The Department of Health and Human Services and the Department of Public Instruction shall conduct a study to recommend a mental health screening process to identify school children in North Carolina at risk of harming themselves or others. In conducting this study, the Departments shall collaborate with the North Carolina Medical Board, the North Carolina Psychology Board, organizations concerned with school mental health, and any other stakeholders the Departments deem appropriate.

SECTION 2. The study shall examine at least all of the following issues:

(a) Whether the State should require a mental health screen to identify school-aged children at risk of harming themselves or others.

(b) Which mental health professionals should conduct any mental health screen of school-aged children in North Carolina, including whether specific training or experience in working with school-aged children who might be at risk of harming themselves or others should be required in addition to licensure as a healthcare or mental health provider.

(c) What behaviors or mental health diagnoses the screen should be targeted to identify.

(d) The format the screen is to take, including whether an independent mental health screen must be developed, or whether an existing product may be used. The study shall examine at least the Pearson BASC-2 Behavioral and Emotional Screening System and the FastBridge Learning Social, Academic, and Emotional Behavior Risk Screener to determine if either system could be developed into, or used as, a state-wide screen.

(e) Whether the screen must be uniform throughout the State or whether the Departments should create general guidelines to be followed by each local school administrative unit.

(f) Creation of a policy to ensure that any children identified as being at risk of harming themselves or others receive the mental health services they need to

ameliorate that risk. The study shall examine what type of mental health providers can provide follow up services, whether these services may be provided by mental health support staff employed by local school administrative units, and the feasibility of local school administrative units partnering with private organizations to provide these services.

(g) Creation of a policy regulating the storage of, and access to, the confidential health information generated by a screen.

(h) The optimal age to initiate screening and whether screening should be repeated at different ages.

(i) Whether parents will be permitted to opt out of the screen.

(j) Whether individuals who perform mental health screening of school-aged children at risk of harming themselves or others should be immune from suit for their actions and omissions in performing those screens.

(k) Any other issues the Departments deem necessary.

SECTION 3. The Departments shall report their findings to the Joint Legislative Oversight Committee on Health and Human Services and the Joint Legislative Education Oversight Committee no later than February 15, 2020.

SECTION 4. This act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H **D**

BILL DRAFT 2019-TCz-4 [v.4]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
11/14/2018 06:27:25 PM

Short Title: Civic Responsibility Education. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO ENSURE INSTRUCTION IN CIVIC RESPONSIBILITY, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-46. Civic responsibility.**

(a) The State Board of Education shall include instruction on civic responsibility in the standard course of study for both the elementary and middle school courses for North Carolina history and geography, and the high school course on the Founding Principles of the United States of America and the State of North Carolina.

(b) The instruction of civic responsibility shall be focused on the following:

a. Respect for school personnel. – In the school environment, respect includes holding teachers, school administrators, and all school personnel in high esteem and demonstrating in words and deeds that all school personnel deserve to be treated with courtesy and proper deference.

b. Responsibility for school safety. – Helping to create a harmonious school atmosphere that is free from threats, weapons, and violent or disruptive behavior; cultivating an orderly learning environment in which students and school personnel feel safe and secure; and encouraging the resolution of conflicts and disagreements through peaceful means, including peer mediation. Instruction in this responsibility should include a consistent and age-appropriate antiviolence message and a conflict resolution component for students in kindergarten through grade 12. These messages should include media-awareness education to help children recognize stereotypes and messages portraying violence.

c. Service to others. – Engaging in meaningful service to their schools and their communities. Schools may teach service-learning by (i) incorporating it into their standard curriculum or (ii) involving a classroom of students or some other group of students in one or more hands-on community service projects. All schools are encouraged to provide opportunities for student involvement in community service or service-learning projects.

d. Good citizenship. – Obeying the laws of the nation and this State; abiding by school rules; and understanding the rights and responsibilities of a member of a republic."

SECTION 2.(a) G.S. 115C-81.60(a) reads as rewritten:

"**§ 115C-81.60. Character education.**

~~(a)~~ Each local board of education shall develop and implement character education instruction with input from the local community. The instruction shall be incorporated into the standard curriculum and should address the following traits:

..."

SECTION 2.(b) G.S. 115C-81.60(b) is repealed.

SECTION 3. This act is effective when it becomes law and applies beginning with the 2020-2021 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H D

BILL DRAFT 2019-TCz-3A [v.2]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
12/05/2018 05:47:39 PM

Short Title: First Aid Training for All Students. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE BLEEDING CONTROL AND USE OF AUTOMATED EXTERNAL DEFIBRILLATORS AS PART OF REQUIRED FIRST AID TRAINING FOR PUBLIC SCHOOL STUDENTS, TO REQUIRE INSTRUCTION IN FIRST AID AND EMERGENCY CARE EDUCATION IN HIGH SCHOOL, AND TO REQUIRE FIRST AID TRAINING BE OFFERED TO ALL SCHOOL EMPLOYEES, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-81.22. First aid and emergency care education.**

(a) Instruction shall be provided in first aid and emergency care education from kindergarten through grade 12. First aid and emergency care shall include, but is not limited to, the teaching of the following:

(1) Cardiopulmonary resuscitation (CPR).

(2) Heimlich maneuver.

(3) Use of an automated external defibrillator, when equipment is available.

(4) Bleeding control.

(b) Instruction in cardiopulmonary resuscitation (CPR) and the Heimlich maneuver shall be given using hands on training with mannequins so that students pass a test approved by the American Heart Association or American Red Cross. For the purposes of this subsection, schools shall do all of the following:

(1) Use an instructional program developed by the American Heart Association, the American Red Cross, or other nationally recognized programs that is based on the most current national evidence based emergency cardiovascular care guidelines for CPR.

(2) Maintain documentation in an electronic database that students have successfully completed CPR instruction to meet healthful living essential standards.

(3) Require successful completion of instruction in CPR to be a requirement for high school graduation.

(c) Instruction in the use of an automated external defibrillator shall provide training in the appropriate use of an automated external defibrillator in heart-related emergencies, when equipment is available for training.

(d) Instruction in bleeding control shall provide training on the immediate response to bleeding, how to recognize life-threatening bleeding, and appropriate ways to stop the bleeding for immediate responders in trauma situations.

(e) The State Board of Education shall develop and maintain a recommended list of first aid and emergency care materials that include components for teacher training and ongoing assessment and evaluation to verify success and ensure the use of up-to-date information and strategies.

(f) The Department of Public Instruction shall do the following:

(1) Work to strengthen instructional offerings in the content and skill areas in which first aid and emergency care education is addressed.

(2) Develop curricular materials and resources that meet, extend, and supplement first aid and emergency care education as outlined in the standard course of study and the teacher handbook for the competency-based curriculum.

