

# NORTH CAROLINA GENERAL ASSEMBLY



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## HOUSE SELECT COMMITTEE ON SCHOOL SAFETY

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### INTERIM REPORT TO THE 2018 SESSION of the 2017 GENERAL ASSEMBLY OF NORTH CAROLINA

MAY, 2018

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# TRANSMITTAL LETTER

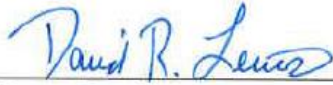
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May 10, 2018

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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.



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Rep. David R. Lewis (Co-Chair)



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Rep. John A. Torbett (Co-Chair)

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# COMMITTEE PROCEEDINGS

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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.

The Committee held its second meeting on May 10, 2018. The Committee heard the recommendations of the two working groups. After discussion of the recommendations, the Committee adopted this report.

## **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

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**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, 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) 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.

**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.

**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.

**RECOMMENDATION 8: 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 9: 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 10: 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 11: 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 12: 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 13: 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 14: 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 15: 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 15: 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

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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

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Rep. Becky Carney

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Rep. Jimmy Dixon

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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

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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.

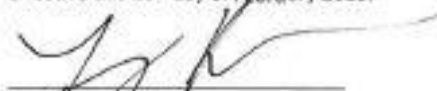
**Section 5.** The expenses of the Committee including per diem, subsistence, travel allowances for Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 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 20<sup>th</sup> day of February 2018.

  
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Tim Moore, Speaker

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## **LEGISLATIVE PROPOSALS**

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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.

1                   **SECTION 3.** This act is effective when it becomes law, and applies to applications  
2   for licensure submitted on or after that date.





## Bill Draft 2017-TC-42: Reciprocity/School Psychologist Licensure.

2017-2018 General Assembly

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<b>Committee:</b>		<b>Date:</b>	May 9, 2018
<b>Introduced by:</b>		<b>Prepared by:</b>	Jason Moran-Bates
<b>Analysis of:</b>	2017-TC-42		Staff Attorney

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**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

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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:

1 A BILL TO BE ENTITLED  
2 AN ACT TO CODIFY THE NORTH CAROLINA CENTER FOR SAFER SCHOOLS; TO  
3 REQUIRE THE ESTABLISHMENT OF THREAT ASSESSMENT TEAMS IN PUBLIC  
4 SCHOOLS; TO REQUIRE PEER TO PEER STUDENT COUNSELING PROGRAMS FOR  
5 STUDENTS; AND TO PROVIDE GRANTS FOR PEER TO PEER STUDENT  
6 COUNSELING PROGRAMS, AS RECOMMENDED BY THE HOUSE SELECT  
7 COMMITTEE ON SCHOOL SAFETY.

8 The General Assembly of North Carolina enacts:

9 **SECTION 1.** G.S. 115C-5 is amended by adding a new subdivision to read:

10 "(11) The term "public school unit" means any of the following:

- 11 a. Local school administrative unit.  
12 b. Charter school.  
13 c. Regional school.  
14 d. A school or schools providing elementary or secondary instruction  
15 operated by one of the following:  
16 1. Department of Public Instruction.  
17 2. The University of North Carolina.  
18 3. Department of Health and Human Services.  
19 4. Division of Adult Correction and Juvenile Justice of the  
20 Department of Public Safety."

21 **SECTION 2.** Article 8C of Chapter 115C of the General Statutes is amended by  
22 adding a new section to read:

23 "§ 115C-105.75. North Carolina Center for Safer Schools.

24 (a) There is established the North Carolina Center for Safer Schools located within the  
25 Department of Public Instruction, referred to as the Center in this Article.

26 (b) The Center shall be responsible for the following:

- 27 (1) Serve as a resource and referral center for public schools by conducting  
28 research, sponsoring workshops, and providing information regarding current  
29 school safety concerns.  
30 (2) Provide training for public school personnel.  
31 (3) Maintain and disseminate information to public schools on effective school  
32 safety initiatives in North Carolina and across the nation.  
33 (4) Collect, analyze, and disseminate various North Carolina school safety data.

- 1           (5) Encourage the development of partnerships between the public and private  
2 sectors to promote school safety in North Carolina.  
3           (6) Provide technical assistance to North Carolina public schools in the  
4 development and implementation of initiatives promoting school safety.  
5           (7) Develop model policies for threat assessment teams for public schools,  
6 including procedures for the assessment of and intervention with students  
7 whose behavior poses a threat to the safety of school staff or students. The  
8 Center shall consult with and involve the Task Force for Safer Schools and  
9 relevant State government agencies in development of the model policies.  
10         (c) The Center shall receive guidance and advice from the Task Force for Safer Schools.  
11         (d) The Center shall coordinate, collaborate, and seek information as necessary to carry  
12 out its duties and responsibilities from State and local government agencies, who shall provide  
13 information upon request to the Center. These agencies include the following:  
14           (1) Department of Public Safety.  
15           (2) Department of Health and Human Services.  
16           (3) Department of Public Instruction.  
17           (4) North Carolina Justice Academy.  
18           (5) Governor's Crime Commission.  
19           (6) Local boards of education.  
20           (7) Local law enforcement agencies."

