# 2022-2023
# Consolidated Data Report

Mrs. Karen W. Fairley – Executive Director, Center for Safer Schools*

# Statutory Requirements

- §115C-12(21): Monitor and compile an annual report on acts of violence in the public schools

- §115C-12(27): Report by March 15 of each year to the Joint Legislative Education Oversight Committee on the numbers of students who have dropped out of school, been subjected to corporal punishment, been suspended, been expelled, been reassigned for disciplinary purposes or been placed in an alternative program

# SBE Strategic Priorities

- Goal 1 – Eliminate opportunity gaps by 2027
- Objective 1 – Decrease the number of exclusionary discipline practices by subgroup
- Objective 4 – Decrease the high school dropout rate for each subgroup

# Center for Safer Schools Duties

- Training & Professional Development
  - Mental Health First Aid
  - RISE Back to School Safety Summit
- Technical Assistance
  - State Emergency Response Application
  - School Risk Management Plan
- Resources
  - School Safety Grants (annual)
  - School Resource Officer Grants (recurring)

# Center for Safer Schools Duties

- Collect, Analyze & Disseminate
  - Crime and violence, suspension and expulsion, use of corporal punishment, and reassignments for disciplinary reasons are primary collected through PowerSchool's Incident Management Module and submitted through the State Discipline Report.
  - Data on alternative learning program placements are collected in PowerSchool through Special Program Enrollment and submitted through the State Alternative Learning Program Report.
  - Dropout Data are collected from student enrollment records and submitted through the State Dropout Data Collection Report.
- Collaborate & Coordinate
  - Data consolidation and verification procedures were handled by NCDPI.
  - The Center for Safer Schools and the Office of Data, Reporting and Privacy authored the General Findings and compiled the report.

# About the Numbers

- Beginning in early 2021, Center for Safer Schools worked diligently to improve consistencies in incident reporting across public-school units.
- This meant:
  - Creating guidance and standard definitions for system codes
  - Producing 15+ hours of recorded videos to walk PSUs through how to enter data; common mistakes when reporting data; and best practices to avoid under- and over-reporting
  - Offering clear explanations and logic behind required reporting
  - Thoroughly checking data to ensure accuracy during manual entry

# What Has Been Done

- Center for Safer Schools held trainings for PSU staff on how to properly report incidents.
  - Sessions held at RISE Back to School Safety Summit and the SIS Conference
  - Trainings differentiated for administrators, data managers and data coordinators
  - Created a Canvas Course to house documentation and videos to outline best practices
- Expansion of Discipline Manual to serve as a more thorough reporting resource to PSUs
  - Now double the size it was prior to 2021
- As a result, PSUs are more aware of the proper reporting procedures

# What CFSS Is Doing

- Increased access to anonymous reporting
  - Say Something Anonymous Reporting System
- Threat assessment
  - House Bill 605 mandates threat assessment teams in all North Carolina schools starting in the 2024-25 school year
- Student engagement
  - Educating Kids About Gun and Gang Violence (EKG$^2$), SHINE/SEED, SAVE Promise Clubs

# What CFSS Is Doing

- Multidisciplinary Team
  - Supports CFSS initiatives by including subject matter experts to assist in identifying, developing or enhancing programs to meet our legislative requirements.
  - MDT and Parent Engagement Committee will help PSUs identify best practices
- Parent Engagement Committee
  - Composed of 24 parents – 3 from each of our 8 regions (2 from districts, one from charters per region)
  - Focuses on school safety but complements superintendent's Parent Advisory Commission (some are members of both)
- Discipline survey
  - Will be sent to PSUs this summer

# Consolidated Data Report

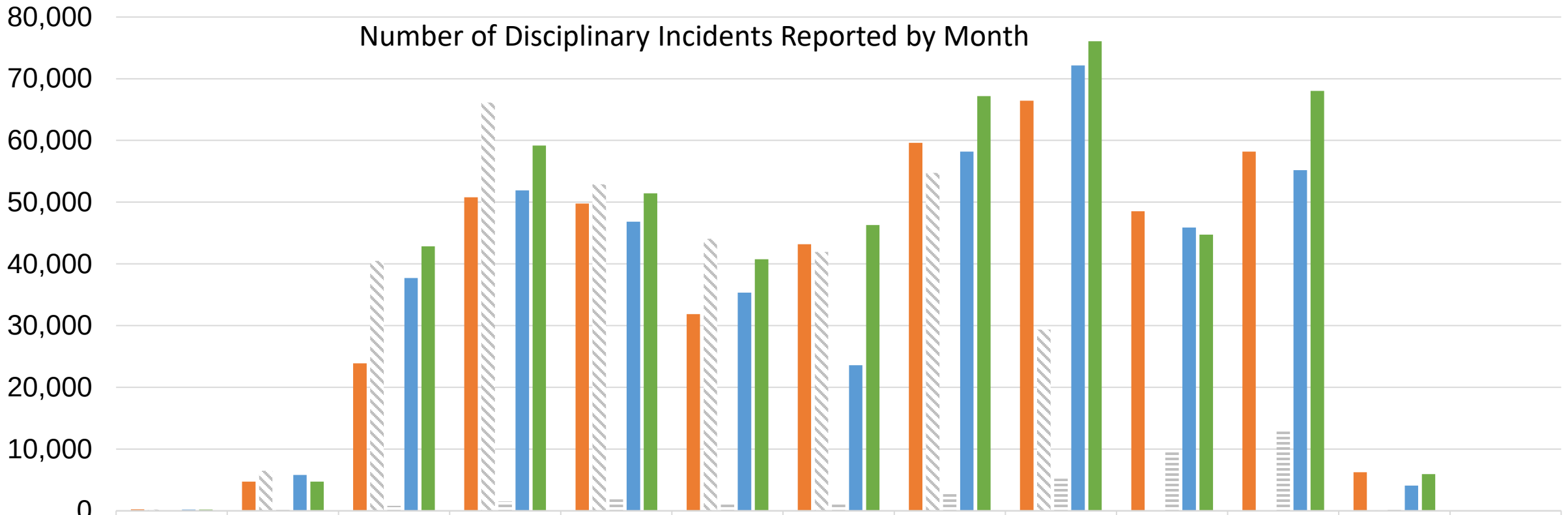
1. Annual Report of School Crime & Violence
2. Annual Report of Suspensions & Expulsions
3. Annual Report on the Use of Corporal Punishment
4. Annual Report on Reassignments for Disciplinary Reasons
5. Annual Report on Alternative Learning Placements
6. Annual Report on Dropout Rates

# Consolidated Data Report

***Changes and Updates***

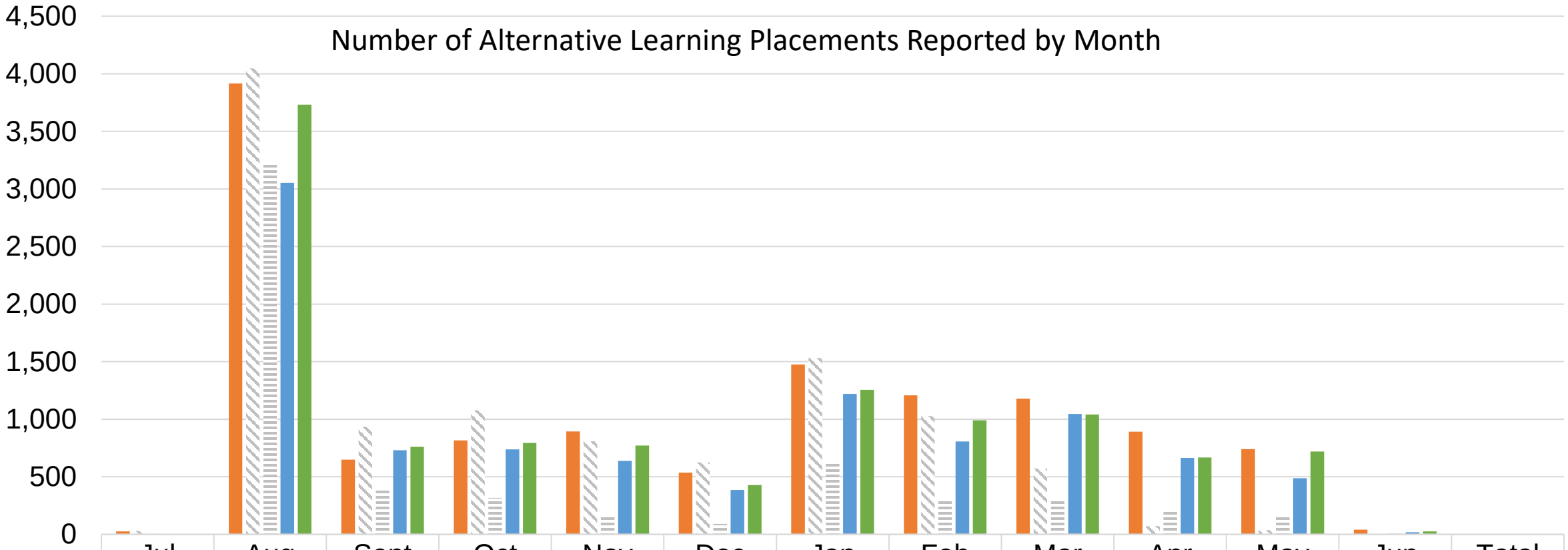
1. Included Students without Disabilities as a subgroup

# Introduction: Cautions and Limitations



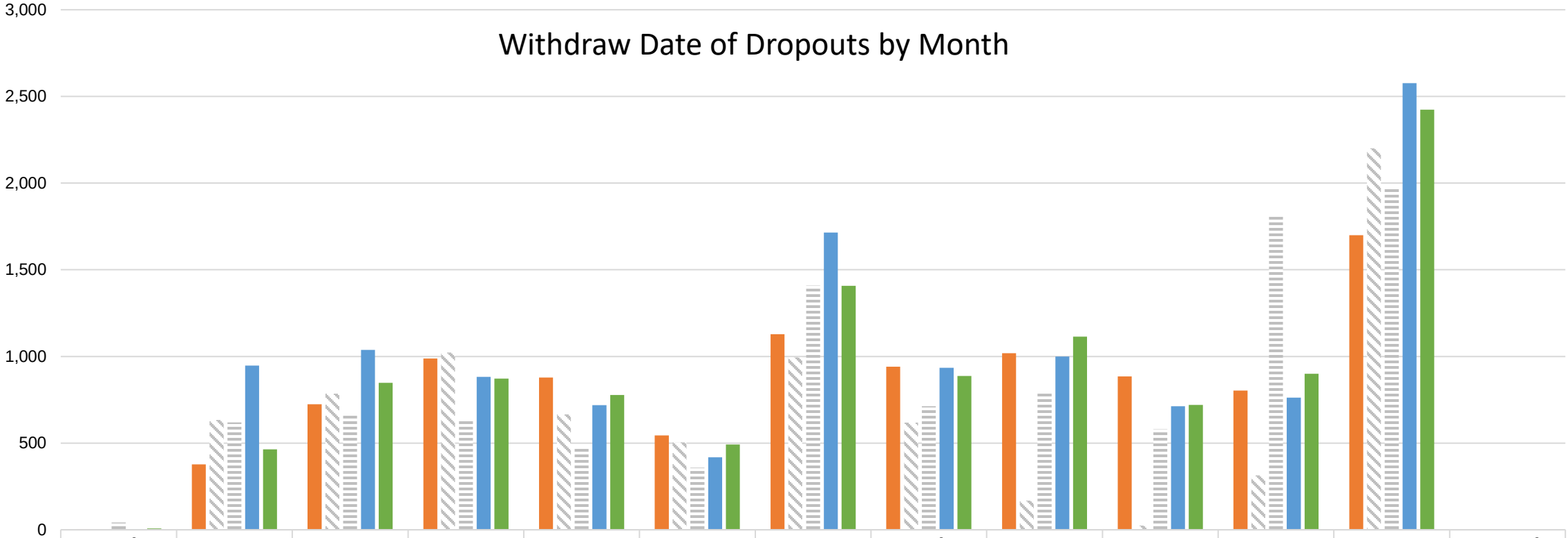

| | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | 212 | 4,702 | 23,880 | 50,793 | 49,771 | 31,874 | 43,192 | 59,609 | 66,440 | 48,513 | 58,184 | 6,249 | 443,419 |
| 2019-20* | 181 | 6,463 | 40,472 | 66,135 | 52,865 | 44,062 | 41,933 | 54,741 | 29,348 | 24 | 32 | 37 | 336,293 |
| 2020-21* | 5 | 216 | 795 | 1,499 | 2,088 | 1,352 | 1,270 | 2,725 | 5,189 | 9,785 | 12,951 | 567 | 38,442 |
| 2021-22 | 173 | 5,814 | 37,711 | 51,915 | 46,832 | 35,328 | 23,577 | 58,199 | 72,151 | 45,890 | 55,166 | 4,062 | 436,818 |
| 2022-23 | 176 | 4,704 | 42,855 | 59,180 | 51,437 | 40,764 | 46,287 | 67,177 | 76,077 | 44,732 | 68,034 | 5,926 | 507,349 |