(3) Recommend to the State Board of Education any first aid and emergency care education support materials that should be removed from or added to the recommended list of curricular resources developed and maintained by the State Board of Education.

(g) Local boards of education may select supplemental first aid and emergency care education materials from the list maintained by the State Board of Education or develop their own supplemental materials to be approved by the State Board of Education.

(h) Local boards of education shall do the following:

(1) Implement an approved first aid and emergency care education as a primary part of their comprehensive health education program.

(2) Provide for ongoing evaluation of first aid and emergency care education resources, to include participation in ongoing evaluations with the Department of Public Instruction.

(i) The Department of Public Instruction, in conjunction with local school administrative units, shall provide for professional development to train educators and support personnel to implement a comprehensive first aid and emergency care education program.

(j) Sequential, age-appropriate instruction shall be provided that includes all of the following:

(1) Reaches all students in all grades.

(2) Utilizes information that is current and accurate.

(3) Involves students in active "hands-on" learning experiences.

(4) Integrates first aid and emergency care education with other health and social issues and other subject and skill areas of the standard course of study.

(5) Includes strategies to involve parents, family members, and the community.

(6) Is continually open to revision, expansion, and improvement."

SECTION 2. G.S. 115C-81.25(c)(10) reads as rewritten:

"(10) First aid and emergency ~~care,~~care. ~~including the teaching of cardiopulmonary resuscitation (CPR) and the Heimlich maneuver by using hands-on training with mannequins so that students pass a test approved by the American Heart Association or American Red Cross. For the purposes of this subdivision, schools shall do all of the following:~~

~~a. Use an instructional program developed by the American Heart Association, the American Red Cross, or other nationally recognized programs that is based on the most current national evidence-based emergency cardiovascular care guidelines for CPR.~~

~~b. Maintain documentation in an electronic database that students have successfully completed CPR instruction to meet healthful living essential standards.~~

~~c. Require successful completion of instruction in CPR to be a requirement for high school graduation by the 2014-2015 school year.~~"

SECTION 3. G.S. 115C-375.1 reads as rewritten:

"**§ 115C-375.1. To provide some medical care to students.**

(a) It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers, or any other public school employee when authorized by the board of education or its ~~designee,~~designee to do any of the following:

(1) ~~(i) to administer~~Administer any drugs or medication prescribed by a doctor upon written request of the ~~parents,~~parents.

(2) ~~(ii) to give~~ Give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the ~~pupil, pupil.~~

(3) ~~and (iii) to perform~~Perform any other first aid or lifesaving techniques in which the employee has been trained in a program approved by the State Board of Education.

(b) No employee, however, shall be required to administer drugs or medication or attend lifesaving techniques programs.

(c) Each local board of education shall make available to employees annual instruction in first aid and lifesaving techniques. First aid and lifesaving techniques shall include, but are not limited to, the following:

(1) Cardiopulmonary resuscitation (CPR).

(2) Heimlich maneuver.

(3) Use of an automated external defibrillator, when equipment is available.

(4) Bleeding control.

(d) Any public school employee, authorized by the board of education or its designee to act under ~~(i), (ii), or (iii) above,~~subdivisions (1), (2), or (3) of subsection (a) of this section shall not be liable in civil damages for any authorized act or for any omission relating to that act unless the act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Any person, serving in a voluntary position at the request of or with the permission or consent of the board of education or its designee, who has been given the authority by the board of education or its designee to act under ~~(ii) above~~ subdivision (2) of subsection (a) of this section shall not be liable in civil damages for any authorized act or for any omission relating to the act unless the act amounts to gross negligence, wanton conduct, or intentional wrongdoing.

(e) At the commencement of each school year, but before the beginning of classes, and thereafter as circumstances require, the principal of each school shall determine which persons will participate in the medical care program."

SECTION 4. Sections 1 and 2 of this act are effective July 1, 2020, and apply beginning with the 2020-2021 school year. The remainder of this act is effective when it becomes law and applies beginning with the 2019-2020 school year.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H **D**

BILL DRAFT 2019-MTza-3 [v.12]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
11/30/2018 02:47:40 PM

Short Title: 2019 School Safety Grants Program. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO ENACT THE 2019 SCHOOL SAFETY GRANTS PROGRAM AND TO INCREASE FUNDING FOR SCHOOL RESOURCE OFFICER GRANTS, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

The General Assembly of North Carolina enacts:

SECTION 1.(a) Definitions. – For purposes of this section, the following definitions shall apply:

(1) Community partner. – A public or private entity, including, but not limited to, a nonprofit corporation or a local management entity/managed care organization (LME/MCO), that partners with a local school administrative unit to provide services or pay for the provision of services for the unit.

(2) Public school unit. – A local school administrative unit, regional school, innovative school, laboratory school, or charter school.

(3) School mental health support personnel. – School nurses, school counselors, school psychologists, and school social workers.

SECTION 1.(b) Program; Purpose. – The Superintendent of Public Instruction shall establish the 2019 School Safety Grants Program (program). The purpose of the program shall be to improve safety in public school units by providing grants for (i) services for students in crisis, (ii) school safety training, (iii) safety equipment in schools, and (iv) school mental health support personnel.

SECTION 1.(c) Grant Applications. – A public school unit or community partner, as appropriate, may submit an application to the Superintendent of Public Instruction for a grant pursuant to this section. The application shall include an assessment, to be performed in conjunction with a local law enforcement agency, of the need for improving school safety within the public school unit that would receive the funding or services. The application shall identify current and ongoing needs and estimated costs associated with those needs.

SECTION 1.(d) Criteria and Guidelines. – By August 1, 2019, the Superintendent of Public Instruction shall develop criteria and guidelines for the administration and use of the grants pursuant to this section, including any documentation required to be submitted by applicants. In assessing grant applications, the Superintendent of Public Instruction shall consider at least all of the following factors:

(1) The level of resources available to the public school unit that would receive the funding or services.

(2) Whether the public school unit has received other grants of funding for school safety.

(3) The overall impact on student safety in the public school unit if the identified needs are funded.

SECTION 1.(e) Grants for Students in Crisis. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2019-2020 fiscal year, the Superintendent of Public Instruction, in consultation with the Department of Health and Human Services, shall use up to four million five hundred eighty thousand dollars ($4,580,000) in recurring funds to award grants to community partners to provide or pay for the provision of any of the following crisis services:

(1) Crisis respite services for parents or guardians of an individual student to prevent more intensive or costly levels of care.

(2) Training and expanded services for therapeutic foster care families and licensed child placement agencies that provide services to students who (i) need support to manage their health, welfare, and safety and (ii) have any of the following:

a. Cognitive or behavioral problems.

b. Developmental delays.

c. Aggressive behavior.