21         **SECTION 3.** Article 8C of Chapter 115C of the General Statutes is amended by  
22 adding a new section to read:

23 **"§ 115C-105.76. Threat assessment teams.**

24         (a) The local board of education of a local school administrative unit and the governing  
25 body of each public school unit shall adopt policies for the establishment of threat assessment  
26 teams, including the assessment of and intervention with students whose behavior may pose a  
27 threat to the safety of school staff or students consistent with the model policies developed by  
28 the Center in accordance with G.S. 115C-105.75. Such policies shall include procedures for  
29 referrals to health care providers for evaluation or treatment, when appropriate.

30         (b) The superintendent may establish a committee charged with oversight of the threat  
31 assessment teams operating within the unit, which may be an existing committee established by  
32 the unit. The committee shall include individuals with expertise in human resources, education,  
33 school administration, mental health, and law enforcement.

34         (c) Each superintendent shall establish, for each school, a threat assessment team that  
35 shall include persons with expertise in counseling, instruction, school administration, and law  
36 enforcement. Threat assessment teams may be established to serve one or more schools as  
37 determined by the superintendent. Each team shall do the following:

- 38           (1) Provide guidance to students, faculty, and staff regarding recognition of  
39 threatening or aberrant behavior that may represent a threat to the community,  
40 school, or self.  
41           (2) Identify members of the school community to whom threatening behavior  
42 should be reported.  
43           (3) Implement policies adopted by the governing body pursuant to subsection (a)  
44 of this section.

45         (d) Upon a preliminary determination that a student poses a threat of violence or physical  
46 harm to self or others, a threat assessment team shall immediately report its determination to the  
47 superintendent or the superintendent's designee. The superintendent or designee shall  
48 immediately attempt to notify the student's parent or legal guardian. The superintendent may  
49 delegate the responsibility for notification to the principal of the school, and require notice to

1 also be made directly to the principal. Nothing in this subsection shall preclude public school  
2 personnel from acting immediately to address an imminent threat.

3 (e) Each threat assessment team established pursuant to this section shall report  
4 quantitative data on its activities to the Center for Safer Schools according to guidance developed  
5 by the Center.

6 (f) Upon a preliminary determination by the threat assessment team that a student poses  
7 a threat of violence to self or others or exhibits significantly disruptive behavior or need for  
8 assistance, a threat assessment team may obtain criminal history record information, and health  
9 records, subject to confidentiality, privacy, and other laws to ensure compliance. No member of  
10 a threat assessment team shall redisclose any criminal history record information or health  
11 information obtained pursuant to this section or otherwise use any record of an individual beyond  
12 the purpose for which such disclosure was made to the threat assessment team.

13 (g) For purposes on this section, the term "superintendent" shall mean the superintendent  
14 of a local school administrative unit or the staff member with the highest decision making  
15 authority for all other public school units."

16 **SECTION 4.(a)** G.S. 115C-47 is amended by adding a new subsection to read:

17 "(64) Peer to peer student counseling programs. – Local boards of education shall  
18 require peer to peer student mentoring, counseling, and support programs be  
19 established at all schools with grades six and higher, and are encouraged to  
20 implement peer to peer mentoring, counseling, and support programs as  
21 appropriate in other grades.

22 **SECTION 4.(b)** G.S. 115C-316.1 reads as rewritten:

23 **"§ 115C-316.1. Duties of school counselors.**

24 (a) School counselors shall implement a comprehensive developmental school  
25 counseling program in their schools. Counselors shall spend at least eighty percent (80%) of their  
26 work time providing direct services to students. Direct services do not include the coordination  
27 of standardized testing. Direct services shall consist of:

- 28 (1) Delivering the school guidance curriculum through large group guidance,  
29 interdisciplinary curriculum development, group activities, and parent  
30 workshops.
- 31 (2) Guiding individual student planning through individual or small group  
32 assistance and individual or small group advisement.
- 33 (3) Providing responsive services through consultation with students, families,  
34 and staff; individual and small group counseling; crisis counseling; referrals;  
35 and peer facilitation.
- 36 (4) Performing other student services listed in the Department of Public  
37 Instruction school counselor job description that has been approved by the  
38 State Board of Education.

39 (b) School counseling program support activities do not include the coordination of  
40 standardized testing. During the remainder of their work time, school counselors may assist other  
41 staff with the coordination of standardized testing.

42 (c) School counselors, as part of the direct services provided in subsection (a) of this  
43 section, shall coordinate and provide training for students in peer to peer student mentoring,  
44 counseling, and support programs that address areas such as mental health, general health and  
45 wellness, and mentoring."

46 **SECTION 5.** There is appropriated one million dollars (\$1,000,000) to the  
47 Department of Public Instruction for one-time grants to local school administrative units for  
48 training and materials for peer to peer student mentoring, counseling, and support programs in  
49 school serving students in grades six and higher to be administered as follows:

- 1 (1) The State Board of Education shall award grants to local school administrative  
2 units in the amount of five thousand dollars (\$5,000) per school to be used for  
3 training and materials to implement or expand a peer to peer student  
4 mentoring, counseling, or support program that has been identified by the  
5 Center for Safer Schools as an evidence-based peer to peer student program  
6 that addresses issues of mental health, general health and wellness, and  
7 mentoring. The Center for Safer Schools shall consult with the Department of  
8 Public Instruction, Department of Health and Human Services, and  
9 Department of Public Safety, as appropriate, in identifying the programs.
- 10 (2) The State Board of Education shall award grants to applicants based on the  
11 following criteria in the order in which they are received.
- 12 a. An initial grant may be for no more than twenty thousand dollars  
13 (\$20,000) total per local school administrative unit. If funds remain  
14 after initial grants have been awarded, the State Board of Education  
15 may award a second round of grants using the same criteria as for the  
16 initial grants.
- 17 b. Applications for grants from local school administrative units in Tier  
18 1 counties shall be given priority in award of initial grants.