# Introduction: Cautions and Limitations (cont.)



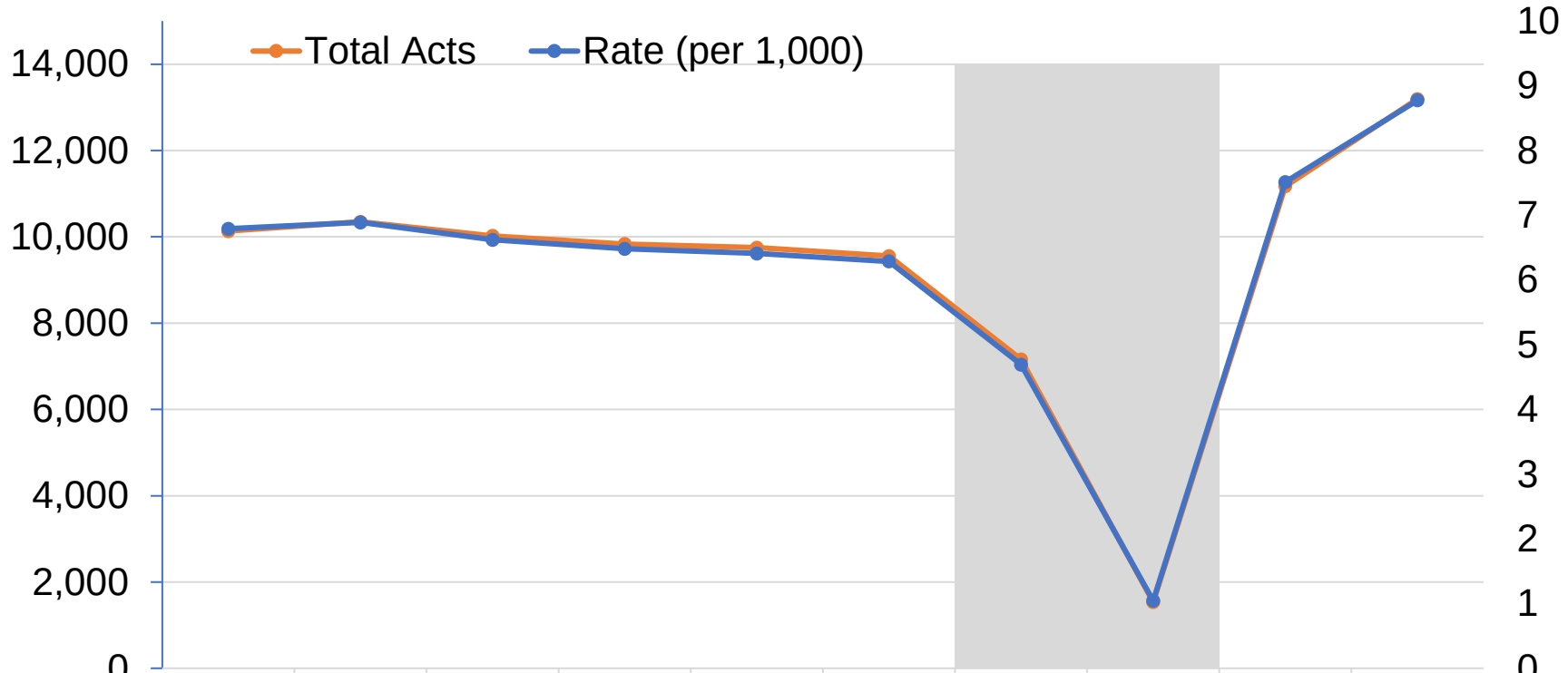

| | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | 25 | 3,916 | 648 | 816 | 893 | 536 | 1,474 | 1,207 | 1,178 | 891 | 740 | 40 | 12,364 |
| 2019-20* | 28 | 4,049 | 932 | 1,077 | 808 | 625 | 1,531 | 1,028 | 570 | 71 | 37 | 1 | 10,757 |
| 2020-21* | 2 | 3,211 | 392 | 317 | 167 | 90 | 630 | 287 | 288 | 210 | 167 | 4 | 5,765 |
| 2021-22 | 0 | 3,053 | 731 | 738 | 638 | 386 | 1,221 | 807 | 1,045 | 664 | 487 | 18 | 9,788 |
| 2022-23 | 1 | 3,732 | 760 | 794 | 772 | 427 | 1,255 | 990 | 1,040 | 668 | 720 | 25 | 11,184 |

# Introduction: Cautions and Limitations (cont.)




| | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | 4 | 377 | 724 | 988 | 878 | 545 | 1,128 | 941 | 1,019 | 885 | 803 | 1,699 | 9,991 |
| 2019-20* | 4 | 634 | 785 | 1,022 | 666 | 504 | 994 | 618 | 169 | 25 | 314 | 2,200 | 7,935 |
| 2020-21* | 43 | 620 | 672 | 641 | 479 | 358 | 1,409 | 713 | 794 | 580 | 1,818 | 1,964 | 10,091 |
| 2021-22 | 4 | 948 | 1,038 | 883 | 719 | 418 | 1,715 | 934 | 1,000 | 713 | 763 | 2,576 | 11,711 |
| 2022-23 | 8 | 464 | 848 | 872 | 778 | 492 | 1,407 | 888 | 1,114 | 721 | 900 | 2,423 | 10,915 |

# 1. Annual Report of School Crime & Violence




| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| Total Acts | 10,132 | 10,347 | 10,020 | 9,834 | 9,747 | 9,554 | 7,158 | 1,535 | 11,170 | 13,193 |
| Rate (per 1,000) | 6.79 | 6.89 | 6.62 | 6.48 | 6.41 | 6.29 | 4.69 | 1.04 | 7.51 | 8.77 |

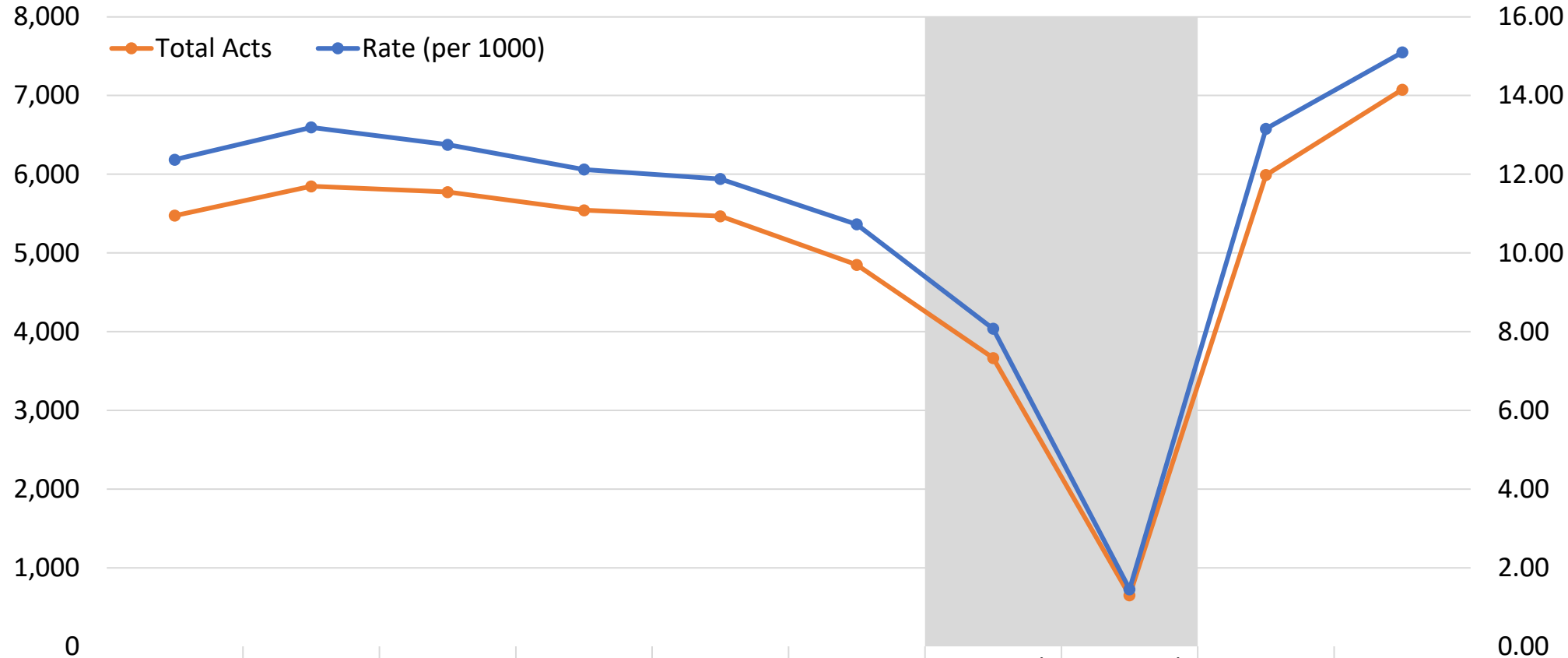
# 1. Annual Report of School Crime & Violence (cont.)

| Reportable Acts of Crime | Numbe 2022-23 |
|---|---|
| Possession of a Controlled Substance in Violation of Law (For a Minor) | 7,125 |
| Possession of a Weapon (Not a Firearm) | 3,171 |
| Assault on School Personnel | 1,482 |
| Possession of Alcoholic Beverage | 720 |
| Possession of a Firearm or Powerful Explosive | 199 |
| Assault Resulting in Serious Injury | 134 |
| Sexual Offense | 104 |
| Bomb Threat | 88 |
| Sexual Assault not including Rape or Sexual Offense | 79 |
| Assault Involving Use of a Weapon | 65 |
| Burning of a School Building | 17 |
| Robbery with a Dangerous Weapon | 7 |
| Death By Other Than Natural Causes | 1 |
| Taking Indecent Liberties with a Minor | 1 |
| Kidnapping | 0 |
| Rape | 0 |
| **Total Acts** | **13,193** |

# 1. Annual Report of School Crime & Violence (cont.)

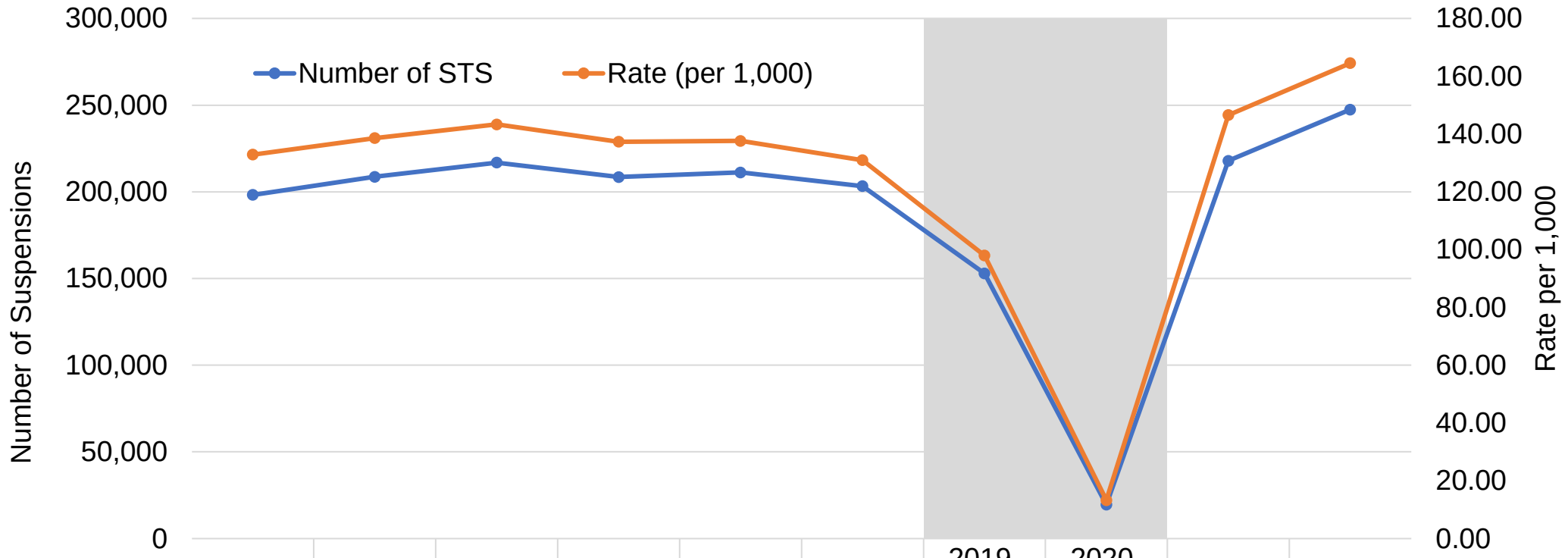
| Reportable Acts of Crime | Number of Acts | | |
|---|---|---|---|
| | 2018-19 | 2021-22 | 2022-23 |
| Possession of a Controlled Substance in Violation of Law (For a Minor) | 4,604 | 5,250 | 7,125 |
| Possession of a Weapon (Not a Firearm) | 2,053 | 3,292 | 3,171 |
| Assault on School Personnel | 1,495 | 1,374 | 1,482 |
| Possession of Alcoholic Beverage | 885 | 748 | 720 |
| Possession of a Firearm or Powerful Explosive | 124 | 161 | 199 |
| Assault Resulting in Serious Injury | 75 | 64 | 134 |
| Sexual Offense | 86 | 72 | 104 |
| Bomb Threat | 33 | 52 | 88 |
| Sexual Assault not including Rape or Sexual Offense | 139 | 78 | 79 |
| Assault Involving Use of a Weapon | 41 | 62 | 65 |
| Burning of a School Building | 12 | 12 | 17 |
| Robbery with a Dangerous Weapon | 1 | 3 | 7 |
| Death By Other Than Natural Causes | 0 | 1 | 1 |
| Taking Indecent Liberties with a Minor | 0 | 0 | 1 |
| Kidnapping | 3 | 1 | 0 |
| Rape | 3 | 0 | 0 |
| **Total Acts** | **9,554** | **11,170** | **13,193** |