(3) Evidence-based therapy services aligned with targeted training for students and their parents or guardians, including any of the following:

a. Parent-child interaction therapy.

b. Trauma-focused cognitive behavioral therapy.

c. Dialectical behavior therapy.

d. Child-parent psychotherapy.

(4) Any other crisis service, including peer-to-peer mentoring, that is likely to increase school safety. Of the funds allocated to the Superintendent for grants pursuant to this section, the Superintendent shall not use more than ten percent (10%) for the services identified in this subdivision.

SECTION 1.(f) Grants for Training to Increase School Safety. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2019-2020 fiscal year, the Superintendent of Public Instruction, in consultation with the Department of Health and Human Services, shall use up to four million five hundred seventy thousand dollars ($4,570,000) in recurring funds to award grants to community partners that will address school safety by providing training to help students develop healthy responses to trauma and stress. The training shall be targeted and evidence-based and shall include any of the following services:

(1) Counseling on Access to Lethal Means (CALM) training for school mental health support personnel, local first responders, and teachers on the topics of suicide prevention and reducing access by students to lethal means.

(2) Training for school mental health support personnel on comprehensive and evidence-based clinical treatments for students and their parents or guardians, including any of the following:

a. Parent-child interaction therapy.

b. Trauma-focused cognitive behavioral therapy.

c. Behavioral therapy.

d. Dialectical behavior therapy.

e. Child-parent psychotherapy.

(3) Training for students and school employees on community resilience models to improve understanding and responses to trauma and significant stress.

(4) Training for school mental health support personnel on Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct problems (MATCH-ADTC), including any of the following components:
a. Trauma-focused cognitive behavioral therapy.
b. Parent and student coping skills.
c. Problem solving.
d. Safety planning.

(5) Any other training, including the training on the facilitation of peer-to-peer mentoring, that is likely to increase school safety. Of the funds allocated to the Superintendent for grants pursuant to this section, the Superintendent shall not use more than ten percent (10%) for the services identified in this subdivision.

SECTION 1.(g) Grants for Safety Equipment. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2019-2020 fiscal year, the Superintendent of Public Instruction, in consultation with the Department of Health and Human Services, shall use up to six million one hundred forty thousand dollars ($6,140,000) in nonrecurring funds to award grants to local school administrative units, regional schools, innovative schools, or laboratory schools for the purchase of safety equipment for government-owned school buildings.

SECTION 1.(h) Grants for School Mental Health Support Personnel. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2019-2020 fiscal year, the Superintendent of Public Instruction shall use up to eighteen million two hundred thousand dollars ($18,200,000) in recurring funds to award grants to public school units to provide all or a portion of the salary and benefits costs needed to employ additional school mental health support personnel on a full-time, part-time, or contractual basis. Grants shall be matched on the basis of two dollars ($2.00) in State funds for every one dollar ($1.00) in non-State funds.

SECTION 1.(i) Supplement Not Supplant. – Grants provided to public school units or community partners pursuant to the program shall be used to supplement and not to supplant State or non-State funds already provided for these services.

SECTION 1.(j) Administrative Costs. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2019-2020 fiscal year, the Superintendent of Public Instruction may retain up to one hundred thousand dollars ($100,000) for the 2019-2020 fiscal year for administrative costs associated with the program.

SECTION 1.(k) Report. – No later than April 1, 2020, the Superintendent of Public Instruction shall report on the program to the Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, the Joint Legislative Oversight Committee on Justice and Public Safety, the Joint Legislative Commission on Governmental Operations, and the Fiscal Research Division. The report shall include the identity of each entity that received a grant through the program, the amount of funding provided to each entity that received a grant, the use of funds by each entity that received a grant, and recommendations for the implementation of additional effective school safety measures.

SECTION 2. There is appropriated from the General Fund to the Department of Public Instruction for the 2019-2020 fiscal year the following sums for the following purposes:

(1) The sum of six million one hundred forty thousand dollars ($6,140,000) in nonrecurring funds for school safety equipment pursuant to Section 1(g) of this act.

(2) The sum of thirty-five million fifty thousand dollars ($35,050,000) in recurring funds for (i) grants for students in crisis pursuant to Section 1(e) of this act, (ii) grants for school safety training pursuant to Section 1(f) of this act, (iii) grants for school mental health support personnel pursuant to Section

1(h) of this act, and (iv), beginning with the 2019-2020 fiscal year, an additional seven million seven hundred thousand dollars ($7,700,000) in recurring funds for school resource officers in accordance with the grant program established pursuant to Section 7.27(e) of S.L. 2018-5.

SECTION 3. This act becomes effective July 1, 2019.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H D

BILL DRAFT 2019-BQz-2 [v.6]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
11/30/2018 11:28:41 AM

Short Title: School Safety Omnibus. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO MAKE VARIOUS CHANGES TO IMPROVE SCHOOL SAFETY, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

The General Assembly of North Carolina enacts:

PART I. REQUIREMENTS FOR SCHOOL SAFETY FOR ALL PUBLIC SCHOOLS

SECTION 1.(a) G.S. 115C-5 is amended by adding a new subdivision to read:

"(11) Public school unit. – Any of the following:

a. A local school administrative unit.

b. A charter school.

c. A regional school.

d. A school providing elementary or secondary instruction operated by one of the following:

1. The State Board of Education, including schools operated under Article 7A and Article 9C of this Chapter.

2. The University of North Carolina, including schools operated under Articles 4, 29, and 29A of Chapter 116 of the General Statutes."

SECTION 1.(b) G.S. 115C-105.46, 115C-105.47A, and 115C-105.48, are codified into Part 1 of Article 8C of Chapter 115C of the General Statutes, Local Plans for Alternative Schools/Alternative Learning Programs and Maintaining Safe and Orderly Schools. Part 1 shall be entitled "Local Plans for Alternative Schools/Alternative Learning Programs." The remaining sections of Article 8C of Chapter 115C of the General Statutes shall be codified into Part 2, which shall be entitled "Maintaining Safe and Orderly Schools."

SECTION 1.(c) G.S. 115C-105.49 reads as rewritten:

"**§ 115C-105.49. School safety exercises.**

(a) At least once annually, each ~~local school administrative~~public school unit shall require each school under its control to hold a full school-wide tabletop exercise and drill based on the procedures documented in its School Risk Management Plan ~~(SRMP).~~ (SRMP), and shall report the date and time the drill is conducted to the Center for Safer Schools. The drill shall include a practice school lockdown due to an intruder on school grounds. Each school is encouraged to hold a tabletop exercise and drill for multiple hazards included in its SRMP. Schools are strongly encouraged to include local law enforcement agencies and emergency

management agencies in their tabletop exercises and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the SRMP needs to be modified.

...

