



GCC Special Committee on School Shootings

Governor's Crime Commission
December 6, 2018

Process

- ▶ Special Committee Meetings (April – October)
- ▶ Public Forums (November)
- ▶ Governor's Crime Commission (December)

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Guiding Principles

- ▶ **School Safety begins with “I”:**

“I” (meaning everyone, including law enforcement and school personnel, students and parents) have responsibility for keeping schools safe

Input from everyone is needed as putting together different perspectives enhances understanding

Integrity in conduct and practices is valued and practiced

Involvement in multiple approaches is essential as the “causes” of school violence are multiple in nature

Guiding Principles

Integrated approaches are best...ones that are based in cooperation and collaboration

Information sharing is critical and providing methods for information sharing is key to effective communication

Improvement in current practices as well as Innovative new practices should be supported when evidence of effectiveness is provided

Investigative approaches are valuable in preventing school violence

Intentional efforts help with preventing school violence and preventing school violence is the best way to make schools safer

Decision Drivers

Consistency

Standardization

Uniformity

Common Sense

Themes

- ▶ **Training (Ensure SROs are adequately trained to serve as resources for their schools.)**
- ▶ **Physical Security (Integrate security practices, policies, special technologies, and building/code requirements into current practices to enhance security.)**
- ▶ **Threat Intelligence/Assessment (Enhance prevention strategies by focusing on early stage threat identification, assessment, and response.)**
- ▶ **School-Law Enforcement Partnerships (Improve communication and coordinate efforts in line with their identified roles and responsibilities.)**
- ▶ **Possible Statute Changes (Address gaps in proposed / current statutes and make recommendations to eliminate gaps and improve proposed/current statutes.)**
- ▶ **Other**

Training

Support Training & Standards changes in SRO training and recommend that qualified personnel be able to train SROs with the NC Justice Academy course at community colleges and other venues as long as qualified trainers and approved materials are used. (NOTE: Qualified trainers are those recognized by the NCJA and meet standards that reflect being certified instructors, completion of SRO training, and completion of train-the-trainer training.)

Training

Enhance mental health training for SROs, including but not limited to community specific Crisis Intervention Training.

Training

Enhance SRO training with FERPA training as described by the NC School Boards Association. Recommend that NCSBA work with the NC Justice Academy to develop strategy for this so that it is taught as part of SRO training.

NOTE: Generating awareness and understanding of HIPAA in SRO training should also take place per DHHS input.

Training

Engage professionals from various disciplines (law, education, social work, mental health) to develop a best practices model for distinguishing the difference between bad behavior and criminal conduct. Include results as a part of SRO training and training of educators.

Training

Endorse law enforcement training that reflects best practices and prepares law enforcement for immediate “no waiting” active shooter response. This includes single responder to active shooter incident.

Training

Train SROs to be able to teach the schools to which they are assigned how to respond (run, hide fight) to an active shooter crisis and strategies to implement as the initial responders to help mitigate casualties.

Physical Security

Require vulnerability assessments to be done. Such needs assessments should consider the placement and use of equipment such as metal detectors, alarm systems, hardened entrances, visible signage, and cameras / video surveillance. (NOTE: metal detectors should NOT be manned by SROs. Camera placement should be considered in all parts of a school, including classrooms.) Such assessments should also note single access policies and controls that are in place at each school.

Physical Security

Employ Crime Prevention Through Environmental Design (CPTED) and its four principles (natural surveillance; natural access control; territorial reinforcement; maintenance) to “harden” schools that are being built or renovated. Consider the development of code specifications that recognize “security certification” of schools. Review and designation of such certification shall be done by third parties.

Physical Security

Enhance active shooter drills and require that local schools, law enforcement agencies, and emergency responders work together on such drills. Local authorities (local schools, law enforcement agencies, and emergency responders) shall together determine whether and to what extent students participate. These same authorities shall decide together what drill approach to practice which, at a minimum, shall be a table top exercise with walk throughs, partial drills, or full drills considered and full drills the preferred approach. Note also that having more than one drill per year is recommended in order to prepare for possible incidents. A monitoring and reporting process to document these drills needs to be established.

Threat Intelligence/Assessment

Support individual school multidisciplinary Threat Assessment Teams (TATs) which should include certified personnel. If no law enforcement (SRO) is assigned to the school, non-school-based law enforcement should be included on the TAT. TATs shall be set up to meet at regular (suggested weekly) intervals in order to share information and generate awareness as to possible threats. Encourage connecting to treatment and ensuring involvement with behavioral health providers for threat assessment teams.

Threat Intelligence/Assessment

Support Statewide Tip Line Application or tip lines / apps established through local cooperation. Any threats received through such tip lines /apps or other reporting media shall be immediately shared with the appropriate responding local law enforcement agency/cies. Consider how these reporting media can link to the SBI. Establish an education campaign about the tip lines / apps so that the entire school community is aware of and can access them to report concerns.

NOTE: The Say Something Anonymous Reporting System (SS-ARS) from Sandy Hook Promise is available now and public forum participants strongly suggested that it be researched as an immediate option for reporting. Materials are being provided to the Special Committee.

Threat Intelligence/Assessment

Address mental health needs through a continuum approach from early warning signs to mental health services and require that school, law enforcement, students, and parents / families be made aware of the continuum. Emphasize the importance of reporting early warning signs to the TATs which, by definition, will ensure that law enforcement is made aware early when concerns arise. Emphasize how bullying is a warning sign and require that it must be addressed through school policy and discipline.

Threat Intelligence/Assessment

Include students in school safety conversations, planning, and training with designing the involvement according to age/grade appropriateness. Important to note that certain types of tactical information shall not be shared or made public.