19 **SECTION 6.** Section 5 of this act is effective July 1, 2018. The remainder of this act  
20 is effective when it becomes law, and applies beginning with the 2018-2019 school year.



# Bill Draft 2017-TC-41: Threat Assessment Teams/Peer to Peer Counsels.

2017-2018 General Assembly

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<b>Committee:</b>		<b>Date:</b>	May 10, 2018
<b>Introduced by:</b>		<b>Prepared by:</b>	Kara McCraw
<b>Analysis of:</b>	2017-TCza-41		Staff Attorney

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**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.



GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2017

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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)

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Sponsors:

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Referred to:

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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

1 or external risks to the school population, school buildings, and school-related activities. The  
2 Department of Public Instruction, in consultation with the Department of Public Safety, may  
3 develop standards and guidelines for the development, operation, and staffing of tip lines. The  
4 governing body of each public secondary school may use the anonymous tip line application  
5 developed pursuant to subsection (b) of this section, or another application that meets standards  
6 and guidelines developed by the Department of Public Instruction, to achieve the purposes of this  
7 subsection.

8 (b) The Department of Public Instruction and the Center for Safer Schools, in  
9 collaboration with the Department of Public Safety, Division of Emergency Management, shall  
10 implement and maintain an anonymous safety tip line application available statewide for  
11 purposes of receiving anonymous student information on internal or external risks to the school  
12 population, school buildings, and school-related ~~activities.~~activities. Public secondary schools  
13 shall inform students about the application and provide opportunities for students to learn about  
14 its purpose and function. The governing body of each public secondary school shall work with  
15 the Department of Public Instruction, Division of School Operations, and the Center for Safer  
16 Schools to ensure that employees of the public secondary schools receive adequate training in its  
17 operation.

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

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

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

36 (f) Notwithstanding subsection (e) of this section, the ~~Division~~ Department of Public  
37 Instruction, Division of School Operations, may collect the annual aggregate number and type of  
38 tips sent to the anonymous tip line. The collection of this aggregate data shall not have any  
39 identifying information on the reporter of the tip, including, but not limited to, the school where  
40 the incident was reported and the date the tip was reported.

41 (g) For the purposes of this section, a "public secondary school" is any of the following  
42 types of public school serving grades six of higher:

- 43 (1) A school under the control of a local school administrative unit.
- 44 (2) A school under the control of the State Board of Education, including schools  
45 operated under Article 7A and Article 9C.
- 46 (3) A school under the control of The University of North Carolina.
- 47 (4) A charter school.
- 48 (5) A regional school."

49 **SECTION 1.(b)** G.S. 115C-12 is amended by adding a new subdivision to read:

1           "(47) Duty Regarding Anonymous Tip Lines. – The State Board of Education shall  
2           use the anonymous tip line application developed pursuant to  
3           G.S. 115C-105.51(b) for all public secondary schools serving students in  
4           grades six or higher operated under the control of the Board of Governors."

5           **SECTION 1.(c)** G.S. 115C-218.75 is amended by adding a new subsection to read:

6           "(e1) Anonymous Tip Line. – A charter school shall develop and operate an anonymous  
7           tip line in accordance with G.S. 115C-105.51.

8           **SECTION 1.(d)** G.S. 115C-238.66 is amended by adding a new subdivision to read:

9           "(7e) Anonymous Tip Line. – A regional school shall develop and operate an  
10           anonymous tip line in accordance with G.S. 115C-105.51.

11           **SECTION 1.(e)** G.S.116-11 is amended by adding a new subdivision to read:

12           "(12e) The Board of Governors shall develop and operate an anonymous tip line in  
13           accordance with G.S. 115C-105.51 for all public secondary schools, as  
14           defined in that section, operated under the control of the Board of Governors."

## 15           **PART II. ANONYMOUS TIP LINE APPLICATION**

16           **SECTION 2.(a)** G.S. 115C-105.49(d) reads as rewritten:

17           "(d) The Department of Public Safety, Division of Emergency Management, ~~and in~~  
18           ~~collaboration with~~ the Department of Public Instruction, Division of School Operations, and the  
19           Center for Safer Schools-Schools, shall provide guidance and recommendations to local school  
20           administrative units on the types of multiple hazards to plan and respond to, including intruders  
21           on school grounds."

22           **SECTION 2.(b)** G.S. 115C-105.49A reads as rewritten:

23           "**§ 115C-105.49A. School Risk and Response Management System.**

24           (a) The Department of Public Safety, Division of Emergency Management, ~~and the~~  
25           ~~Center for Safer Schools in collaboration with the Department of Public Instruction and the~~  
26           ~~Center for Safer Schools~~, shall construct and maintain a statewide School Risk and Response  
27           Management System (SRRMS). The system shall fully integrate and leverage existing data and  
28           applications that support school risk planning, exercises, monitoring, and emergency response  
29           via 911 dispatch.