(d) The Department of Public Safety, Division of Emergency Management, and the Center for Safer Schools shall provide guidance and recommendations to ~~local school administrative~~ public school units on the types of multiple hazards to plan and respond to, including intruders on school grounds.

SECTION 1.(d) G.S. 115C-105.49A(b) reads as rewritten:

"(b) In constructing the SRRMS, the Division of Emergency Management and the Center for Safer Schools shall leverage the existing enterprise risk management database, the School Risk Management Planning tool managed by the Division. The Division shall also leverage the ~~local school administrative~~public school unit and participating nonpublic school schematic diagrams of school facilities. Where technically feasible, the SRRMS shall integrate any anonymous tip lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic alarm systems authorized as part of a SRMP pursuant to G.S. 115C-47(40). The Division and the Center for Safer Schools shall collaborate with the Department of Public Instruction and the North Carolina 911 Board in the design, implementation, and maintenance of the SRRMS."

SECTION 1.(e) G.S. 115C-105.52 reads as rewritten:

"**§ 115C-105.52. School crisis kits.**

The Department of Public Instruction, in consultation with the Department of Public Safety through the North Carolina Center for Safer Schools, may develop and adopt policies on the placement of school crisis kits in schools and on the contents of those kits. The kits should include, at a minimum, basic first-aid supplies, communications devices, and other items recommended by the International Association of Chiefs of Police.

The principal of each school, in coordination with the law enforcement agencies that are part of the ~~local board of education's~~ public school unit's School Risk Management Plan, may place one or more crisis kits at appropriate locations in the school.

SECTION 1.(f) G.S. 115C-105.53 reads as rewritten:

"**§ 115C-105.53. Schematic diagrams and emergency access to school buildings for local law enforcement agencies.**

(a) Each ~~local school administrative~~ public school unit shall provide the following to local law enforcement agencies: (i) schematic diagrams, including digital schematic diagrams, and (ii) either keys to the main entrance of all school buildings or emergency access to key storage devices such as KNOX® boxes for all school buildings. ~~Local school administrative~~Public school units shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings. ~~Local school administrative~~Public school units shall also be responsible for providing local law enforcement agencies with updated access to school buildings when changes are made to the locks of the main entrances or to key storage devices such as KNOX® boxes.

(b) The Department of Public Instruction, in consultation with the Department of Public Safety, shall develop standards and guidelines for the preparation and content of schematic diagrams and necessary updates. ~~Local school administrative~~Public school units and participating nonpublic schools may use these standards and guidelines to assist in the preparation of their schematic diagrams.

...."

SECTION 1.(g) G.S. 115C-105.54(a) reads as rewritten:

"(a) Each ~~local school administrative~~public school unit shall provide the following to the Division of Emergency Management (Division) at the Department of Public Safety: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the School Risk Management Plan (SRMP). ~~Local school administrative~~Public school units shall also provide updated schematic diagrams and emergency response information to the Division when such updates are made. The Division shall ensure that the diagrams and emergency response information are securely stored and distributed as provided in the SRMP to first responders, emergency personnel, and school personnel and approved by the Department of Public Instruction."

SECTION 1.(h) G.S. 115C-218.75(b), (d), and (e) are repealed.

SECTION 1.(i) G.S. 115C-218.75 is amended by adding a new subsection to read:

"(g) Each charter school shall comply with the applicable requirements of Part 2 of Article 8C of this Chapter."

SECTION 1.(j) G.S. 115C-238.66(7a), (7b), (7c), and (7d) are repealed.

SECTION 1.(k) G.S. 115C-238.66 is amended by adding a new subdivision to read:

"(14) Each regional school shall comply with the applicable requirements of Part 2 of Article 8C of this Chapter."

SECTION 1.(*l*) G.S. 116-239.8(b)(10), (11), (12), and (13) are repealed.

SECTION 1.(m) G.S. 116-239.8(b) is amended by adding a new subdivision to read:

"(17) Laboratory schools shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 1.(n) G.S. 115C-75.9 is amended by adding a new subdivision to read:

"(h1) School Safety. – Innovative schools shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 1.(o) Article 9C of Chapter 115C is amended by adding a new section to read:

"**§ 115C-150.16. School safety.**

A school governed by this Article shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 1.(p) Article 4 of Chapter 116 is amended by adding a new section to read:

"**§ 116-69.2. School safety.**

The school shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 1.(r) G.S. 116-235 is amended by adding a new subdivision to read:

"(j) School Safety. – The school shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 1.(s) G.S. 115C-551 reads as rewritten:

"**§ 115C-551. Voluntary participation in the State programs.**

(a) Any ~~such~~ private church school or school of religious charter may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs.

(b) All private church schools and all schools of religious charter are encouraged to do the following:

(1) School Risk Management Plan. – In coordination with local law enforcement agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, the school may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a

public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(3) School safety exercises. – At least once a year, hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.

(4) Safety information provided to the Department of Public Safety, Division of Emergency Management. – Provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 1.(t) G.S. 115C-559 reads as rewritten:

"**§ 115C-559. Voluntary participation in the State programs.**

(a) Any ~~such~~ qualified nonpublic school may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs.

(b) All qualified nonpublic schools are encouraged to do the following:

(1) School Risk Management Plan. – In coordination with local law enforcement agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, the school may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(3) School safety exercises. – At least once a year, hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.

(4) Safety information provided to the Department of Public Safety, Division of Emergency Management. – Provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 1.(u) This section becomes effective July 1, 2019, and applies beginning with the 2019-2020 school year.

PART II: CLARIFY THE POWERS AND DUTIES OF THE CENTER FOR SAFER SCHOOLS

SECTION 2. G.S. 115C-105.57 reads as rewritten:

"**§ 115C-105.57. Center for Safer Schools.**

(a) Center for Safer Schools Established. – There is established the Center for Safer ~~Schools.~~Schools. The Center for Safer Schools shall be administratively located in the Department of Public Instruction. The Center for Safer Schools shall consist of an ~~executive director~~Executive Director appointed by the Superintendent of Public Instruction and such other professional, administrative, technical, and clerical personnel as may be necessary to assist the Center for Safer Schools in carrying out its powers and duties.

(b) Executive Director. – The Executive Director shall report to and serve at the pleasure of the Superintendent of Public Instruction at a salary established by the Superintendent within the funds appropriated for this purpose.

(c) Powers and Duties. – The Center for Safer Schools shall have the following duties, and all other powers and duties provided in this ~~Article.~~Article:

(1) Serve as a resource and referral center for the State by conducting research, sponsoring workshops, and providing information regarding current school safety concerns.

(2) Provide training and professional development for public school personnel in the development and implementation of initiatives promoting school safety.