# 1. Annual Report of School Crime & Violence (cont.)



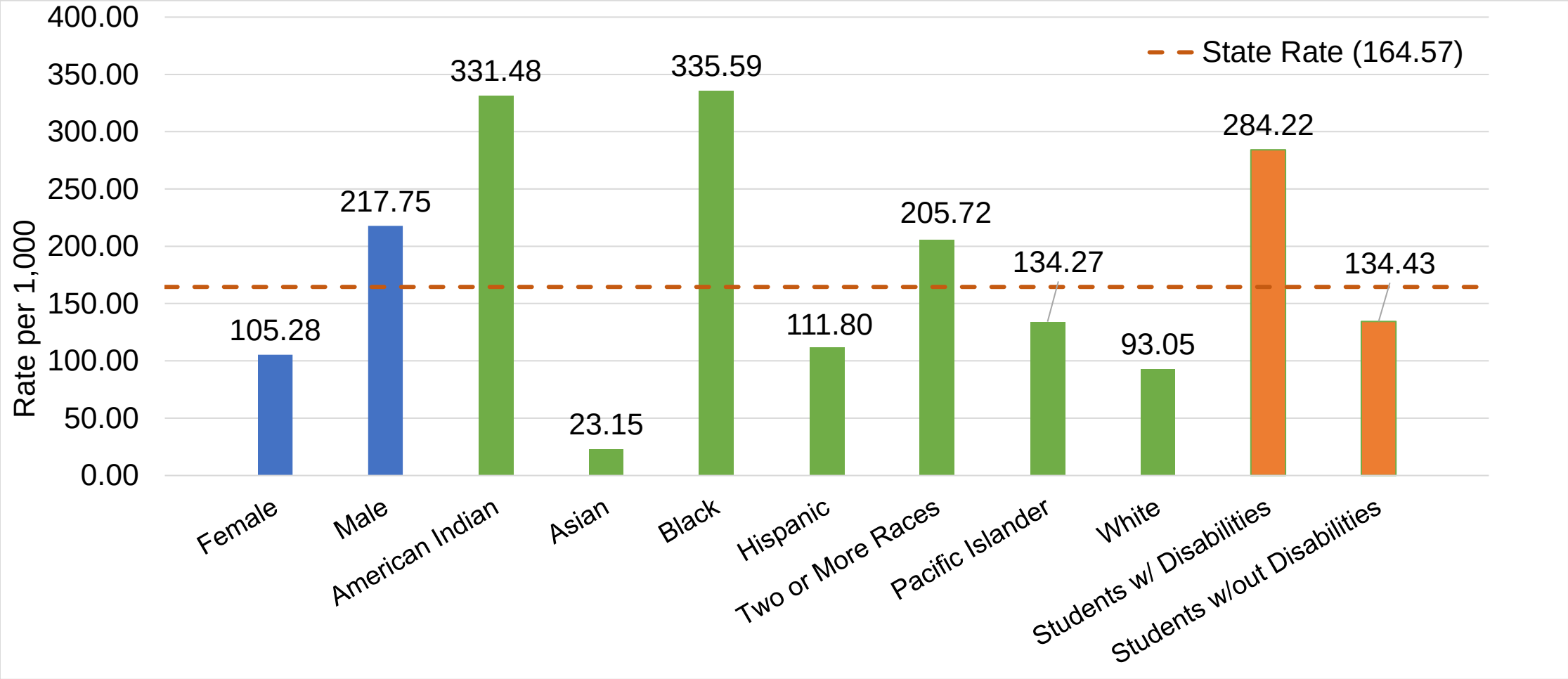

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| Total Acts | 5,475 | 5,847 | 5,774 | 5,543 | 5,466 | 4,850 | 3,665 | 650 | 5,991 | 7,075 |
| Rate (per 1000) | 12.37 | 13.19 | 12.75 | 12.12 | 11.88 | 10.73 | 8.08 | 1.46 | 13.16 | 15.10 |

# 2. Annual Report of Suspensions & Expulsions
## *Short-Term Suspensions*



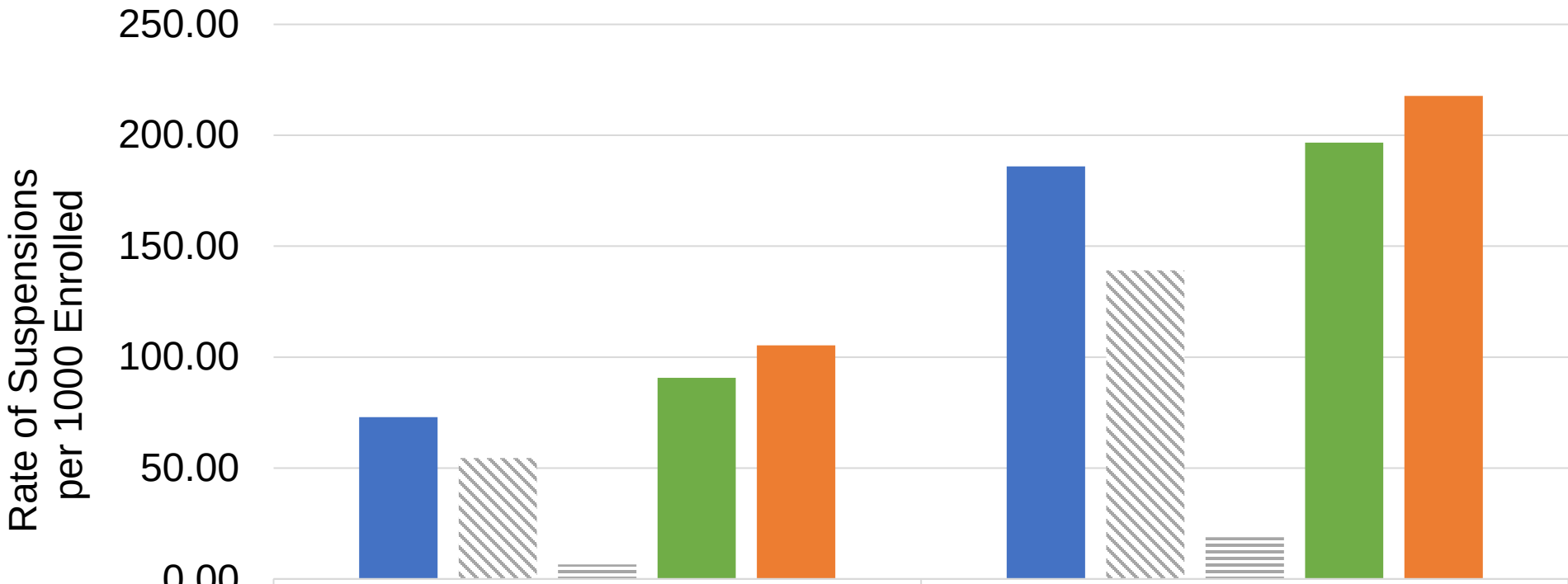

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of STS | 198,254 | 208,650 | 216,895 | 208,539 | 211,228 | 203,298 | 152,873 | 19,482 | 217,928 | 247,454 |
| Rate (per 1,000) | 132.89 | 138.60 | 143.35 | 137.34 | 137.62 | 130.95 | 97.97 | 13.26 | 146.57 | 164.57 |

# 2. Annual Report of Suspensions & Expulsions
## *Short-Term Suspensions (cont.)*



# 2. Annual Report of Suspensions & Expulsions

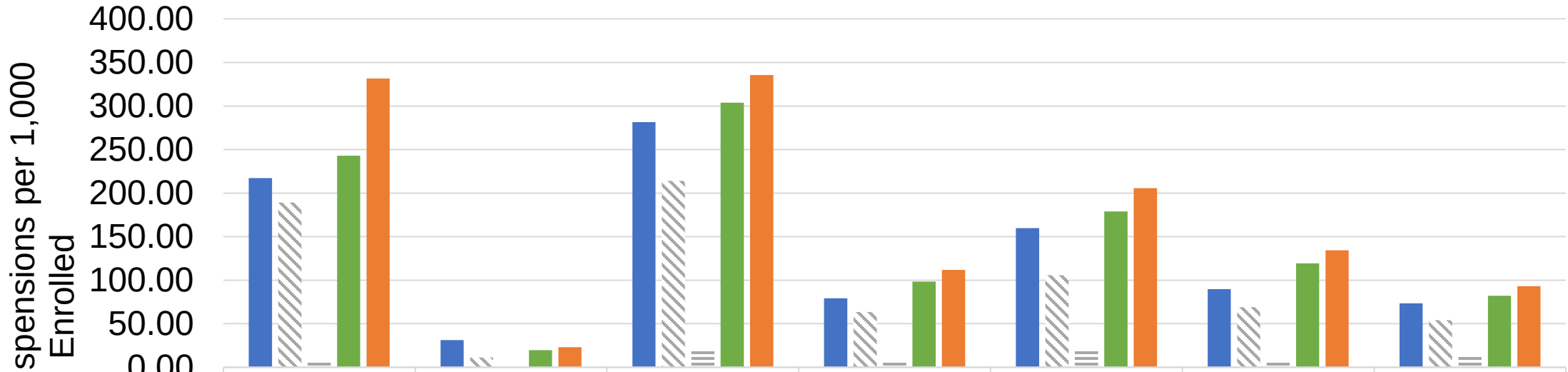
## *Short-Term Suspensions (cont.)*




| | Female | Male |
|---|---|---|
| 2018-19 | 73.00 | 186.00 |
| 2019-20* | 54.57 | 139.06 |
| 2020-21* | 6.60 | 18.84 |
| 2021-22 | 90.69 | 196.66 |
| 2022-23 | 105.28 | 217.75 |

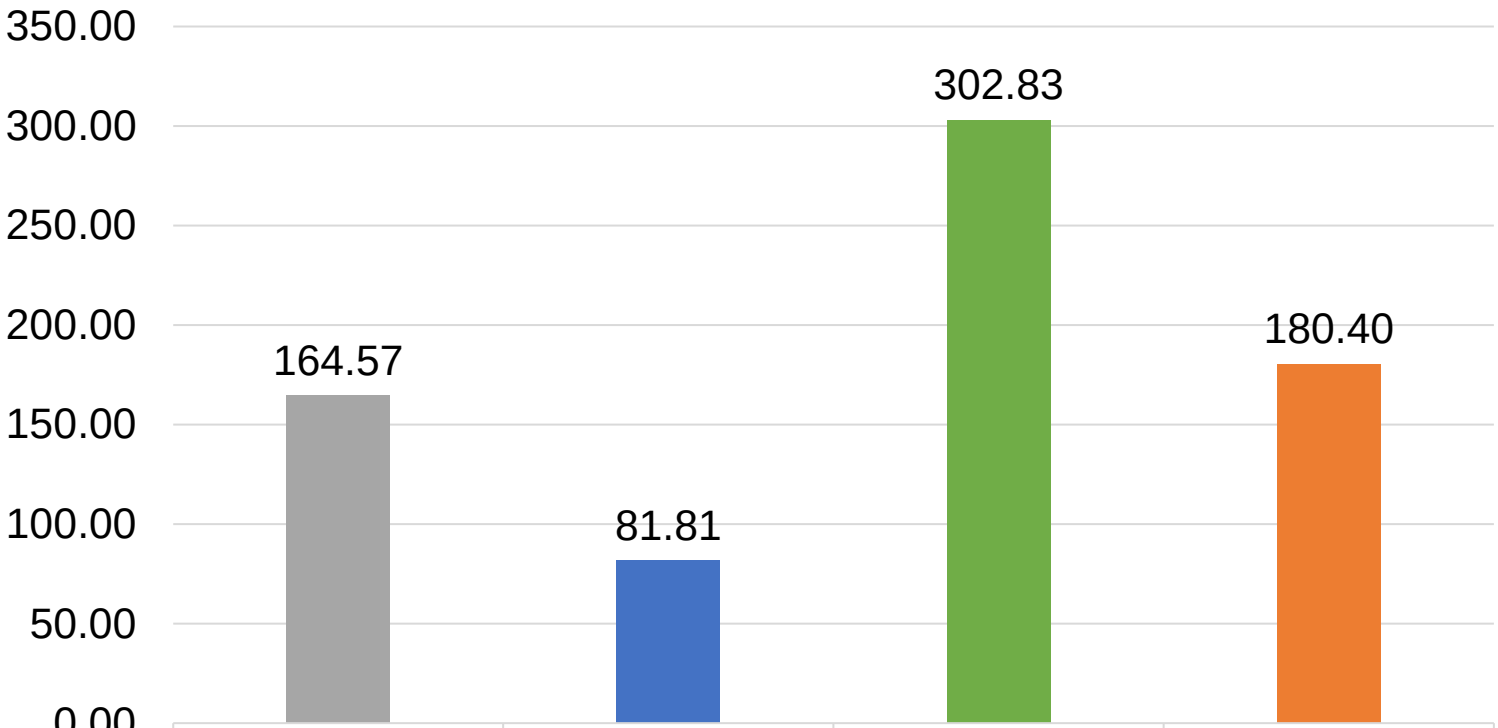
# 2. Annual Report of Suspensions & Expulsions

## *Short-Term Suspensions (cont.)*




| | American Indian | Asian | Black | Hispanic | Two or More Races | Native Hawaiian/ Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| 2018-19 | 217.34 | 31.18 | 281.62 | 79.12 | 159.68 | 89.86 | 73.56 |
| 2019-20* | 189.15 | 11.26 | 214.04 | 63.62 | 105.79 | 69.09 | 54.09 |
| 2020-21* | 6.69 | 1.56 | 18.72 | 7.89 | 18.80 | 6.22 | 12.22 |
| 2021-22 | 242.84 | 19.81 | 303.78 | 98.42 | 178.96 | 119.47 | 82.08 |
| 2022-23 | 331.48 | 23.15 | 335.59 | 111.80 | 205.72 | 134.27 | 93.05 |

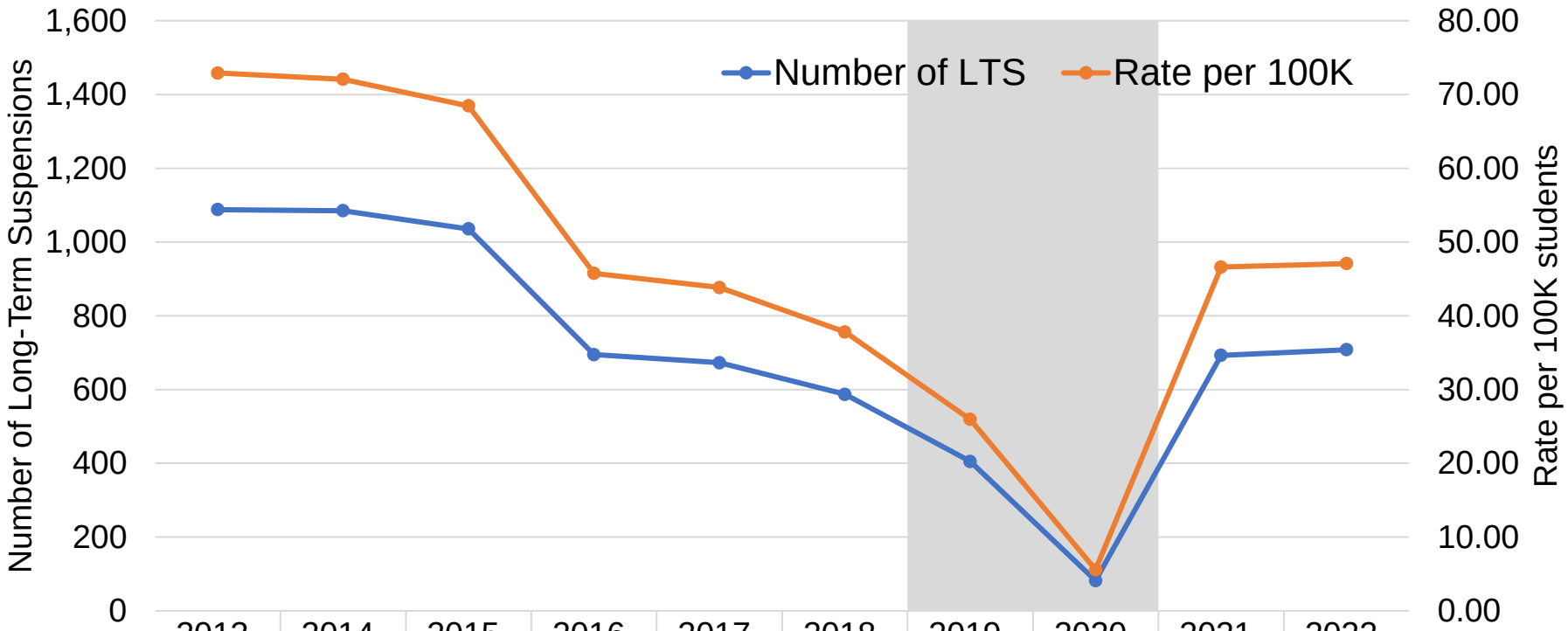
# 2. Annual Report of Suspensions & Expulsions
## *Short-Term Suspensions (cont.)*




| | All Students | Elementary Grades | Middle Grades | High School Grades |
|---|---|---|---|---|
| Rate per 1,000 Students | 164.57 | 81.81 | 302.83 | 180.40 |
| Number of Short-Term Suspensions | 247,454 | 55,715 | 107,199 | 84,539 |