School - Law Enforcement Partnerships

Support FERPA training for all school and law enforcement personnel per suggestions offered by the NC School Boards Association. Include a component of parental / family awareness regarding FERPA and its exceptions.

School - Law Enforcement Partnerships

Identify opportunities to expand information sharing within the interpretation of FERPA and HIPAA guidelines to allow sharing of critical information with agencies that have jurisdiction over programs that can be beneficial to our children. These can include, but are not limited to, the improved sharing of information and data from school to school and the court system to the schools.

School - Law Enforcement Partnerships

Recommend that SRO programs operate with current signed MOUs that are based on model MOUs. Such MOUs should delineate the roles and responsibilities of school personnel and SROs as they work together. They should specify to the extent possible the fine line that separates school discipline from statutes. And they should address all SRO equipment needs especially given that continuing challenges with communications equipment in schools throughout the State exist and need to be addressed through funding, training, and school building renovations.

School - Law Enforcement Partnerships

Support the School-Justice Partnerships as a mechanism for dialog and cooperative decision making.



School - Law Enforcement Partnerships

Improve school violence incident data collection and data sharing so that education and law enforcement officials at the state level have a consistent set of definitions and data to use as they work together on future safe school efforts. Explore incorporating “averted school violence incident” data into reporting to identify prevention strategies that work in North Carolina.

Possible Statute Changes

Consider new legislation: Recommend full funding for an SRO position with equipment to be assigned to each school in North Carolina.

NOTE: See alternative recommendation in “OTHER” section.

NOTE: There is recognition that SROs need to be part of multifaceted approaches to making schools safer and that evaluations of SRO programs need to be conducted.

Possible Statute Changes

Support unpassed* Safe Schools Legislation:

Vulnerability Assessments

Threat Assessment Teams (The proposed legislation may require some clarification regarding the type of information which may be shared under subsections (g) 1 and 2. For example, other than criminal history and health, juvenile court files may contain other information putting a child at risk which may not be available to school officials (unhealthy associations, gang affiliations etc.))

Data/incident reporting (work to strengthen this)

Extreme Risk Protective Orders/Gun Violence Protective Orders legislation (Work with law enforcement and relevant constituencies to develop a version of Extreme Risk Protective Order legislation with a chance of passage in NC.).

*NOTE: Not all unpassed legislation was considered by the Special Committee given its limited time to conduct business. Several pieces of unpassed legislation were mentioned at public forums.



Possible Statute Changes

From the Governor's 2018-2019 budget:

Support Youth Mental Health: Adds \$55 million for mental health personnel and training, including \$40 million for local school districts to hire more nurses, counselors, psychologists, and social workers who directly support student mental health, and \$15 million for innovative, evidence-based programs including training to help teachers, school staff, and mental health professionals identify and respond to student mental health challenges.

Other

If not willing to pursue an SRO in every school, recommend the state push the issue of SROs in elementary schools, even if it is one SRO per three or four elementary schools. This would improve security and allow for the elementary schools to have a resource to call on instead of always relying on middle and high school SROs and taking them away from their perspective schools.

Support Center for Safer Schools (CSS). Require that CSS, DPS, DOJ, and DHHS collaborate on school safety issues so that all relevant state agencies work together to make North Carolina schools safer.

Develop NC specific resources for safer schools: Threat Assessment guide.

Use state resources to identify and provide threat assessment teams with a universal and effective mental health screening tool, which would evaluate students on an individual basis and allow the school to take personalized preventive action.

Other

Implement a re-entry school assessment for students that commit violent crimes in our communities (away from the school setting). A re-entry assessment of the student prior to returning to the school environment could give the school an opportunity to put measures in place around the student to help mitigate these acts occurring on school grounds. Some measures could be anywhere from searches of the student by administration to requiring the student to submit to checking in with administration or counselors for further follow ups and/or making his/her discipline a higher level for future school violations. This would also give the principals more knowledge and understanding of a student's behavior and risk of incidents within their schools. These reentry assessments could also be incorporated within a school-based threat assessment tool.

Other

Review the upcoming report (January 2019) regarding the Parkland, FL, shooting and assess where gaps exist in the State's school safety efforts in order to develop a plan to address the gaps.

Other

Support legislation identifying gaps in the Juvenile Justice Reinvestment Act (aka, “Raise the Age”). Monitor and lobby for full funding of the act as established in existing fiscal notes. Adequate mental health counseling and other effective programs for at risk youth must be fully funded if the threat assessment and school/law enforcement partnerships are to be effective.

Other

Support by legislation/administrative rule changes expanding existing tools and new tools assisting schools in dealing with disruption not arising to the level of criminal conduct (including sanctions for neglectful parents).

Support legislation on impersonating a teacher, school staff member, or principal over electronic means or computer. We have had a few cases of someone sending e-mails to others as if they were coming from a teacher in hopes of disrupting the school setting and/or causing undue harm to their intended victim. In each of our incidents there was no statute to support an investigation or criminal charges.

Provide some model policies for conducting searches for weapons and drugs.

Other

Expand programs that emphasize character education as part of school violence prevention efforts (e.g., John Blake's Center of Light programming for at risk student).

Create a safe school certification program. (In 2013, Texas created a school safety certification program. The Texas School Safety Center awards certificates to schools that meet certain safety requirements outlined by the Center. Some of the requirements include creating emergency plans and holding emergency drills. This might be a way to encourage compliance with certain provisions without passing a host of new state laws. (NOTE: North Carolina had a similar program in place when Critical Incident Response Training was emphasized in the early 2000s.))

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