30           (b) In constructing the SRRMS, the Division of Emergency ~~Management-Management~~  
31           ~~of the Department of Public Safety, in collaboration with the Department of Public Instruction~~  
32           and the Center for Safer ~~Schools-Schools~~, shall leverage the existing enterprise risk management  
33           database, the School Risk Management Planning tool managed by the ~~Division-Division of~~  
34           ~~Emergency Management~~. The Division shall also leverage the local school administrative unit  
35           schematic diagrams of school facilities. Where technically feasible, the SRRMS shall integrate  
36           any anonymous tip lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic  
37           alarm systems authorized as part of a SRMP pursuant to G.S. 115C-47(40). The Division ~~and the~~  
38           ~~Center for Safer Schools~~ shall collaborate with the Department of Public ~~Instruction-Instruction,~~  
39           ~~the Center for Safer Schools~~, and the North Carolina 911 Board in the design, implementation,  
40           and maintenance of the SRRMS.

41           (c) All data and information acquired and stored in the SRRMS as provided in  
42           subsections (a) and (b) of this section are not considered public records as the term "public  
43           record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under  
44           G.S. 132-6."

45           **SECTION 2.(c)** G.S. 115C-105.52 reads as rewritten:

46           "**§ 115C-105.52. School crisis kits.**

47           The Department of Public ~~Instruction, Instruction and the North Carolina Center for Safer~~  
48           ~~Schools~~, in consultation with the Department of Public ~~Safety through the North Carolina Center~~  
49           ~~for Safer Schools, Safety~~, may develop and adopt policies on the placement of school crisis kits

1 in schools and on the contents of those kits. The kits should include, at a minimum, basic first-aid  
2 supplies, communications devices, and other items recommended by the International  
3 Association of Chiefs of Police.

4 The principal of each school, in coordination with the law enforcement agencies that are part  
5 of the local board of education's School Risk Management Plan, may place one or more crisis  
6 kits at appropriate locations in the school."  
7

### 8 **PART III. APPROPRIATION**

9 **SECTION 3.(a)** There is appropriated from the General Fund to the Department of  
10 Public Instruction the sum of five million dollars (\$5,000,000) for the 2018-2019 fiscal year to  
11 support the anonymous safety tip line application implemented by the Department of Public  
12 Instruction, Division of School Operations, and the Center for Safer Schools pursuant to  
13 G.S. 115C-105.51.

14 **SECTION 3.(b)** By July 1, 2019, the Department of Public Instruction shall  
15 implement a statewide anonymous safety tip line application available to all schools serving  
16 grades six or higher in local school administrative units, charter schools, regional schools, and  
17 schools operated by the Department of Public Instruction and The University of North Carolina,  
18 as required under G.S. 115C-105.51.  
19

### 20 **PART IV. EFFECTIVE DATE**

21 **SECTION 4.** Section 1 of this act becomes effective July 1, 2019, and applies  
22 beginning with the 2019-2020 school year. The remainder of this act becomes effective July 1,  
23 2018.



## Bill Draft 2017-TCza-44: Anonymous Safety Tip Line Application.

2017-2018 General Assembly

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<b>Committee:</b>		<b>Date:</b>	May 10, 2018
<b>Introduced by:</b>		<b>Prepared by:</b>	Kara McCraw
<b>Analysis of:</b>	2017-TCza-44		Staff Attorney

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**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~~

1 management agencies that are part of the charter school's SRMP. tabletop exercise and drill based  
2 on the procedures documented in its SRMP. The drill shall include a practice school lockdown  
3 due to an intruder on school grounds. Each charter school is encouraged to hold a tabletop  
4 exercise and drill for multiple hazards included in its SRMP and is strongly encouraged to include  
5 local law enforcement agencies and emergency management agencies in its tabletop exercises  
6 and drills. The purpose of the tabletop exercises and drills shall be to permit participants to (i)  
7 discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and  
8 responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in  
9 which the SRMP needs to be modified. For the purposes of this subsection, a tabletop exercise is  
10 an exercise involving key personnel conducting simulated scenarios related to emergency  
11 planning. For the purposes of this subsection, a drill is a school-wide practice exercise in which  
12 simulated scenarios related to emergency planning are conducted. The Department of Public  
13 Safety, Division of Emergency Management, and the Center for Safer Schools shall provide  
14 guidance and recommendations to charter schools on the types of multiple hazards to plan and  
15 respond to, including intruders on school grounds.

16 (e) School Safety Information Provided to Division of Emergency Management. – A  
17 charter school ~~is encouraged to shall~~ provide the following: (i) schematic diagrams, including  
18 digital schematic diagrams, and (ii) emergency response information requested by the Division  
19 for the SRMP. A charter school shall also provide updated schematic diagrams and emergency  
20 response information to the Division when such updates are made. The Division shall ensure that  
21 the diagrams and emergency response information are securely stored and distributed as provided  
22 in the SRMP to first responders, emergency personnel, and school personnel. The schematic  
23 diagrams and emergency response information are not considered public records as the term  
24 "public record" is defined under G.S. 132-1 and shall not be subject to inspection and  
25 examination under G.S. 132-6.