# 2. Annual Report of Suspensions & Expulsions

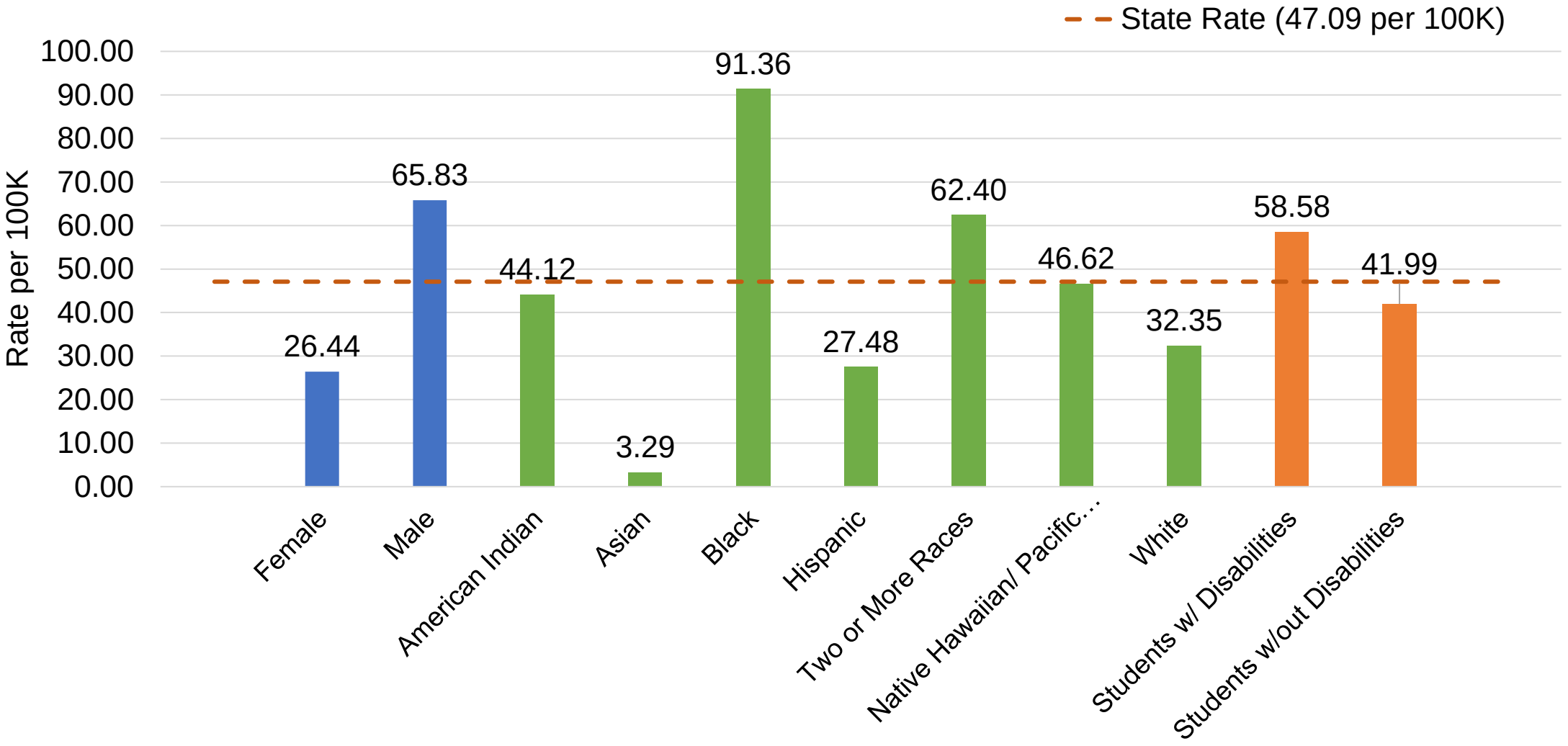
## *Long-term Suspensions*




| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of LTS | 1,088 | 1,085 | 1,036 | 695 | 673 | 587 | 405 | 82 | 693 | 708 |
| Rate per 100K | 72.93 | 72.08 | 68.47 | 45.77 | 43.85 | 37.81 | 25.96 | 5.58 | 46.61 | 47.09 |

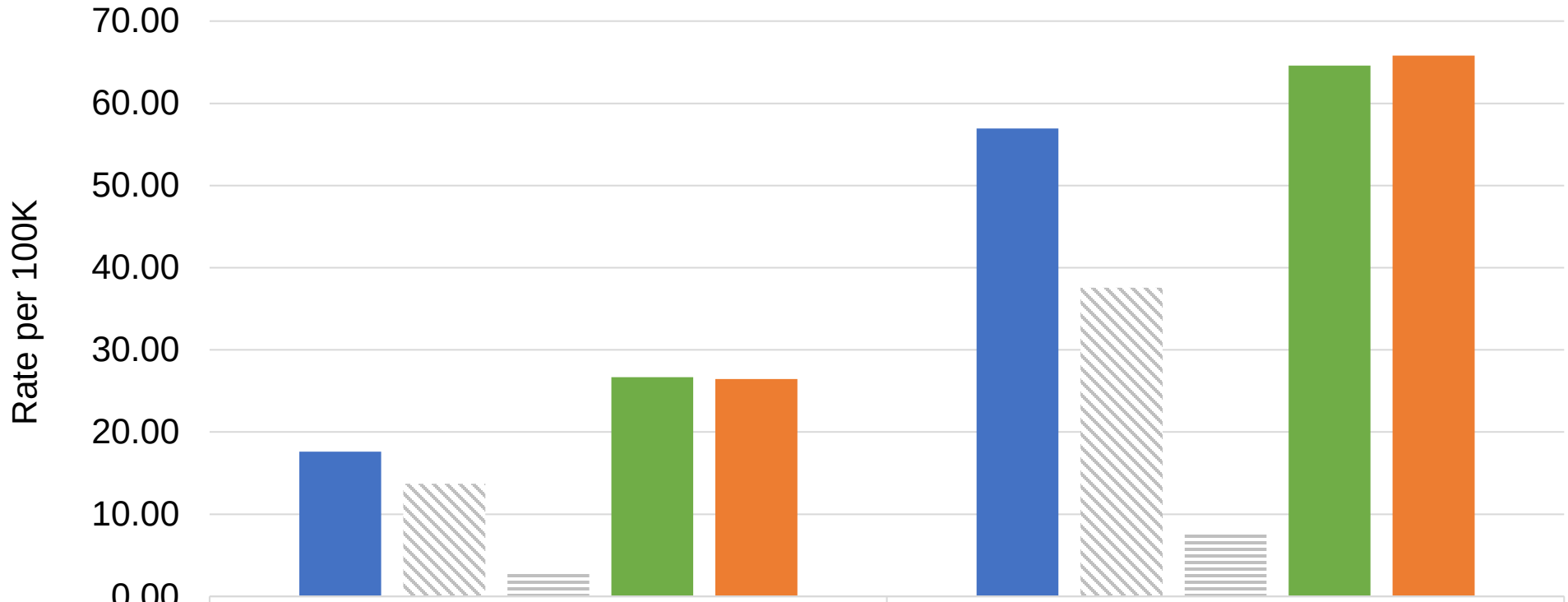
# 2. Annual Report of Suspensions & Expulsions

## *Long-term Suspensions (cont.)*



# 2. Annual Report of Suspensions & Expulsions

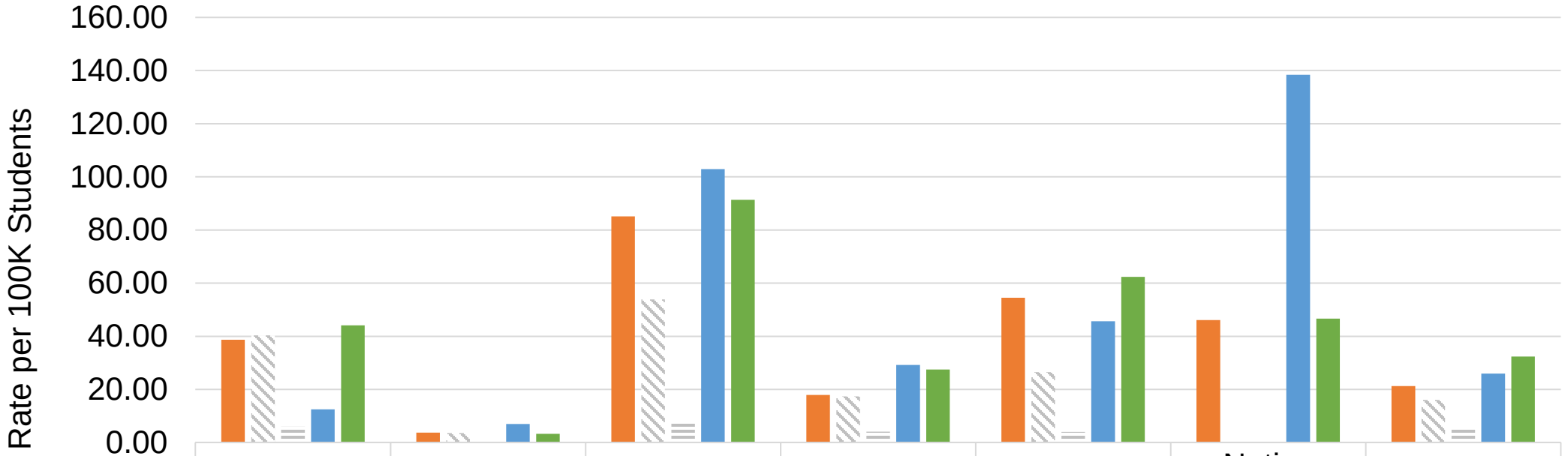
## *Long-term Suspensions (cont.)*




| | Female | Male |
|---|---|---|
| 2018-19 | 17.61 | 56.96 |
| 2019-20* | 13.71 | 37.55 |
| 2020-21* | 2.84 | 7.87 |
| 2021-22 | 26.69 | 64.60 |
| 2022-23 | 26.44 | 65.83 |

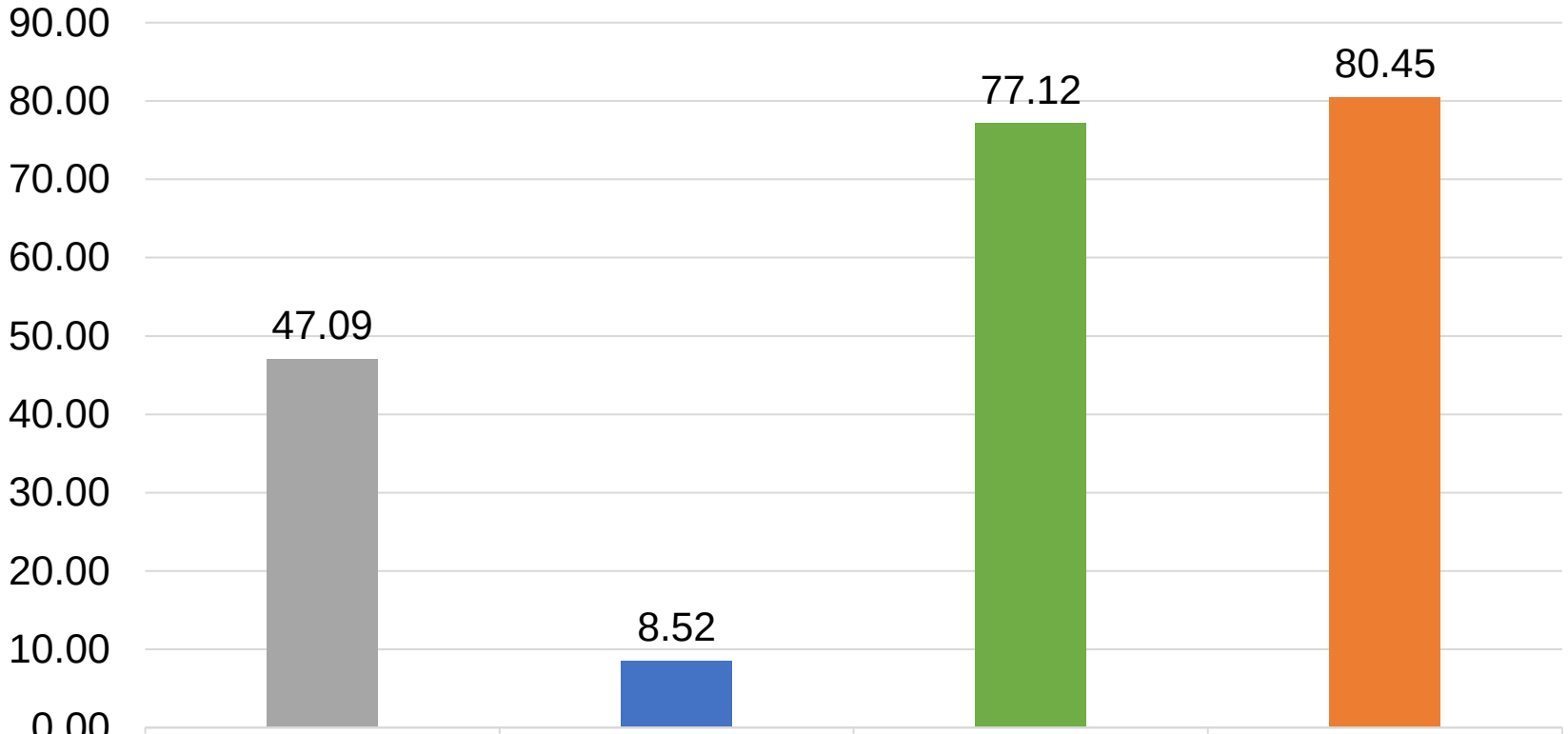
# 2. Annual Report of Suspensions & Expulsions