(3) Maintain and disseminate information to public schools on effective school safety initiatives in North Carolina and across the nation.

(4) Collect, analyze, and disseminate various North Carolina school safety data.

(5) Provide technical and instructional assistance to facilitate the development of partnerships between the public and private sectors to promote school safety in North Carolina.

(6) Recommend a system of accountability to the General Assembly to document school safety exercises, including practice school lockdowns, required by G.S. 115C-105.49.

(7) Develop model policies for threat assessment teams for public school units, including procedures for the assessment of and intervention with students whose behavior poses a threat to the safety of school staff or students. The Center of Safer Schools shall consult with and involve the Task Force for Safer Schools and relevant State government agencies in development of the model policies.

(8) Assist law enforcement officers assigned to schools and their agencies in active shooter response drills and other pertinent school safety related training.

(9) Collaborate with the North Carolina Justice Academy, the North Carolina Criminal Justice Education and Training Standards Commission, and the North Carolina Sheriffs' Education and Training Standards Commission to establish and maintain updated training curriculum for school resource officers.

(10) Coordinate grants for school resource officers in elementary and middle schools and ensure that training requirements for school resource officers funded by those grants are met.

(11) Provide technical assistance to public school units in the development and implementation of initiatives promoting school safety.

(d) Agency Cooperation. – All State agencies and departments shall cooperate with the Center for Safer Schools in carrying out its powers and duties, as necessary, in accordance with this Article. The Center of Safer Schools shall coordinate, collaborate, and seek information as necessary to carry out its duties and responsibilities from State and local government agencies, who shall provide information upon request to the Center. These agencies include the following:

(1) Department of Public Safety.

(2) Department of Health and Human Services.

(3) Department of Public Instruction.
(4) North Carolina Justice Academy.
(5) Governor's Crime Commission.
(6) State Bureau of Investigation Fusion Center, Information Sharing, and Analysis Center.
(7) Governing bodies of public school units.
(8) Local law enforcement agencies.

(e) Task Force Guidance – The Center of Safer Schools shall receive guidance and advice from the Task Force for Safer Schools."

SECTION 2.(b). This section is effective when it becomes law. Model policies for threat assessment teams required by G.S. 115C-105.57(c)(7), as enacted by this act, shall be developed by the Center for Safer Schools no later than December 31, 2019.

PART III: THREAT ASSESSMENT TEAMS

SECTION 3.(a) Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.60. Threat assessment teams.**

(a) Definitions. – The following definitions apply in this section:

(1) Superintendent. – The superintendent or, if there is no superintendent, the staff member with the highest decision making authority.

(2) Threat. – A concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

(3) Threat assessment. – A fact-based process emphasizing an appraisal of observed, or reasonably observable, behaviors to identify potentially dangerous or violent situations, to assess them, and to manage or address them.

(4) Threat assessment team. – A team that includes persons with expertise in counseling, instruction, school administration, and law enforcement that conducts threat assessments in a public school unit. When practicable, at least one member of a threat assessment team shall be a psychologist or psychiatrist. Members of a threat assessment team who are not employees of the public school unit may review student records as provided in 34 C.F.R. § 99.31(a)(1)(i)(B) pursuant to a written agreement with the public school unit of the requirements and responsibilities for use of student records under the federal Family Educational and Privacy Rights Act.

(b) The governing body of the public school unit shall adopt policies for the establishment of threat assessment teams, including the conduct of threat assessments and intervention with individuals whose behavior may pose a threat to the safety of school staff or students, consistent with the model policies developed by the Center for Safer Schools in accordance with G.S. 115C-105.57(c)(7). Such policies shall include procedures for referrals to health care providers for evaluation or treatment, when appropriate.

(c) The superintendent may establish a committee charged with coordination and monitoring of the threat assessment teams operating within the unit, which may be an existing

committee established by the unit. The committee shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.

(d) Each school in the public school unit shall have a threat assessment team established by the superintendent. In the discretion of the superintendent, an established threat assessment team may serve more than one school in the unit. Each team shall do the following:

(1) Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.

(2) Conduct threat assessments to determine appropriate actions and intervention based on the level of threat determined by the assessment. A threat assessment team shall determine the level of threat posed by an individual or situation as follows:

a. Low risk. – A threat in which the individual or situation does not appear to pose a threat of violence or serious harm to self or others and any exhibited issues or concerns can be resolved easily.

b. Moderate risk. – A threat in which the person or situation does not appear to pose a threat of violence or serious harm to self or others, at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self or others or exhibits other concerning behavior that requires intervention.

c. High risk. – A threat in which the person or situation appears to pose a threat of violence or serious harm to self or others, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan, and may also exhibit other concerning behavior that requires intervention.

d. Imminent risk. – A threat in which the person or situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target or targets and may also exhibit other concerning behavior that requires intervention.

(3) Identify members of the school community to whom threatening behavior should be reported.

(4) Implement policies adopted by the governing body of the public school unit pursuant to subsection (b) of this section.

(5) Utilize anonymous reporting applications for students to receive information about school safety concerns requiring investigation.

(e) Upon a preliminary determination that an individual poses a high risk or imminent risk threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or the superintendent's designee, who shall respond as follows:

(1) The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. The superintendent may delegate the responsibility for notification to the principal of the school and may require notice be made to the principal directly.

(2) In the case of an imminent risk threat determined to be an emergency under the standards established by the Family Educational and Privacy Rights Act in 20 U.S.C. § 1232g(b)(1)(I), the superintendent or designee shall provide notice to individuals who are the subject of the threat and, if a student is the subject of a threat, the superintendent or designee shall provide notice to the student's parent or legal guardian. All notices shall be in accordance with the

Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g. The superintendent may delegate the responsibility for notification to the principal of the school and may require notice be made to the principal directly.

(3) In the case of an imminent risk threat, the superintendent or designee shall immediately notify the appropriate local law enforcement agency. In the case of a high risk threat, the superintendent or designee shall notify the appropriate local law enforcement agency when recommended by the threat assessment team.

(4) The superintendent or designee shall refer the matter to the appropriate mental health resources when recommended by the threat assessment team.

(5) The superintendent or designee shall comply with the requirements of Article 27 of this Chapter for any student discipline actions.

Nothing in this subsection shall preclude public school personnel from acting immediately to address an imminent risk threat.

(f) Each threat assessment team established pursuant to this section shall report quantitative data on its activities to the Center for Safer Schools according to guidance developed by the Center. Such data shall include, as a minimum, the following:

(1) Number of threat assessments conducted annually and demographic information on subjects of those assessments.

(2) Number of threat assessments that resulted in a determination that the individual being assessed was a high risk or imminent risk threat and demographic information on those individuals.

(3) Types of actions taken in response to a determination that the individual being assessed was a high risk or imminent risk threat.