26 ...."

27 **SECTION 2.** G.S. 115C-238.66 reads as rewritten:

28 **"§ 115C-238.66. Board of directors; powers and duties.**

29 The board of directors shall have the following powers and duties:

30 ...

31 (7a) School Risk Management Plan. – Each regional school, in coordination with  
32 local law enforcement agencies, ~~is encouraged to shall~~ adopt a School Risk  
33 Management Plan (SRMP) relating to incidents of school violence. In  
34 constructing and maintaining these plans, a regional school ~~may shall~~ utilize  
35 the School Risk and Response Management System (SRRMS) established  
36 pursuant to G.S. 115C-105.49A. These plans are not considered a public  
37 record as the term "public record" is defined under G.S. 132-1 and shall not  
38 be subject to inspection and examination under G.S. 132-6.

39 (7b) Schematic ~~diagrams~~diagrams, emergency access for local law enforcement,  
40 and school crisis kits. – Regional schools are encouraged to shall provide all  
41 of the following to local law enforcement agencies: (i) schematic diagrams  
42 and keys to the main entrance of school facilities to local law enforcement  
43 agencies, in addition to implementing diagrams, including digital schematic  
44 diagrams, and (ii) either keys to the main entrance of all school buildings or  
45 emergency access to key storage devices such as KNOX® boxes for all school  
46 buildings. Regional schools shall provide updates of the schematic diagrams  
47 to local law enforcement agencies when substantial modifications such as new  
48 facilities or modifications to doors and windows are made to school buildings.  
49 Regional schools shall also be responsible for providing local law  
50 enforcement agencies with updated access to school buildings when changes



1 are made to the locks of the main entrances or to key storage devices such as  
2 KNOX® boxes. Schematic diagrams are not considered a public record as the  
3 term "public record" is defined under G.S. 132-1 and shall not be subject to  
4 inspection and examination under G.S. 132-6. Regional schools are  
5 encouraged to implement the provisions in G.S. 115C-105.52.

6 (7c) School safety exercises. – At least once a year, a regional school is ~~encouraged~~  
7 ~~required~~ to hold a full school-wide ~~lockdown exercise with local law~~  
8 ~~enforcement and emergency management agencies that are part of the regional~~  
9 ~~school's SRMP.~~ tabletop exercise and drill based on the procedures  
10 documented in its SRMP. The drill shall include a practice school lockdown  
11 due to an intruder on school grounds. Each regional school is encouraged to  
12 hold a tabletop exercise and drill for multiple hazards included in its SRMP,  
13 and schools are strongly encouraged to include local law enforcement  
14 agencies and emergency management agencies in their tabletop exercises and  
15 drills. The purpose of the tabletop exercises and drills shall be to permit  
16 participants to (i) discuss simulated emergency situations in a low-stress  
17 environment, (ii) clarify their roles and responsibilities and the overall  
18 logistics of dealing with an emergency, and (iii) identify areas in which the  
19 SRMP needs to be modified. For the purposes of this subdivision, a tabletop  
20 exercise is an exercise involving key personnel conducting simulated  
21 scenarios related to emergency planning. For the purposes of this subdivision,  
22 a drill is a school-wide practice exercise in which simulated scenarios related  
23 to emergency planning are conducted. The Department of Public Safety,  
24 Division of Emergency Management, and the Center for Safer Schools shall  
25 provide guidance and recommendations to regional schools on the types of  
26 multiple hazards to plan and respond to, including intruders on school  
27 grounds.

28 (7d) Safety information provided to the Department of Public Safety, Division of  
29 Emergency Management. – A regional school ~~is encouraged to~~ shall provide  
30 the following: (i) schematic diagrams, including digital schematic diagrams,  
31 and (ii) emergency response information requested by the Division for the  
32 SRMP. A regional school shall also provide updated schematic diagrams and  
33 emergency response information to the Division when such updates are made.  
34 The Division shall ensure that the diagrams and emergency response  
35 information are securely stored and distributed as provided in the SRMP to  
36 first responders, emergency personnel, and school personnel. The schematic  
37 diagrams and emergency response information are not considered public  
38 records as the term "public record" is defined under G.S. 132-1 and shall not  
39 be subject to inspection and examination under G.S. 132-6.

40 ...."

41 **SECTION 3.** G.S. 116-239.8(b) reads as rewritten:

42 "(b) The chancellor shall be the administrative head of a laboratory school approved by  
43 the Subcommittee and shall provide general direction for the establishment and operation of a  
44 laboratory school. The chancellor, with advice and input from the advisory board established in  
45 subdivision (1) of this subsection, shall adopt policies, operating procedures, and the courses of  
46 study to govern the operation of the laboratory school. The chancellor may designate the duties  
47 required by this Article to other personnel as necessary. The chancellor shall also have the  
48 following powers and duties:

49 ...