## *Long-term Suspensions (cont.)*




| | American Indian | Asian | Black | Hispanic | Two or More Races | Native Hawaiian/ Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| 2018-19 | 38.66 | 3.72 | 85.09 | 17.89 | 54.53 | 46.08 | 21.24 |
| 2019-20* | 40.34 | 3.60 | 53.84 | 17.42 | 26.50 | 0.00 | 16.04 |
| 2020-21* | 5.97 | 0.00 | 7.92 | 4.13 | 4.02 | 0.00 | 5.19 |
| 2021-22 | 12.54 | 6.96 | 102.93 | 29.23 | 45.67 | 138.38 | 25.96 |
| 2022-23 | 44.12 | 3.29 | 91.36 | 27.48 | 62.40 | 46.62 | 32.35 |

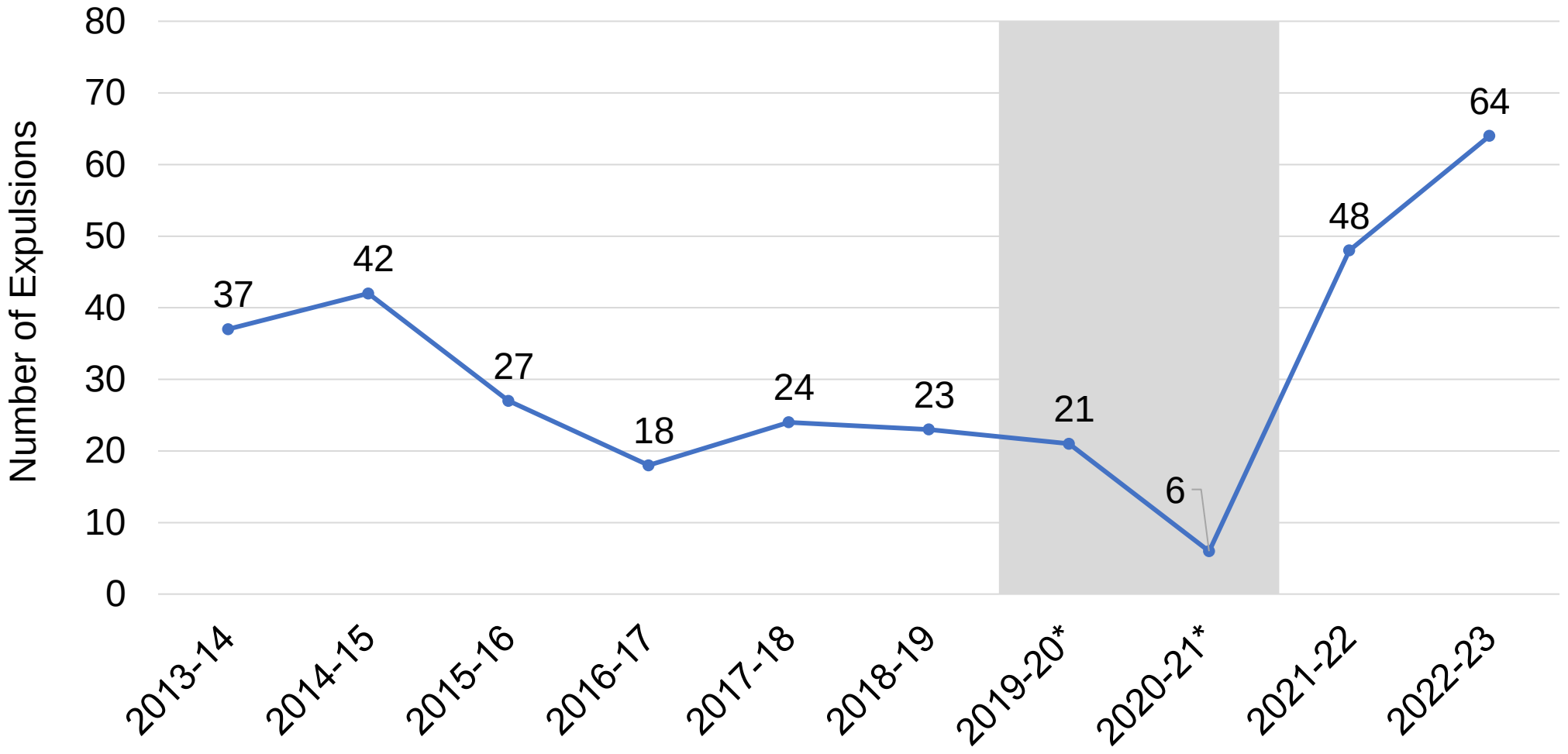
# 2. Annual Report of Suspensions & Expulsions
## *Long-term Suspensions (cont.)*




| | All Students | Elementary Grades | Middle Grades | High School Grades |
|---|---|---|---|---|
| Rate per 100K Students | 47.09 | 8.52 | 77.12 | 80.45 |
| Number of Long-Term Suspensions | 708 | 58 | 273 | 377 |

# 2. Annual Report of Suspensions & Expulsions

## *Expulsions*

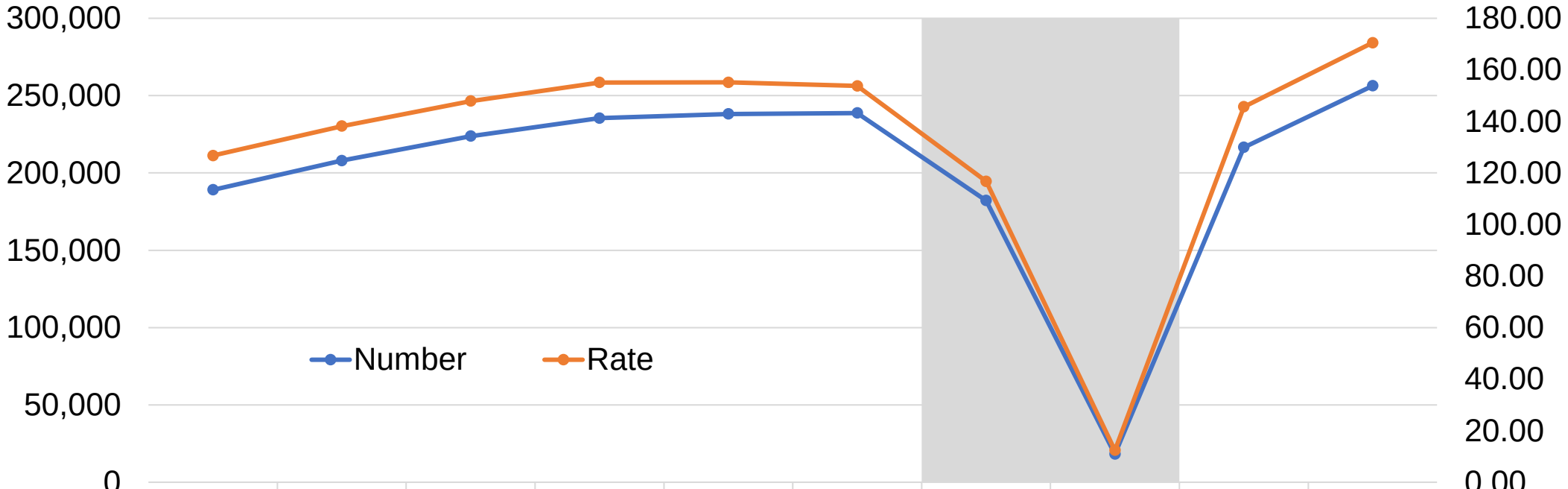


# 3. Annual Report on Use of Corporal Punishment

## *Uses of Corporal Punishment*

- In 2022-2023, for the fifth consecutive academic year, zero uses of corporal punishment were reported across the state.

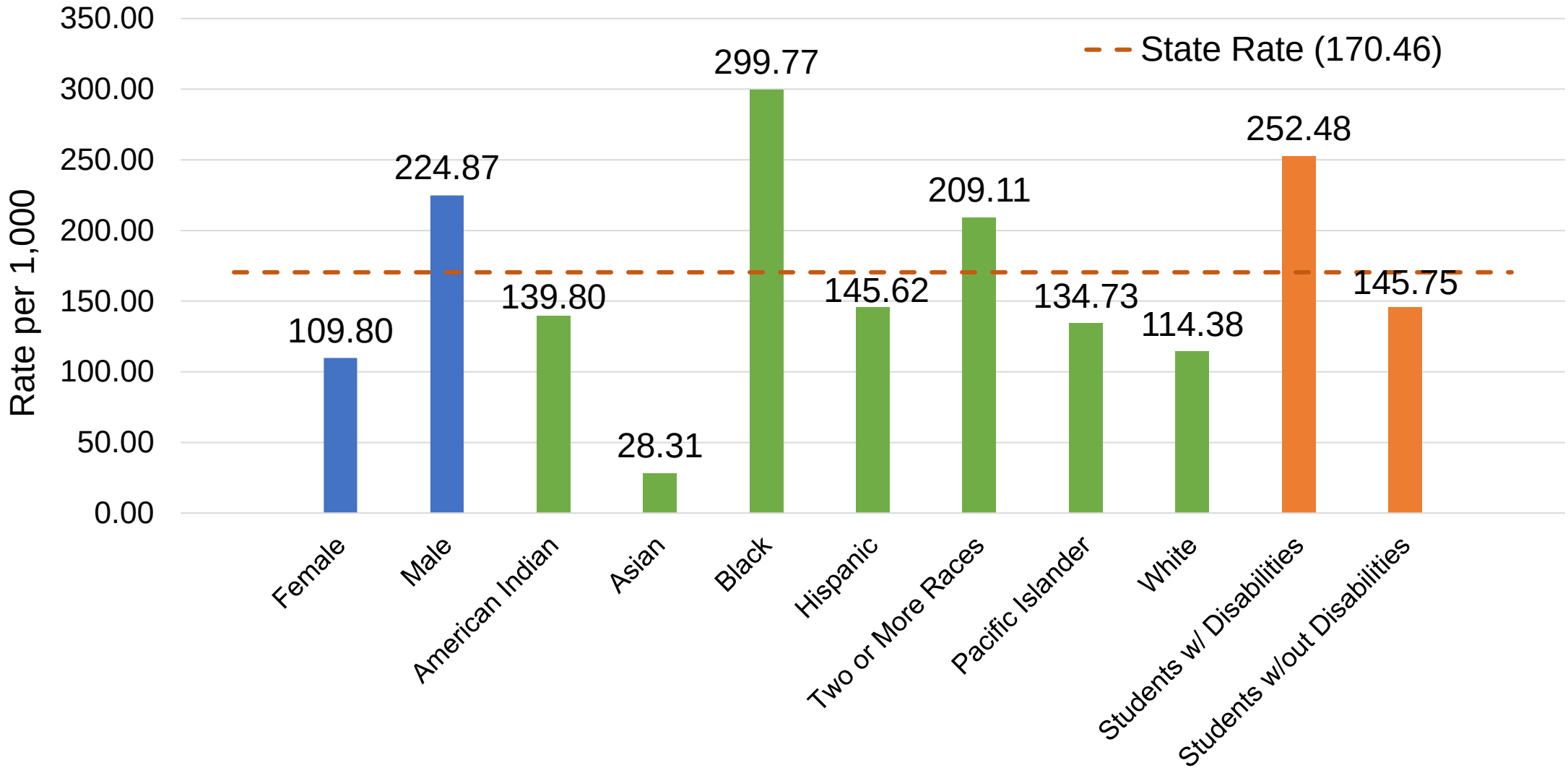
# 4. Annual Report on Reassignments for Disciplinary Purposes
## *In-School Suspensions*



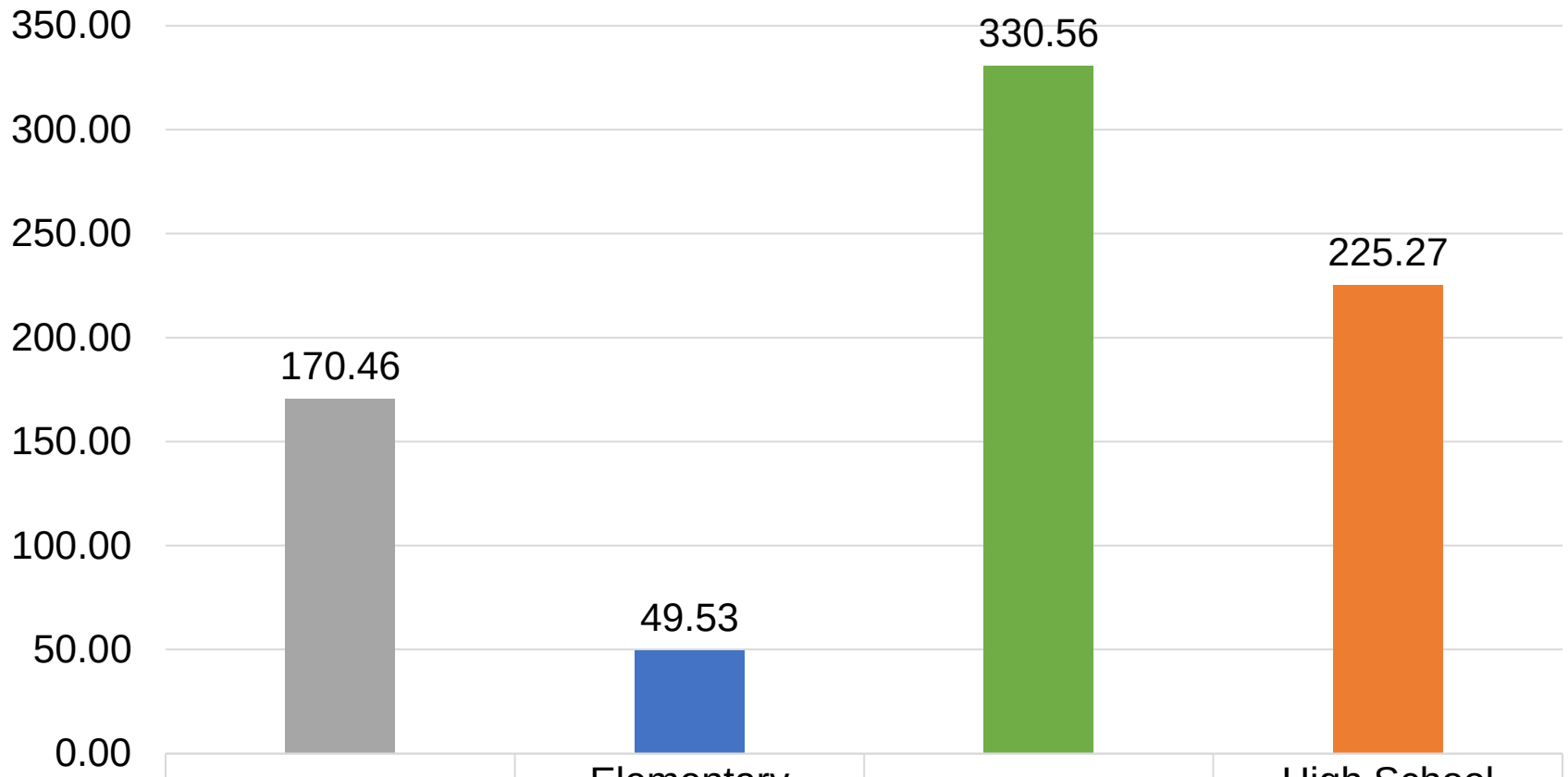

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number | 189,063 | 207,944 | 223,729 | 235,442 | 238,115 | 238,697 | 182,133 | 18,217 | 216,530 | 256,314 |
| Rate | 126.73 | 138.14 | 147.87 | 155.05 | 155.14 | 153.75 | 116.73 | 12.40 | 145.63 | 170.46 |