(4) Results of actions taken in response to determination that the individual being assessed was a high risk or imminent risk threat.

(g) Upon a preliminary determination by the threat assessment team that an individual poses an imminent risk threat, a threat assessment team may obtain the following:

(1) Health records. – Notwithstanding G.S. 8-53 or any other provision of law, a health care provider may disclose protected health information related to an imminent risk threat to the health or safety of school staff or students to a member of a threat assessment team who is a school nurse, school psychologist, or other licensed health or licensed mental health professional. The member of the threat assessment team who receives the health records shall provide an explanation of the health records when sharing those records with the remainder of the threat assessment team.

(2) Criminal records. – A threat assessment team may obtain criminal history as provided in G.S. 143B-931A. For a threat assessment of a student with juvenile records, the threat assessment team shall have access to written notifications received pursuant to G.S. 7B-3101 and information gained from examination of juvenile records in accordance with G.S. 7B-3100, held pursuant to G.S. 115C-404. Records held pursuant to G.S. 115C-404 shall be returned to the principal following review by the threat assessment team.

Any information shared among members of the threat assessment team pursuant to this subsection shall remain confidential, shall not be a public record subject to Chapter 132 of the General Statutes, and shall only be released in connection with an emergency under the standards established by the Family Educational and Privacy Rights Act in 20 U.S.C. § 1232g(b)(1)(I)."

SECTION 3.(b) Article 13 of Chapter 143B of the General Statutes is amended by adding a new section to read:

"**§ 143B-931A. Criminal records checks for threat assessment teams.**

The Department of Public Safety may provide a criminal record check to the members of a threat assessment team established by the governing body of a public school unit, as defined in G.S. 115C-5(11), pursuant to G.S. 115C-105.76 for the purpose of administering criminal justice in assessing or intervening when a preliminary determination has been made that an individual poses an imminent risk threat to school safety. No member of a threat assessment team shall redisclose any criminal history record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose that such disclosure was made to the threat assessment team."

SECTION 3.(c) G.S. 115C-47 is amended by adding a new subdivision to read:

"(64) Peer-to-peer student support programs. – Local boards of education shall require peer-to-peer student support programs be established at all schools with grades six and higher, and are encouraged to implement peer-to-peer student support programs as appropriate in other grades."

SECTION 3.(d) G.S. 115C-316.1 is amended by adding a new subsection to read:

"(c) School counselors, as part of the direct services provided in subsection (a) of this section, shall coordinate and provide training for students in peer-to-peer student support programs that address areas such as conflict resolution, general health and wellness, and mentoring. The Center for Safer Schools will support school counselors in the administration and delivery of peer-to-peer student support programs."

SECTION 3.(e) This section is effective when it becomes law. All public school units, as defined in G.S. 115C-5(11), as enacted by subsection (a) of Section 1 of this act, shall establish threat assessment teams as required by G.S. 115C-105.60, as enacted by this act, no later than March 1, 2020. The remainder of this section applies beginning with the 2019-2020 school year.

PART IV. COUNTY LOCAL SCHOOL ADMINISTRATIVE UNITS STATE OF EMERGENCY PLAN.

SECTION 4.(a) G.S. 115C-47(40) reads as rewritten:

"(40) Adopt School Risk Management Plans. – Each local board of education shall, in coordination with local law enforcement and emergency management agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence for each school in its jurisdiction. As part of the SRMPs, each county local board of education, following consultation with any other public school units within the county, shall adopt a state of emergency plan for the public school units of the county. In constructing and maintaining these plans, local boards of education and local school administrative units shall utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 4.(b) Article 8C of Chapter 115 of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.50. State of emergency plans.**

(a) For purposes of this section, the term "countywide state of emergency" means a state of emergency with a defined area covering the entirety of the jurisdiction of a county declared by any of the following:

(1) The President of the United States, under the Stafford Act (P.L. 93-288).

(2) The General Assembly, under G.S. 166A-19.20.

(3) The Governor, under G.S. 166A-19.20.

(4) The governing body of a county, under G.S. 166A-19.22.

(b) In the event of a countywide state of emergency, the county board of education shall implement the state of emergency plan developed pursuant to G.S. 115C-47(40). All public school units located within that county shall comply with the plan developed by the county board of education."

SECTION 4.(c) This section is effective when it becomes law, and applies beginning with the 2019-2020 school year. County boards of education shall adopt the state of emergency plan required under this section by October 1, 2019.

PART V. SCHOOL RESOURCE OFFICER DEFINED/TRAINING STANDARDS/REPORTS

SECTION 5.(a) Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.70. School resource officer.**

(a) A school resource officer is any law enforcement officer assigned to one or more public schools, at least 20 hours per week, to assist with school security, safety, emergency preparedness, emergency response, or any other responsibility assigned by the school or law enforcement agency.

(b) All school resource officers must comply with any continuing education training requirements, as established by subsection (c) of this section. A law enforcement officer who did not serve as a school resource officer during the 2019-2020 school year shall also complete the initial training as established by subsection (c) of this section.

(c) The North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission, in collaboration with the Center for Safer Schools, shall establish initial training and continuing education standards for school resource officers. These standards shall, at a minimum, include diversity and equity, tactical, and mental health training."

SECTION 5.(b) G.S. 17C-6(a) is amended by adding a new subdivision to read:

"(19) Establish initial training and continuing education training standards for school resource officers, as set forth in G.S. 115C-105.70."

SECTION 5.(c) G.S. 17E-4(a) is amended by adding a new subdivision to read:

"(17) Establish initial training and continuing education training standards for school resource officers, as set forth in G.S. 115C-105.70."

SECTION 5.(d) The North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission, in collaboration with the Center for Safer Schools, shall establish initial training standards for school resource officers no later than January 15, 2020.

SECTION 5.(e) Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.71. School resource officer reports.**

(a) Each public school unit shall report by September 15, 2019, and annually thereafter, in writing to the Center for Safer Schools the number of school resource officers and the placement of each school resource officer in the public school unit. This report shall include the source of funding and method of employment for each school resource officer position.

(b) The Center for Safer Schools shall report by November 15, 2019, and annually thereafter, to the Joint Legislative Education Oversight Committee an executive summary and the disaggregated data for each public school unit regarding the information reported by public school units pursuant to subsection (a) of this section."

SECTION 5.(f) Subsection (a) of this section is effective when it becomes law and applies to school resource officers employed beginning with the 2020-2021 school year. The remainder of this section is effective when it becomes law.

PART VI. SCHOOL BUILDING VULNERABILITY ASSESSMENT.

SECTION 6.(a) Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.52A. Facility vulnerability assessments.**

(a) At least once annually, each governing body of a public school unit shall require each school under its control to complete a facility vulnerability assessment for each school building.