- 1 (10) School Risk Management Plan. – Each laboratory school, in coordination with  
2 local law enforcement agencies, ~~is encouraged to shall~~ adopt a School Risk  
3 Management Plan (SRMP) relating to incidents of school violence. In  
4 constructing and maintaining these plans, a laboratory school ~~may shall~~ utilize  
5 the School Risk and Response Management System (SRRMS) established  
6 pursuant to G.S. 115C-105.49A. These plans are not considered a public  
7 record as the term "public record" is defined under G.S. 132-1 and shall not  
8 be subject to inspection and examination under G.S. 132-6.
- 9 (11) Schematic ~~diagrams diagrams, emergency access for local law enforcement,~~  
10 and school crisis kits. – Laboratory schools ~~are encouraged to shall~~ provide all  
11 of the following to local law enforcement agencies: (i) schematic diagrams  
12 and keys to the main entrance of school facilities to local law enforcement  
13 agencies, in addition to implementing diagrams, including digital schematic  
14 diagrams, and (ii) either keys to the main entrance of all school buildings or  
15 emergency access to key storage devices such as KNOX® boxes for all school  
16 buildings. Laboratory schools shall provide updates of the schematic diagrams  
17 to local law enforcement agencies when substantial modifications such as new  
18 facilities or modifications to doors and windows are made to school buildings.  
19 Laboratory schools shall also be responsible for providing local law  
20 enforcement agencies with updated access to school buildings when changes  
21 are made to the locks of the main entrances or to key storage devices such as  
22 KNOX® boxes. Schematic diagrams are not considered a public record as the  
23 term "public record" is defined under G.S. 132-1 and shall not be subject to  
24 inspection and examination under G.S. 132-6. Regional schools are  
25 encouraged to implement the provisions in G.S. 115C-105.52.
- 26 (12) School safety exercises. – At least once a year, a laboratory school is  
27 ~~encouraged required~~ to hold a full ~~schoolwide lockdown exercise with local~~  
28 ~~law enforcement and emergency management agencies that are part of the~~  
29 ~~laboratory school's SRMP; school-wide tabletop exercise and drill based on~~  
30 ~~the procedures documented in its SRMP. The drill shall include a practice~~  
31 ~~school lockdown due to an intruder on school grounds. Each laboratory school~~  
32 ~~is encouraged to hold a tabletop exercise and drill for multiple hazards~~  
33 ~~included in its SRMP, and schools are strongly encouraged to include local~~  
34 ~~law enforcement agencies and emergency management agencies in their~~  
35 ~~tabletop exercises and drills. The purpose of the tabletop exercises and drills~~  
36 ~~shall be to permit participants to (i) discuss simulated emergency situations in~~  
37 ~~a low-stress environment, (ii) clarify their roles and responsibilities and the~~  
38 ~~overall logistics of dealing with an emergency, and (iii) identify areas in which~~  
39 ~~the SRMP needs to be modified. For the purposes of this subdivision, a~~  
40 ~~tabletop exercise is an exercise involving key personnel conducting simulated~~  
41 ~~scenarios related to emergency planning. For the purposes of this subdivision,~~  
42 ~~a drill is a school-wide practice exercise in which simulated scenarios related~~  
43 ~~to emergency planning are conducted. The Department of Public Safety,~~  
44 ~~Division of Emergency Management, and the Center for Safer Schools shall~~  
45 ~~provide guidance and recommendations to regional schools on the types of~~  
46 ~~multiple hazards to plan and respond to, including intruders on school~~  
47 ~~grounds.~~
- 48 (13) Safety information provided to the Department of Public Safety, Division of  
49 Emergency Management. – A laboratory school ~~is encouraged to shall~~ provide  
50 the following: (i) schematic diagrams, including digital schematic diagrams

1 and (ii) emergency response information requested by the Division for the  
2 SRMP. A laboratory school shall also provide updated schematic diagrams  
3 and emergency response information to the Division when such updates are  
4 made. The Division shall ensure that the diagrams and emergency response  
5 information are securely stored and distributed as provided in the SRMP to  
6 first responders, emergency personnel, and school personnel. The schematic  
7 diagrams and emergency response information are not considered public  
8 records as the term "public record" is defined under G.S. 132-1 and shall not  
9 be subject to inspection and examination under G.S. 132-6.

10 ...."

11 **SECTION 4.** G.S. 115C-551 reads as rewritten:

12 **"§ 115C-551. Voluntary participation in the State programs.**

13 (a) Any ~~such~~ private church school or school of religious charter may, on a voluntary  
14 basis, participate in any State operated or sponsored program which would otherwise be available  
15 to such school, including but not limited to the high school competency testing and statewide  
16 testing programs.

17 (b) All private church schools and all schools of religious charter are encouraged to do  
18 the following:

- 19 (1) School Risk Management Plan. – In coordination with local law enforcement  
20 agencies, adopt a School Risk Management Plan (SRMP) relating to incidents  
21 of school violence. In constructing and maintaining these plans, the school  
22 may utilize the School Risk and Response Management System (SRRMS)  
23 established pursuant to G.S. 115C-105.49A. These plans are not considered a  
24 public record as the term "public record" is defined under G.S. 132-1 and shall  
25 not be subject to inspection and examination under G.S. 132-6.
- 26 (2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and  
27 keys to the main entrance of school facilities to local law enforcement  
28 agencies, in addition to implementing the provisions in G.S. 115C-105.52.
- 29 (3) School safety exercises. – At least once a year, hold a full school-wide  
30 lockdown exercise with local law enforcement and emergency management  
31 agencies that are part of the regional school's SRMP.
- 32 (4) Safety information provided to the Department of Public Safety, Division of  
33 Emergency Management. – Provide the following: (i) schematic diagrams,  
34 including digital schematic diagrams, and (ii) emergency response  
35 information requested by the Division for the SRMP. The schematic diagrams  
36 and emergency response information are not considered public records as the  
37 term "public record" is defined under G.S. 132-1 and shall not be subject to  
38 inspection and examination under G.S. 132-6."