# 4. Annual Report on Reassignments for Disciplinary Purposes

***In-School Suspensions (cont.)***

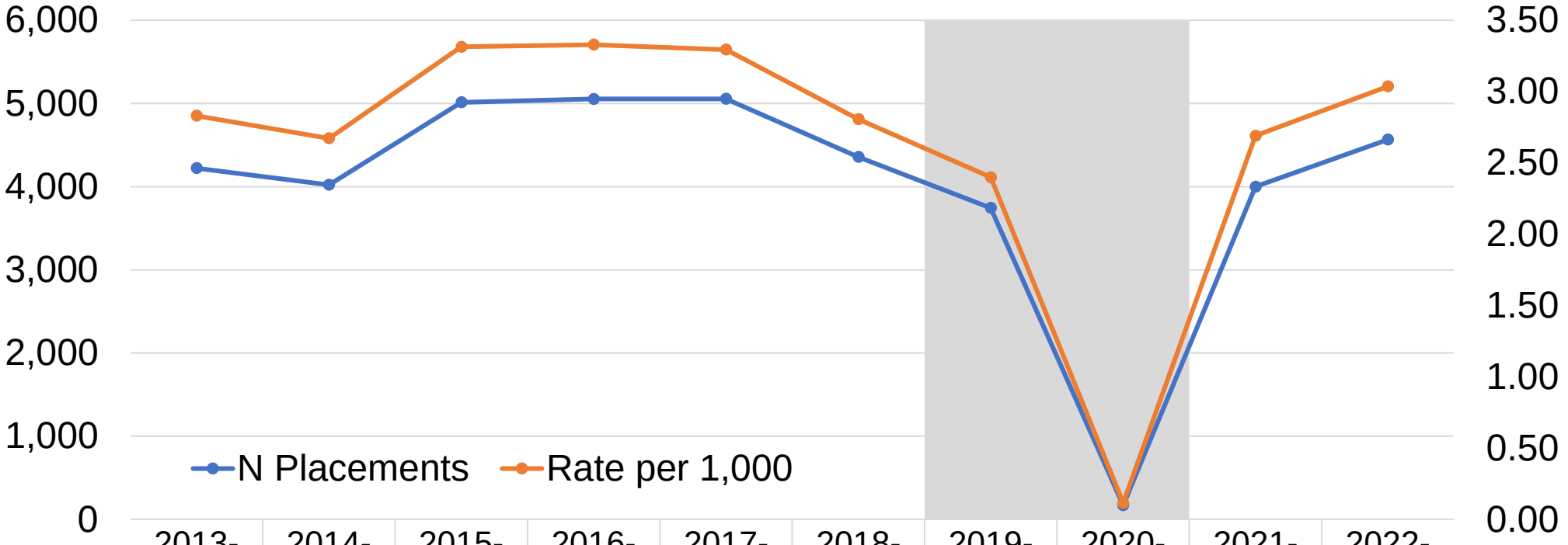


# 4. Annual Report on Reassignments for Disciplinary Purposes
## *In-School Suspensions (cont.)*




| | All Suspensions | Elementary Grades | Middle Grades | High School Grades |
|---|---|---|---|---|
| Rate per 1,000 Students | 170.46 | 49.53 | 330.56 | 225.27 |
| Number of In-School Suspensions | 256,314 | 33,734 | 117,016 | 105,564 |

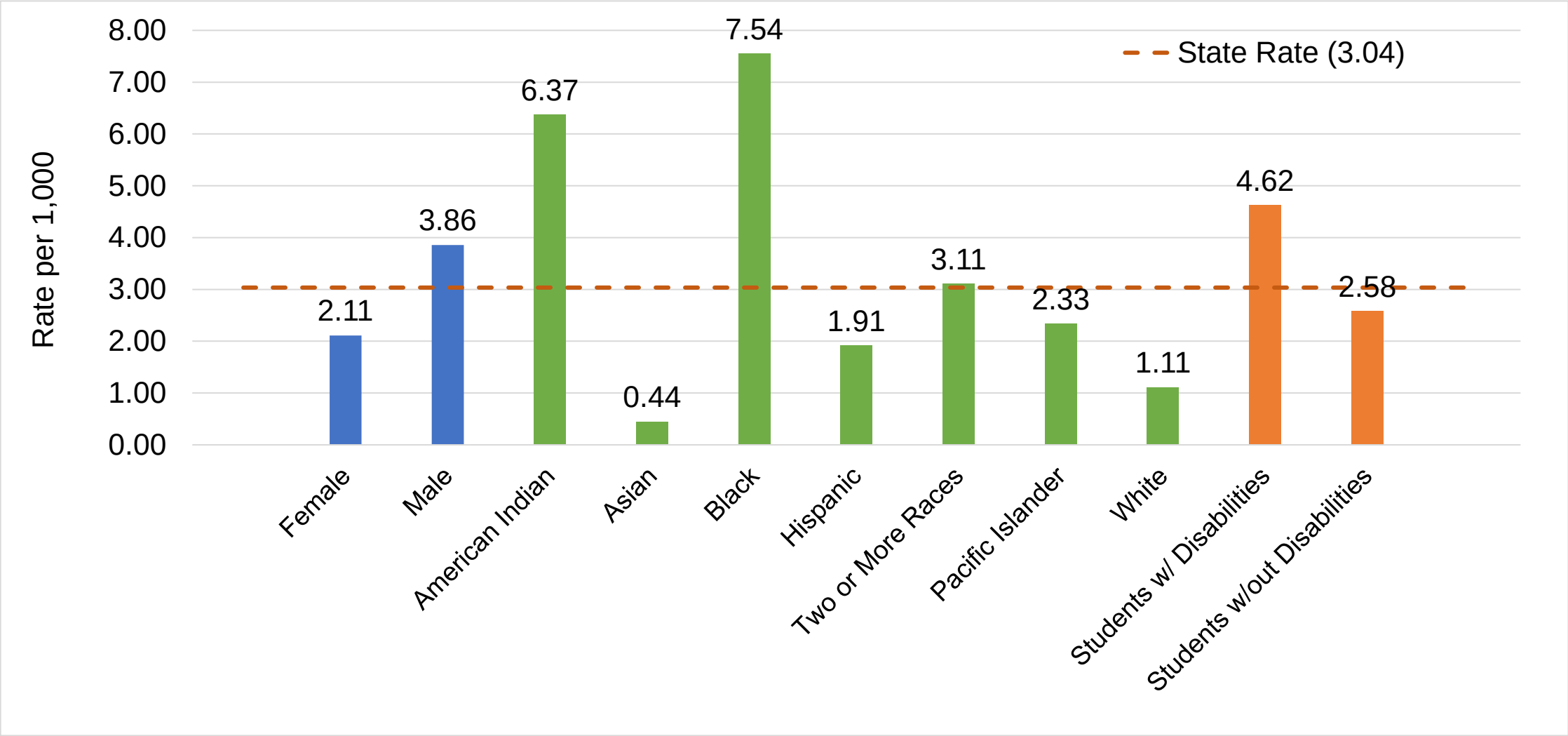
# 4. Annual Report on Reassignments for Disciplinary Purposes
## *ALPS Placement as Disciplinary Action*



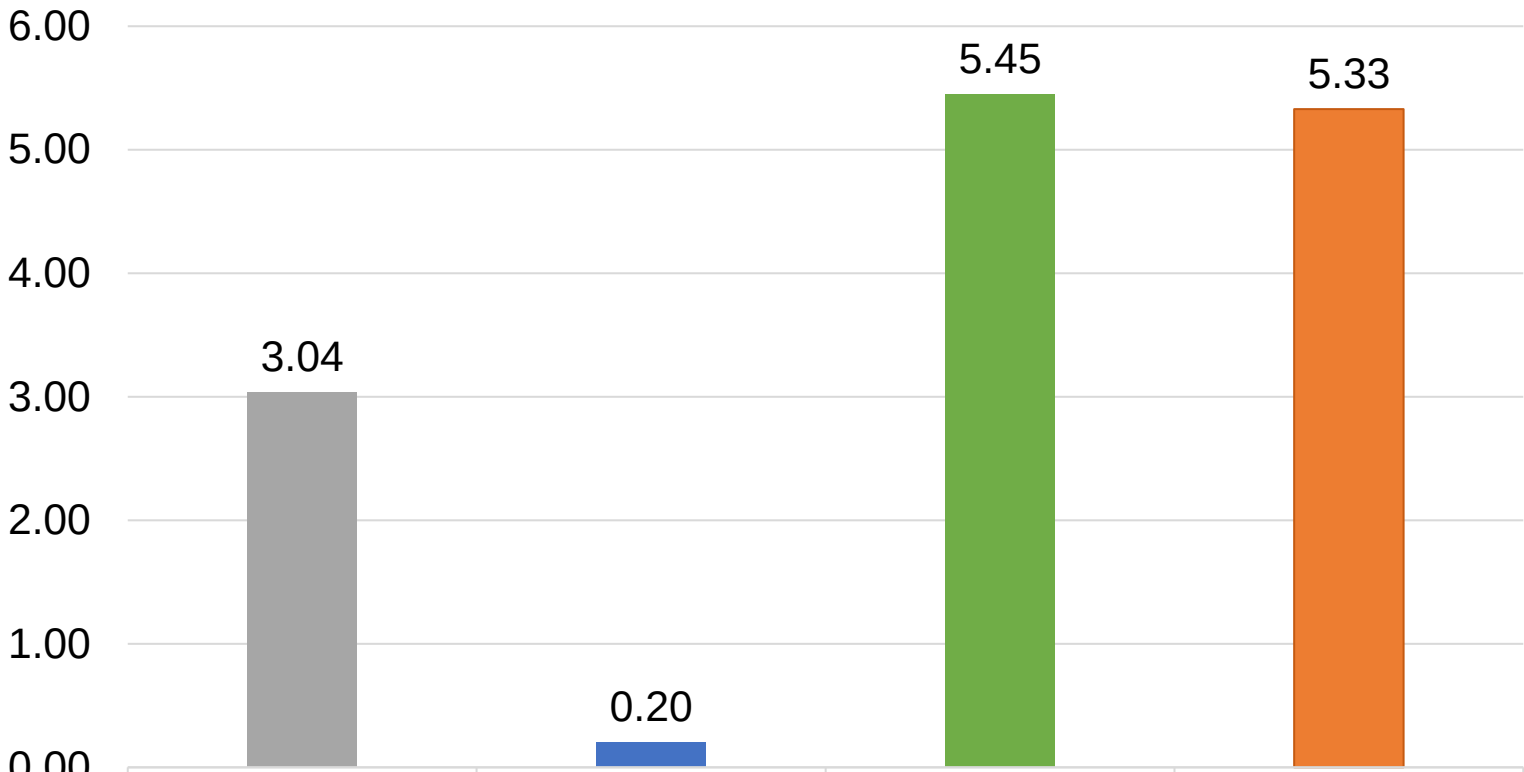

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| N Placements | 4,223 | 4,023 | 5,014 | 5,054 | 5,056 | 4,357 | 3,744 | 170 | 4,000 | 4,566 |
| Rate per 1,000 | 2.83 | 2.67 | 3.31 | 3.33 | 3.29 | 2.81 | 2.40 | 0.12 | 2.69 | 3.04 |