(b) The Center for Safer Schools, in collaboration with the Department of Public Instruction, Division of School Operations, shall develop a facility vulnerability assessment tool. This tool shall be used by public school units when completing a facility vulnerability assessment."

SECTION 6.(b) G.S. 115C-105.49A(b), as amended by Section 1(d) of this act, reads as rewritten:

"(b) In constructing the SRRMS, the Division of Emergency Management and the Center for Safer Schools shall leverage the existing enterprise risk management database, the School Risk Management Planning tool managed by the Division. The Division shall also leverage the public school unit and participating nonpublic school schematic diagrams of school facilities. Where technically feasible, the SRRMS shall integrate any anonymous tip lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic alarm systems authorized as part of a SRMP pursuant to G.S. 115C-47(40). Where technically feasible, the SRRMS shall integrate any facility vulnerability assessments as part of an SRMP pursuant to G.S. 115C-105.52A.The Division and the Center for Safer Schools shall collaborate with the Department of Public Instruction and the North Carolina 911 Board in the design, implementation, and maintenance of the SRRMS."

SECTION 6.(c) This section is effective when it becomes law. The Center for Safer Schools and the Department of Public Instruction shall develop the facility vulnerability assessment tool by January 15, 2020. Each governing body of a public school unit shall require each school under its control to complete a facility vulnerability assessment for each school building before the end of the 2019-2020 school year and annually thereafter.

PART VII. EFFECTIVE DATE.

SECTION 7. Except as otherwise provided, this act is effective when it becomes law.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H **D**

BILL DRAFT 2019-TCz-6 [v.2]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
11/30/2018 01:47:07 PM

Short Title: Continue Study to Improve School Safety. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT CREATE THE HOUSE STUDY COMMITTEE ON SCHOOL SAFETY, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

The General Assembly of North Carolina enacts:

SECTION 1.(a) The House Study Committee on School Safety (Committee) is created. The purpose of the Committee is to continue the work of the House Select Committee on School Safety in examining the current safety standards and procedures in both elementary, secondary, and institutions of higher education to ensure the highest level of quality and safety for North Carolina students, teachers, and other school personnel.

SECTION 1.(b) The Committee shall consist of 41 members of the House of Representatives, appointed by the Speaker of the House of Representatives, who shall appoint two co-chairs from among the membership. The co-chairs shall continue to serve until a successor is appointed by the Speaker. Vacancies on the Committee shall be filled by the Speaker.

SECTION 1.(c) The Committee shall meet upon the call of the co-chairs.

SECTION 1.(d) A quorum shall be a majority of the Committee members.

SECTION 1.(e) The Committee shall study issues related to current safety standards and procedures, mental health, and school mental health personnel in elementary and secondary schools. The Committee may also study issues related to safety and mental health for North Carolina institutions of higher education. The Committee shall consider sources of funding for initiatives related to school safety, include investigation of federal funding that can be leveraged to support these initiatives. The Committee may consult with public schools, local governments, community colleges, and constituent institutions of The University of North Carolina on processes and procedures that have proven to be useful in unsafe situations in school. The Committee may seek information from experts in the fields of education, law enforcement, mental health, crisis management, and any others deemed appropriate by the co-chairs. The Committee may study any other issue deemed relevant by the co-chairs to the charge of the Committee.

SECTION 1.(f) The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Committee may meet in the Legislative Building or the Legislative Office Building. Members of the Committee shall receive subsistence and travel expenses at the rates set forth in G.S. 120-3.1. The expenses of the Committee shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operation.

The Legislative Services Committee, through the Legislative Services Officer, shall assign professional staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support to the Task Force. The Committee may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02.

SECTION 1.(g) The Committee may submit an interim report on the results of its study, including any proposed legislation, by May 1, 2020, to the members of the House of Representatives by filing a copy of the report with the Office of the Speaker of the House of Representatives and the Legislative Library. The Committee shall submit a final report on the results of its study, including any proposed legislation, by December 31, 2020, to the members of the House of Representatives by filing a copy of the report with the Office of the Speaker of the House of Representatives and the Legislative Library. The Committee shall terminate on December 31, 2020, or upon the filing of its report, whichever occurs first.

SECTION 2. This act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H D

BILL DRAFT 2019-TCz-3A [v.2]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
12/05/2018 05:47:39 PM

Short Title: First Aid Training for All Students. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE BLEEDING CONTROL AND USE OF AUTOMATED EXTERNAL DEFIBRILLATORS AS PART OF REQUIRED FIRST AID TRAINING FOR PUBLIC SCHOOL STUDENTS, TO REQUIRE INSTRUCTION IN FIRST AID AND EMERGENCY CARE EDUCATION IN HIGH SCHOOL, AND TO REQUIRE FIRST AID TRAINING BE OFFERED TO ALL SCHOOL EMPLOYEES, AS RECOMMENDED BY THE HOUSE SELECT COMMITTEE ON SCHOOL SAFETY.

The General Assembly of North Carolina enacts:

SECTION 1. Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-81.22. First aid and emergency care education.**

(a) Instruction shall be provided in first aid and emergency care education from kindergarten through grade 12. First aid and emergency care shall include, but is not limited to, the teaching of the following:

(1) Cardiopulmonary resuscitation (CPR).
(2) Heimlich maneuver.
(3) Use of an automated external defibrillator, when equipment is available.
(4) Bleeding control.

(b) Instruction in cardiopulmonary resuscitation (CPR) and the Heimlich maneuver shall be given using hands on training with mannequins so that students pass a test approved by the American Heart Association or American Red Cross. For the purposes of this subsection, schools shall do all of the following:

(1) Use an instructional program developed by the American Heart Association, the American Red Cross, or other nationally recognized programs that is based on the most current national evidence based emergency cardiovascular care guidelines for CPR.
(2) Maintain documentation in an electronic database that students have successfully completed CPR instruction to meet healthful living essential standards.
(3) Require successful completion of instruction in CPR to be a requirement for high school graduation.

(c) Instruction in the use of an automated external defibrillator shall provide training in the appropriate use of an automated external defibrillator in heart-related emergencies, when equipment is available for training.

(d) Instruction in bleeding control shall provide training on the immediate response to bleeding, how to recognize life-threatening bleeding, and appropriate ways to stop the bleeding for immediate responders in trauma situations.

(e) The State Board of Education shall develop and maintain a recommended list of first aid and emergency care materials that include components for teacher training and ongoing assessment and evaluation to verify success and ensure the use of up-to-date information and strategies.

(f) The Department of Public Instruction shall do the following:

(1) Work to strengthen instructional offerings in the content and skill areas in which first aid and emergency care education is addressed.