39 **SECTION 5.** G.S. 115C-559 reads as rewritten:

40 **"§ 115C-559. Voluntary participation in the State programs.**

41 (a) Any ~~such~~ qualified nonpublic school may, on a voluntary basis, participate in any  
42 State operated or sponsored program which would otherwise be available to such school,  
43 including but not limited to the high school competency testing and statewide testing programs.

44 (b) All qualified nonpublic schools are encouraged to do the following:

- 45 (1) School Risk Management Plan. – In coordination with local law enforcement  
46 agencies, adopt a School Risk Management Plan (SRMP) relating to incidents  
47 of school violence. In constructing and maintaining these plans, the school  
48 may utilize the School Risk and Response Management System (SRRMS)  
49 established pursuant to G.S. 115C-105.49A. These plans are not considered a

1 public record as the term "public record" is defined under G.S. 132-1 and shall  
2 not be subject to inspection and examination under G.S. 132-6.

3 (2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and  
4 keys to the main entrance of school facilities to local law enforcement  
5 agencies, in addition to implementing the provisions in G.S. 115C-105.52.

6 (3) School safety exercises. – At least once a year, hold a full school-wide  
7 lockdown exercise with local law enforcement and emergency management  
8 agencies that are part of the regional school's SRMP.

9 (4) Safety information provided to the Department of Public Safety, Division of  
10 Emergency Management. – Provide the following: (i) schematic diagrams,  
11 including digital schematic diagrams, and (ii) emergency response  
12 information requested by the Division for the SRMP. The schematic diagrams  
13 and emergency response information are not considered public records as the  
14 term "public record" is defined under G.S. 132-1 and shall not be subject to  
15 inspection and examination under G.S. 132-6."

16 **SECTION 6.** G.S. 115C-105.49A(b) reads as rewritten:

17 "(b) In constructing the SRRMS, the Division of Emergency Management and the Center  
18 for Safer Schools shall leverage the existing enterprise risk management database, the School  
19 Risk Management Planning tool managed by the Division. The Division shall also leverage the  
20 ~~local school administrative unit~~ schematic diagrams of school facilities-facilities provided by  
21 local school administrative units, charter schools, regional schools, laboratory schools, and  
22 nonpublic schools. Where technically feasible, the SRRMS shall integrate any anonymous tip  
23 lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic alarm systems  
24 authorized as part of a SRMP pursuant to G.S. 115C-47(40). The Division and the Center for  
25 Safer Schools shall collaborate with the Department of Public Instruction and the North Carolina  
26 911 Board in the design, implementation, and maintenance of the SRRMS."

27 **SECTION 7.** G.S. 115C-105.53(b) reads as rewritten:

28 "(b) The Department of Public Instruction, in consultation with the Department of Public  
29 Safety, shall develop standards and guidelines for the preparation and content of schematic  
30 diagrams and necessary updates. Local school administrative ~~units-units,~~ charter schools,  
31 regional schools, laboratory schools, and nonpublic schools may use these standards and  
32 guidelines to assist in the preparation of their schematic diagrams."

33 **SECTION 8.** This act becomes effective July 1, 2019, and applies beginning with the 2019-2020  
34 school year,  
35



# Bill Draft 2017-SAz-26: Expand Use/School Risk Management Plans.

2017-2018 General Assembly

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<b>Committee:</b>		<b>Date:</b>	May 3, 2018
<b>Introduced by:</b>		<b>Prepared by:</b>	Susan Sitze*
<b>Analysis of:</b>	2017-SAz-26		Staff Attorney

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**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:

1 A BILL TO BE ENTITLED  
2 AN ACT TO DEFINE SCHOOL SAFETY RESOURCE OFFICER AND REQUIRE  
3 TRAINING STANDARDS FOR THOSE OFFICERS.

4 The General Assembly of North Carolina enacts:

5 **SECTION 1.** Article 8C of Chapter 115C of the General Statutes is amended by  
6 adding a new section to read:

7 "§ 115C-105.57. School safety resource officer.

8 (a) A school safety resource officer is a law enforcement officer who is assigned to one  
9 or more public schools, at least 20 hours per week, to assist with school security, safety,  
10 emergency preparedness, emergency response or any other responsibility assigned by the school  
11 or law enforcement agency.

12 (b) All school safety resource officers must comply with any continuing education  
13 training requirements, as established by subsection (c) of this section. A law enforcement officer  
14 who did not serve as a school safety resource officer during the 2018-2019 school year shall also  
15 complete the initial training as established by subsection (c) of this section.

16 (c) The North Carolina Criminal Justice Education and Training Standards Commission  
17 and the North Carolina Sheriff's Education and Training Standards Commission, in collaboration  
18 with the Center for Safer Schools, shall establish initial training and continuing education  
19 standards for school safety resource officers. These standards shall, at a minimum, include  
20 diversity and equity, tactical, and mental health training."