# 4. Annual Report on Reassignments for Disciplinary PurposeS

## *ALPS Placement as Disciplinary Action (cont.)*

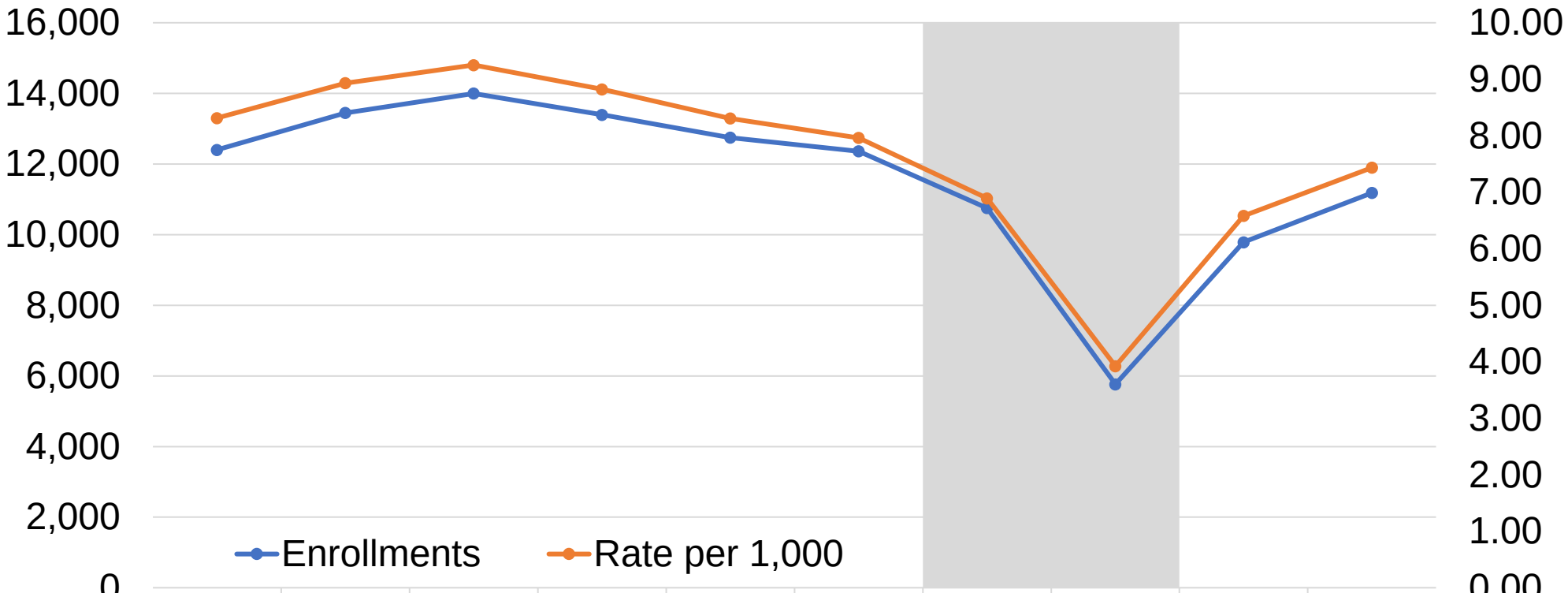


# 4. Annual Report on Reassignments for Disciplinary Purposes
## *ALPS Placement as Disciplinary Action (cont.)*



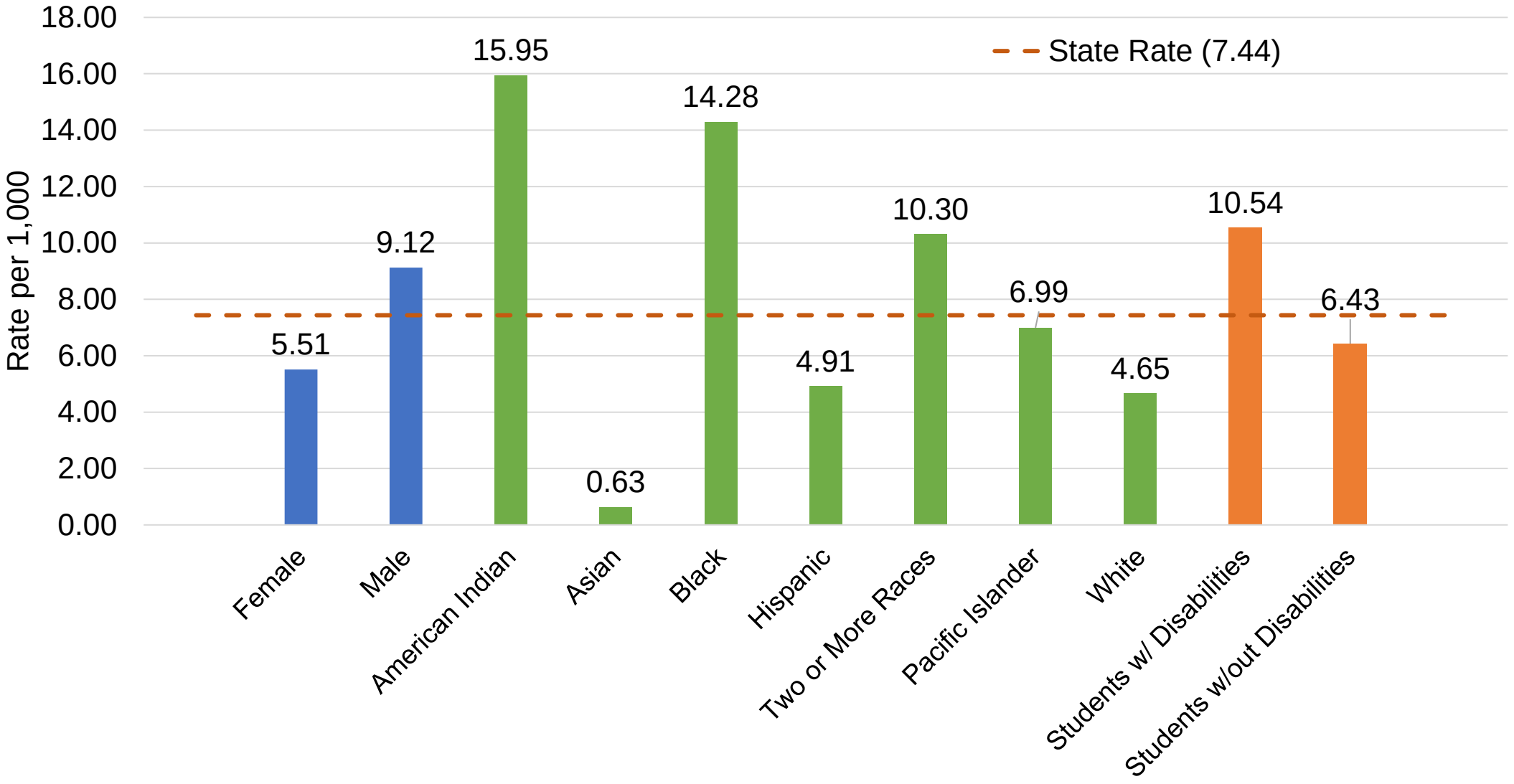

| | All Grades | Elementary Grades | Middle Grades | High School Grades |
|---|---|---|---|---|
| Rate per 1,000 Students | 3.04 | 0.20 | 5.45 | 5.33 |
| Number of ALPS Assignments | 4,566 | 139 | 1,930 | 2,497 |

# 5. Annual Report on Alternative Learning Program and School Placements

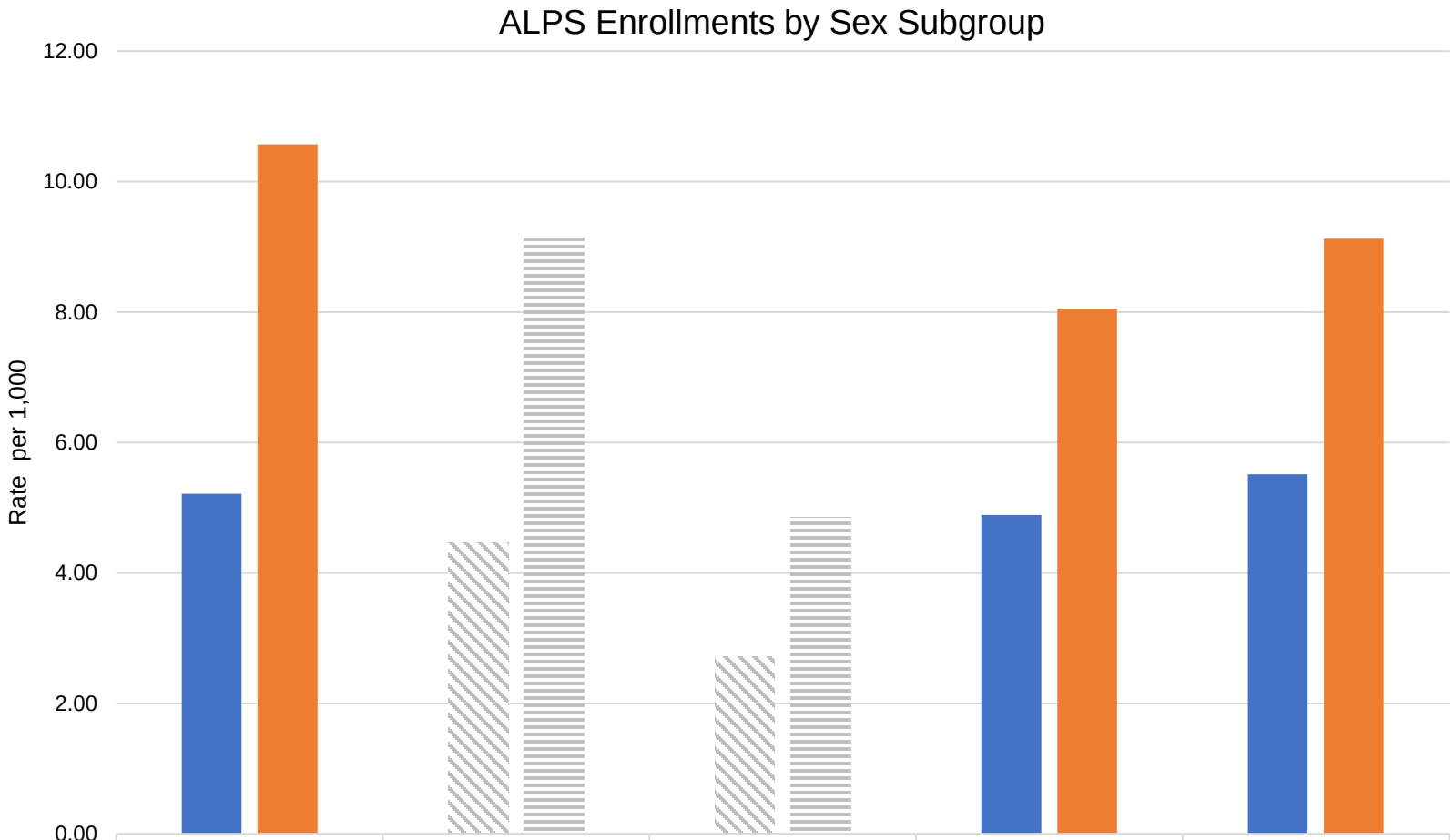



| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| Enrollments | 12,403 | 13,448 | 14,000 | 13,397 | 12,750 | 12,364 | 10,757 | 5,765 | 9,788 | 11,184 |
| Rate per 1,000 | 8.31 | 8.93 | 9.25 | 8.82 | 8.31 | 7.96 | 6.89 | 3.92 | 6.58 | 7.44 |