(2) Develop curricular materials and resources that meet, extend, and supplement first aid and emergency care education as outlined in the standard course of study and the teacher handbook for the competency-based curriculum.

(3) Recommend to the State Board of Education any first aid and emergency care education support materials that should be removed from or added to the recommended list of curricular resources developed and maintained by the State Board of Education.

(g) Local boards of education may select supplemental first aid and emergency care education materials from the list maintained by the State Board of Education or develop their own supplemental materials to be approved by the State Board of Education.

(h) Local boards of education shall do the following:

(1) Implement an approved first aid and emergency care education as a primary part of their comprehensive health education program.

(2) Provide for ongoing evaluation of first aid and emergency care education resources, to include participation in ongoing evaluations with the Department of Public Instruction.

(i) The Department of Public Instruction, in conjunction with local school administrative units, shall provide for professional development to train educators and support personnel to implement a comprehensive first aid and emergency care education program.

(j) Sequential, age-appropriate instruction shall be provided that includes all of the following:

(1) Reaches all students in all grades.

(2) Utilizes information that is current and accurate.

(3) Involves students in active "hands-on" learning experiences.

(4) Integrates first aid and emergency care education with other health and social issues and other subject and skill areas of the standard course of study.

(5) Includes strategies to involve parents, family members, and the community.

(6) Is continually open to revision, expansion, and improvement."

SECTION 2. G.S. 115C-81.25(c)(10) reads as rewritten:

"(10) First aid and emergency ~~care,~~care. ~~including the teaching of cardiopulmonary resuscitation (CPR) and the Heimlich maneuver by using hands-on training with mannequins so that students pass a test approved by the American Heart Association or American Red Cross. For the purposes of this subdivision, schools shall do all of the following:~~

~~a. Use an instructional program developed by the American Heart Association, the American Red Cross, or other nationally recognized programs that is based on the most current national evidence-based emergency cardiovascular care guidelines for CPR.~~

~~b. Maintain documentation in an electronic database that students have successfully completed CPR instruction to meet healthful living essential standards.~~

~~e. Require successful completion of instruction in CPR to be a requirement for high school graduation by the 2014-2015 school year.~~"

SECTION 3. G.S. 115C-375.1 reads as rewritten:

"**§ 115C-375.1. To provide some medical care to students.**

(a) It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers, or any other public school employee when authorized by the board of education or its ~~designee,~~designee to do any of the following:

(1) ~~(i) to administer~~Administer any drugs or medication prescribed by a doctor upon written request of the ~~parents,~~parents.

(2) ~~(ii) to give~~ Give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the ~~pupil,~~ pupil.

(3) ~~and (iii) to perform~~Perform any other first aid or lifesaving techniques in which the employee has been trained in a program approved by the State Board of Education.

(b) No employee, however, shall be required to administer drugs or medication or attend lifesaving techniques programs.

(c) Each local board of education shall make available to employees annual instruction in first aid and lifesaving techniques. First aid and lifesaving techniques shall include, but are not limited to, the following:

(1) Cardiopulmonary resuscitation (CPR).

(2) Heimlich maneuver.

(3) Use of an automated external defibrillator, when equipment is available.

(4) Bleeding control.

(d) Any public school employee, authorized by the board of education or its designee to act under ~~(i), (ii), or (iii) above,~~subdivisions (1), (2), or (3) of subsection (a) of this section shall not be liable in civil damages for any authorized act or for any omission relating to that act unless the act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Any person, serving in a voluntary position at the request of or with the permission or consent of the board of education or its designee, who has been given the authority by the board of education or its designee to act under ~~(ii) above~~ subdivision (2) of subsection (a) of this section shall not be liable in civil damages for any authorized act or for any omission relating to the act unless the act amounts to gross negligence, wanton conduct, or intentional wrongdoing.

(e) At the commencement of each school year, but before the beginning of classes, and thereafter as circumstances require, the principal of each school shall determine which persons will participate in the medical care program."

SECTION 4. Sections 1 and 2 of this act are effective July 1, 2020, and apply beginning with the 2020-2021 school year. The remainder of this act is effective when it becomes law and applies beginning with the 2019-2020 school year.

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 12/6/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kelly Hatcher	CFTE
Dejah Barnes	Public School Forum of NC
Prim Tayu	STATE FILE MUNICIPAL OFFICE
Irene Mone	Public School Forum of NC
Gordon Hunt	Oak Ridge Military Academy
Matt Norcross	Firebird Media, inc.
PAUL J. NORCROSS	RGB EDUCATION EQUITY FOUNDATION
Mushu Evans	DRNC
Darryl Childers	Governor's Office
Ashley Perkinson	Perkinson Law
Bradford Sneeden	NC DOJ

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 12/6/2018

Name of Committee — Date

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Bruce Mildwurf	NCSBA
CHRIS EMANUEL	EMANUEL GROUP
Kym Martin	DPI
Jennifer Watson	DPI
Lindsay Marchello	Carolina Journal
Amanda Dean	KTS
Josh Lanier	CJTI
Clibe Gossage	DPI
George Smith	Nelson Print
Karla Cooper	SNANC
Dan Twarek	SNANC

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 12/6/2018

Name of Committee — Date

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NAME	FIRM OR AGENCY AND ADDRESS
Clark Pennington	Matthews Police Dept.
Stason Tyrrell	Matthews Police Dept. 1201 Crews Rd. Matthews 28105
Tracy Russ	Char-Meck Schools 4421 Stuart Andrew Blvd. Cha NC 28207
Melinda Shail	Moms Demand Action of NC
Eugene Martin	Night Hawk Security, 3901 Barrett Drive Raleigh NC
Denise Martin	Night Hawk Security 3901 Barrett Drive, Suite 100, Raleigh, NC
Elizabeth Musto	NC Department of Public Safety
A. Davis	NC DPS
Susanna Davis	NCDPS
LT McCrimmon	DHHS

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 12/6/2018

Name of Committee — Date

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NAME	FIRM OR AGENCY AND ADDRESS
Dr. J. Kelly Queen	Policy Advisor, Sports Medicine
Rhaegan Jackson	Town Carolina
Skye David	newframe
Jason Joyner	newframe
Tonya Evans	NC NENA
Keith Whitfield	NC NAMC
Todd Miller	Rave Mobile Safety
Matt Ellinwood	NC Justice Center
Rachel Bedi	PBLC
Tyler Ford	NWC

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 12/6/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
WILLIAM RAY	NC DPS / EMERGENCY MGMT
Mike Daisley	NCDPS
Alice Armstrong	Moms Demand Action
Lee Tuggle	North State Strategies
Mary Freeman	NCAE
Adam Pridemore	NCASCD

VISITOR REGISTRATION SHEET

House Select Committee on School Safety — 12/6/2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
James Jenkins	NCGA