21 **SECTION 2.** G.S. 17C-6(a) is amended by adding a new subdivision to read:

22 "(13) Establish initial training and continuing education training standards for  
23 school safety resource officers, as set forth in G.S. 115C-105.57."

24 **SECTION 3.** G.S. 17E-4(a) is amended by adding a new subdivision to read:

25 "(14) Establish initial training and continuing education training standards for  
26 school safety resource officers, as set forth in G.S. 115C-105.57."

27 **SECTION 4.** The North Carolina Criminal Justice Education and Training Standards  
28 Commission and the North Carolina Sheriff's Education and Training Standards Commission, in  
29 collaboration with the Center for Safer Schools, shall establish initial training standards for  
30 school safety resource officers no later than January 15, 2019.

31 **SECTION 5.** This act is effective when it becomes law and applies to school safety  
32 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

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<b>Committee:</b>	House House Select Committee on School Safety	<b>Date:</b>	May 4, 2018
<b>Introduced by:</b>		<b>Prepared by:</b>	Shawn Middlebrooks Staff Attorney
<b>Analysis of:</b>	2017-BQz-8A		

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**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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## Bill Draft 2017-BQza-9: Increase Funding for SRO Grant.

*2017-2018 General Assembly*

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<b>Committee:</b>	House House Select Committee on School Safety	<b>Date:</b>	May 3, 2018
<b>Introduced by:</b>		<b>Prepared by:</b>	Shawn Middlebrooks Staff Attorney
<b>Analysis of:</b>	2017-BQza-9		

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**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:

1 A BILL TO BE ENTITLED  
2 AN ACT DIRECTING THE CENTER FOR SAFER SCHOOLS TO DEVELOP A FACILITY  
3 VULNERABILITY ASSESSMENT TOOL AND DIRECTING LOCAL SCHOOL  
4 ADMINISTRATIVE UNITS TO COMPLETE A FACILITY VULNERABILITY  
5 ASSESSMENT FOR EACH SCHOOL BUILDING ANNUALLY.  
6 The General Assembly of North Carolina enacts:  
7 **SECTION 1.** Article 8C of Chapter 115C of the General Statutes is amended by  
8 adding a new section to read:  
9 **"§ 115C-105.52A. Facility vulnerability assessments.**  
10 **(a) At least once annually, each local school administrative unit shall require each school**  
11 **under its control to complete a facility vulnerability assessment for each school building.**  
12 **(b) The Center for Safer Schools, in collaboration with the Department of Public**  
13 **Instruction, Division of School Operations, shall develop a facility vulnerability assessment tool.**  
14 **This tool shall be used by local school administrative units when completing a facility**  
15 **vulnerability assessment."**  
16 **SECTION 2.** This act is effective when it becomes law. The Center for Safer Schools  
17 and the Department of Public Instruction, Division of Safe and Healthy Schools Support shall  
18 develop the facility vulnerability assessment tool by January 15, 2019. Each local school  
19 administrative unit shall require each school under its control to complete a facility vulnerability  
20 assessment for each school building before the end of the 2018-2019 school year and annually  
21 thereafter.

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## Bill Draft 2017-BNz-6: School Building Vulnerability Assessments.

*2017-2018 General Assembly*

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<b>Committee:</b>		<b>Date:</b>	May 8, 2018
<b>Introduced by:</b>		<b>Prepared by:</b>	Samantha Yarborough Staff Attorney
<b>Analysis of:</b>	2017-BNz-6		

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**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:

1 A BILL TO BE ENTITLED  
2 AN ACT DIRECTING EACH LOCAL BOARD OF EDUCATION TO ANNUALLY REPORT  
3 TO THE CENTER FOR SAFER SCHOOLS INFORMATION ABOUT SCHOOL  
4 RESOURCE OFFICERS AND DIRECTING THE CENTER FOR SAFER SCHOOLS TO  
5 ANNUALLY REPORT THE INFORMATION TO THE JOINT LEGISLATIVE  
6 EDUCATION OVERSIGHT COMMITTEE.  
7 The General Assembly of North Carolina enacts:  
8 **SECTION 1.** Article 8C of Chapter 115C of the General Statutes is amended by  
9 adding a new section to read:  
10 "**§ 115C-105.57. School resource officer reports.**  
11 (a) Each local board of education shall report by September 15, 2018, and annually  
12 thereafter, in writing to the Center for Safer Schools the number of school resource officers and  
13 the placement of each school resource officer in the local school administrative unit. This report  
14 shall include the source of funding and method of employment for each school resource officer  
15 position.  
16 (b) The Center for Safer Schools shall report by November 15, 2018, and annually  
17 thereafter, to the Joint Legislative Education Oversight Committee an executive summary and  
18 the disaggregated data for each local school administrative unit regarding the information  
19 reported by the local boards of education pursuant to subsection (a) of this section."  
20 **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

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<b>Committee:</b>		<b>Date:</b>	May 8, 2018
<b>Introduced by:</b>		<b>Prepared by:</b>	Samantha Yarborough Staff Attorney
<b>Analysis of:</b>	2017-BNz-7		

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**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.