# 5. Annual Report on Alternative Learning Program and School Placements (cont.)

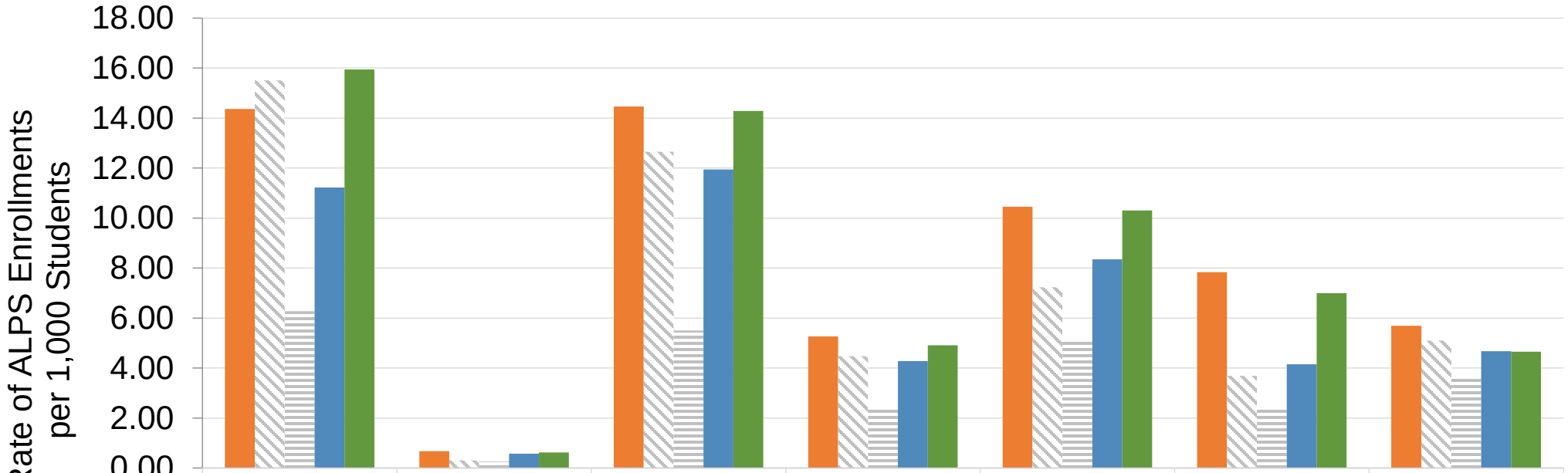


# 5. Annual Report on Alternative Learning Program and School Placements (cont.)



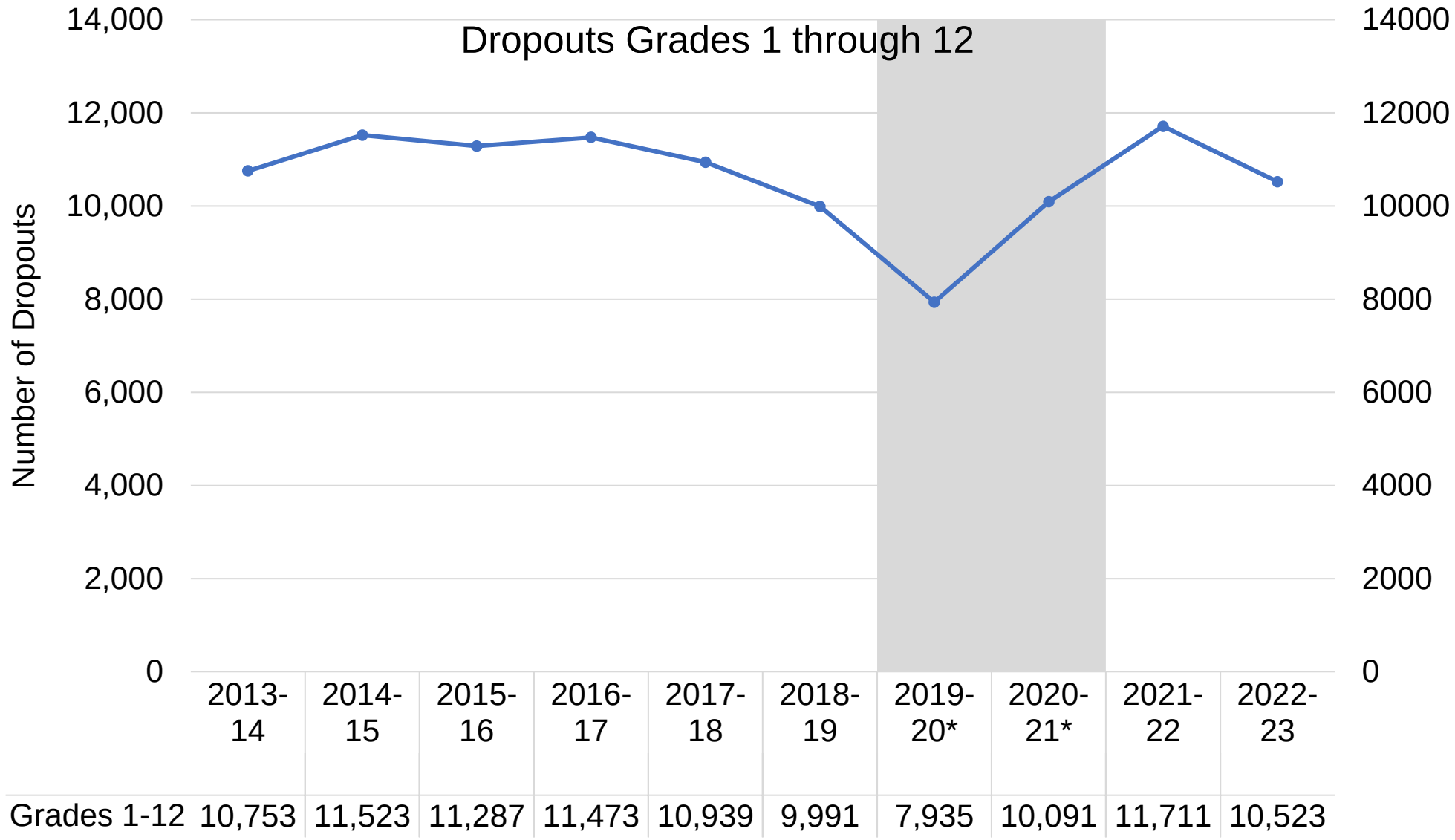

| | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Female | 5.21 | 4.47 | 2.72 | 4.89 | 5.51 |
| Male | 10.57 | 9.19 | 4.85 | 8.05 | 9.12 |

# 5. Annual Report on Alternative Learning Program and School Placements (cont.)



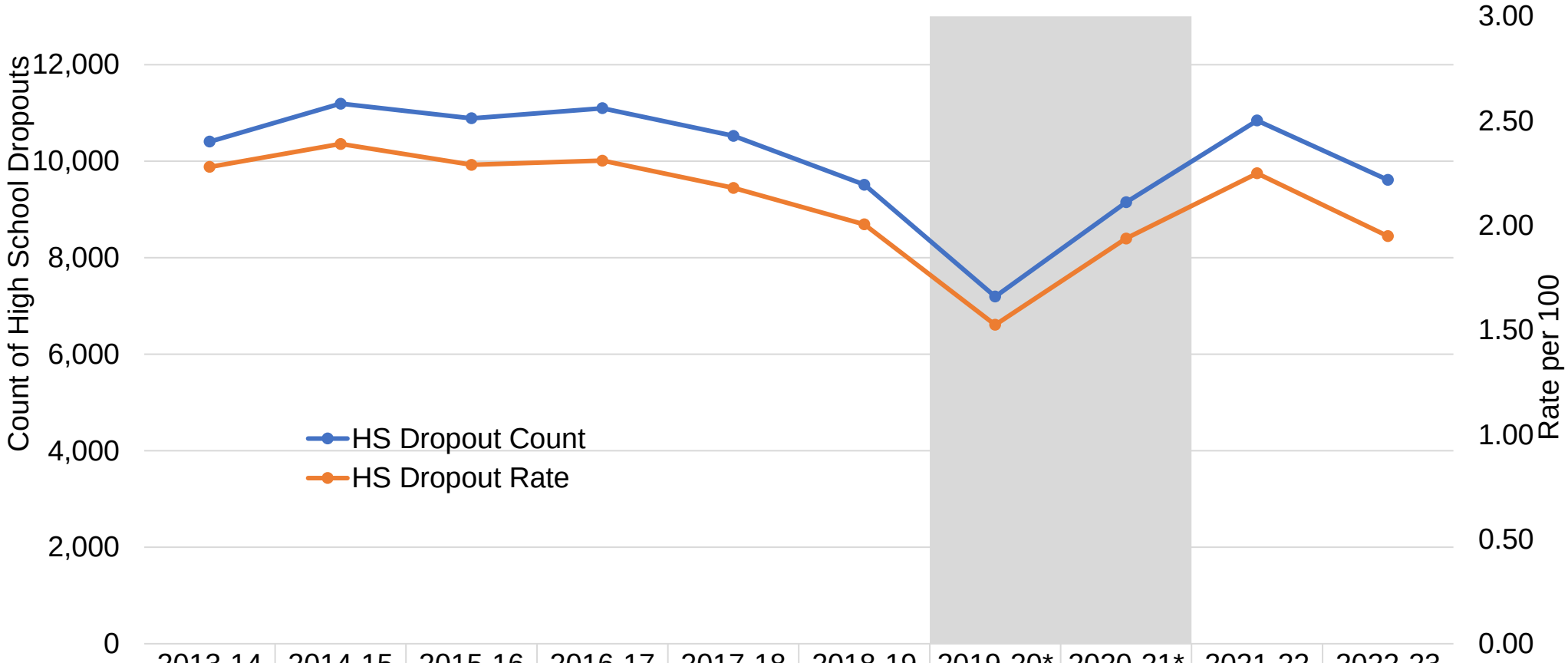

| | American Indian | Asian | Black | Hispanic | Two Or More Races | Native Hawaiian/ Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| 2018-19 | 14.36 | 0.67 | 14.46 | 5.26 | 10.45 | 7.83 | 5.69 |
| 2019-20* | 15.50 | 0.31 | 12.65 | 4.48 | 7.23 | 3.68 | 5.10 |
| 2020-21* | 6.27 | 0.26 | 5.51 | 2.38 | 5.10 | 2.39 | 3.58 |
| 2021-22 | 11.22 | 0.57 | 11.94 | 4.28 | 8.35 | 4.15 | 4.68 |
| 2022-23 | 15.95 | 0.63 | 14.28 | 4.91 | 10.30 | 6.99 | 4.65 |

# 6. Annual Report on Dropout Rates



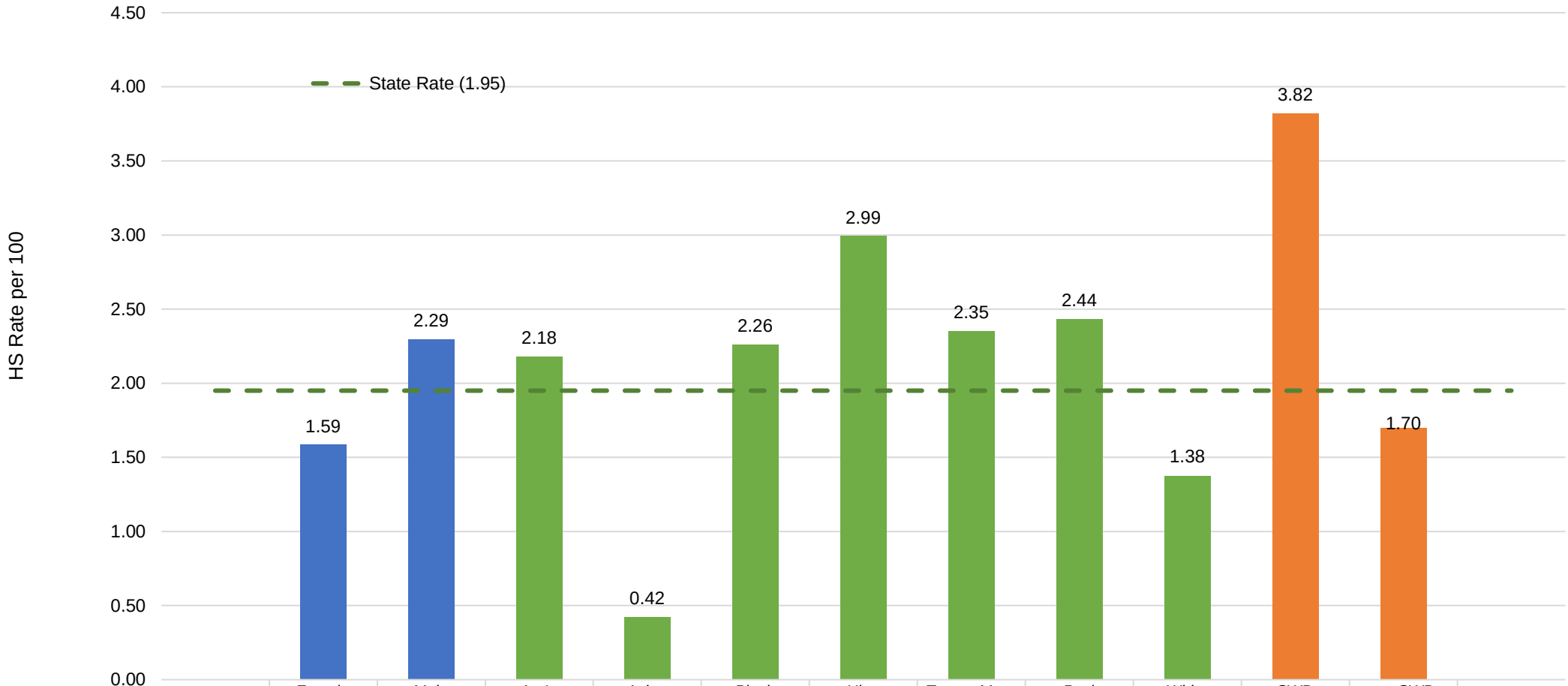

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| Grades 1-12 | 10,753 | 11,523 | 11,287 | 11,473 | 10,939 | 9,991 | 7,935 | 10,091 | 11,711 | 10,523 |

# 6. Annual Report on Dropout Rates (cont.)




| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| HS Dropout Count | 10,404 | 11,190 | 10,889 | 11,097 | 10,523 | 9,512 | 7,194 | 9,147 | 10,841 | 9,612 |
| HS Dropout Rate | 2.28 | 2.39 | 2.29 | 2.31 | 2.18 | 2.01 | 1.53 | 1.94 | 2.25 | 1.95 |

# 6. Annual Report on Dropout Rates (cont.)




| | Female | Male | AmIn | Asian | Black | Hisp | Two or More | Paci | White | SWD | not SWD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| HS Rate | 1.59 | 2.29 | 2.18 | 0.42 | 2.26 | 2.99 | 2.35 | 2.44 | 1.38 | 3.82 | 1.70 |
| State Rate (1.95) | | | | | | | | | | | |
| HS Count | 3,822 | 5,790 | 107 | 74 | 2,745 | 3,027 | 568 | 17 | 3,074 | 2,242 | 7,370 |

# Center of Safer Schools' Recommendations for Improving School Climate and Culture

- Recognize cultural differences in students served.
  - For example, non-white adolescents and families have greater access to kin networks and use them more than white adolescents and families. Research shows that organization in Black families has historically extended beyond nuclear families. Welcoming extended family members into school communication, events, etc. would offer additional support and protective factors to children of color.
- Provide support for parents/guardians to increase protective factors.
- Employ a non-floating social worker at each school (elementary, middle and high) who focuses on prevention, intervention and referral.
  - Teachers should teach, notice and refer, meaning teachers should educate children with the ability to notice concerning behaviors and make referrals to the social worker for further intervention.

# Recommendations for Improving School Climate and Culture

- Employ qualified professionals to offer cultural sensitivity and cultural awareness training to school staff and employees.
  - The goal is to reach cultural humility, not cultural competence.
- Offer trauma-informed care training to school staff and employees.
- Implement a statewide discipline matrix model.
- Include school resource officers in positive interaction, not just classroom behavior management and situations of arrest or other punitive measures.

# Recommendations for Improving School Climate and Culture

- American Psychological Association
- Economic Policy Institute
- Exchange Family Center
- Institute for Family Studies
- National Library of Medicine
- National Responsible Fatherhood Clearinghouse
- The Annie E. Casey Foundation
- The Pew Research Center

# Next Steps

- Continue interactions with districts
- Connecting with teachers on how the Center for Safer Schools can support them in relation to discipline
- Continue to refine, train and provide evidence to the field of the effectiveness of Early Warning System (MTSS, ECATs)
- Ensure these measures are priority points in Recovery planning
- Address the priority points in our state and regional support structures

# Next Steps – RISE 2024

- New sessions
  - Threat Assessment Teams – School Staff (HB 605)
  - Threat Assessment Teams – Law Enforcement (HB 605)
  - Grooming Prevention (HB 142)
  - Alternative Learning Programs
- Discipline Data session will be expanded
- Reportable Offenses session will be expanded
- Parent component will be added

# Next Steps

## Some of the New Behavior Codes Added in 2023-2024

- Non-School Related Offense
- Pornographic and/or profane material
- Possession of graphically violent material
- Threat of mass violence
- False threat of mass violence
- Threat of harm to self – Suicide
- Threat of harm to self or others
- Nearby Neighborhood/Community Threat
- Possession of vaping device – Controlled Substance
- Use of vaping device – Controlled Substance
- Possession of vaping device – Tobacco
- Use of vaping device – Tobacco
- Possession of vaping device – Cannabinoid
- Use of vaping device – Cannabinoid

# Next Steps

## New Action Codes Added in 2023-2024

- Concurrent Incident/Duplicative Action
- School Safety Response Protocol - Hold
- School Safety Response Protocol - Secure
- School Safety Response Protocol - Lockdown
- School Safety Response Protocol - Evacuate
- School Safety Response Protocol - Shelter

# Standard Response Protocol

- The Standard Response Protocol is based on the response to any given situation, not on individual scenarios.
- Like the Incident Command System, SRP demands a specific vocabulary but also allows for great flexibility.
- Five specific actions that can be performed during an incident.
  - When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.”
  - Execution of the action is performed by active participants.

# CFSS Contact

Center for SAFER SCHOOLS
NC Department of Public Instruction

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