

New Hampshire Department of Education
Division of Education Analytics and Resources
Bureau Educational Statistics
101 Pleasant St. Concord, NH 03301-3852

School Safety Data Collection Instructions 2019 – 2020

Please complete this data collection using the ESS (Education Statistics System) at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>. All public schools are required to fill out the data collection on-line. If you have issues logging in, please contact your i4See SAU contact. Use this link to lookup the contact information; [i4See SAU Contacts](#). This data is cumulative for the entire school year. The window for submitting this data collection will close on June 30th. If you have any questions or will not be able to respond by this deadline, please contact **Greg Polish**, Gregory.Polish@doe.nh.gov, or **603-271-5198**.

Questions about:

Section 8 go to: Ellen Desmond, Ellen.Desmond@doe.nh.gov, 603-271-3213

Section 9 go to: Lisa Hayward, Lisa.Hayward@doe.nh.gov

STATE AND FEDERAL ACCOUNTABILITY:

State and federal accountability laws require that the Department collects and/or reports school safety data.

Section 1 refers to restraining or the seclusion of students per [RSA 126-U](#).

Section 2 relates to [Title IX](#) of the Education Amendments Act of 1972, Title VI of the Civil Rights Act of 1964 and [Section 504](#) of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

Section 3 refers to [RSA 193-F](#) Pupil Safety and Violence Prevention Act.

Section 4 is needed to meet both state and federal requirements. [RSA 193-E:3](#) requires the publication of both an expulsion rate and a suspension rate that includes in-school suspension.

Section 5.1 is required by the [Gun Free Schools Act of 1994](#), [RSA 193:13,V](#). Section 5 is needed to meet both state and federal requirements.

Section 5.3 is required by [RSA 193-G:1](#) and will be used to identify “**persistently dangerous schools**”.

Section 6 is required for federal reporting. [RSA 189:35-a](#) defines “Truancy”.

Section 7 is required by [RSA 193-E:3](#) requirement to collect “school environment indicators, such as safe-schools data”.

NEW! Section 8 is an optional section that will be used to inform activities under the S.T.O.P. School Violence grants awarded to the Bureau of Student Wellness by the Federal Department of Justice – Office of Justice Programs.

NEW! Section 9 refers to [RSA 193-J](#) effective July 1, 2020, Suicide Prevention Education.

DEFINITIONS AND INSTRUCTIONS:

Most of the questions are self-explanatory. The following instructions address specific questions:

Section 1: Restraints and Seclusions

The number of active plus closed restraint investigations (questions 1.1.1 and 1.1.2) **must equal** the total number of restraint reports (question 1.1).

Enter the number of restraints that occurred at a location other than the school building and/or campus in section 1.1.3. For each different location use the dropdown town list to select the location and enter the number of restraints at that location. To add another location select the location from the dropdown list and click on the ADD button to the right of the number of restraints entry box.

Enter the number of seclusions that occurred at a location other than the school building and/or campus in 1.4.3. For each different location use the dropdown town list to select the location and enter the number of seclusions at that location. To add another location select the location from the dropdown list and click on the ADD button to the right of the number of seclusions entry box.

The number of active plus closed seclusion investigations (questions 1.4.1 and 1.4.2) **must equal** the total number of seclusion reports (question 1.4).

For more information please click on the following link: [RSA 126-U](#)

Excerpt from RSA 126-U:

IV. "**Restraint**" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

- (a) "Medication restraint" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.
- (b) "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.
- (c) "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.
- (d) **Restraint shall not include:**
 - (1) Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.
 - (2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
 - (3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.
 - (4) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
 - (5) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor

uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

V-a. "**Seclusion**" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

VI. "**Serious injury**" means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second- or third-degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.

Section 2: Harassment

These are discrimination-based harassment questions based on federal laws as cited in the data collection. Harassment is defined below. Due to similar content between harassment and bullying, please report what has been processed in your school as harassment.

Harassment Definition

Harassment is a term that refers to many types of behavior that are found threatening or disturbing, and beyond those that are sanctioned by society. Please include only the more repetitive, persistent and untruthful types of harassment, where the consequences of refusing are potentially disadvantageous to the victim. Because these questions refer to specific laws, for clarification please review the laws as needed using the links below. Unlike bullying, harassment usually does not include the perpetrator as having more power or control over the victim. In the school setting, harassment may or may not be deliberate but it usually repeats itself without intervention. Harassment can escalate to bullying but generally, for this purpose, falls under different disciplinary practices than bullying.

To access the laws, you can go to:

Title IX – <https://www.justice.gov/crt/overview-title-ix-education-amendments-1972-20-usc-1681-et-seq>

Title VI/Civil Rights - <http://www.justice.gov/crt/about/cor/coord/titlevi.php>

Title II Section 504 - <http://www2.ed.gov/policy/rights/guid/ocr/disability.html>

There are three different types of counts that are required in 2.1 through 2.15.

2.1 – 2.5: This question is requesting counts of *incidents* of harassment during the past school year. There could be multiple students involved in each incident, only count the incident once (don't count the number of students involved.)

2.6 – 2.10: This question is requesting counts of *students who were reported to have been* harassed during the past school year.

2.11 – 2.15: This question is requesting counts of *students who were disciplined* for harassment.

Section 3: Bullying

Bullying is defined below. Due to similar content between harassment and bullying, please report what has been processed in your school as bullying.

Bullying Definition

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

In order to determine the difference between harassment and bullying, please consider the following;

[RSA 193-F:3](#) Definitions –

- I. (a) “Bullying” means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
 - (1) Physically harms a pupil or damages the pupil's property;
 - (2) Causes emotional distress to a pupil;
 - (3) Interferes with a pupil's educational opportunities;
 - (4) Creates a hostile educational environment; or
 - (5) Substantially disrupts the orderly operation of the school.
- (b) “Bullying” shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.
- II. “Cyberbullying” means conduct defined in paragraph I of this section undertaken through the use of electronic devices.
- III. “Electronic devices” include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
- IV. “Perpetrator” means a pupil who engages in bullying or cyberbullying.
- V. “School property” means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
- VI. “Victim” means a pupil against whom bullying or cyberbullying has been perpetrated.

Source. 2000, 190:1. 2004, 205:1, eff. June 11, 2004. 2010, 155:2, eff. July 1, 2010. Subject: Pupil Safety & Violence Prevention Act

Section 4: Student Discipline

These questions support [RSA 193-E:3](#). There are two different types of counts that are required in this section.

4.1: This question is requesting counts of **incidents** which resulted in suspensions or expulsions for at least one day (i.e., count incidents and not days). There could be multiple students involved in each incident, only count the incident once (don't count the number of students involved).

4.2 through 4.4: These questions are requesting counts of **students** who received in-school suspensions, out-of-school suspensions, or expulsions. If the disciplinary action involved a combination of out-of-school and in-school suspension report the incident under out-of-school suspension. In this case if there are multiple students involved in the same incident please count each student who was disciplined.

Include students at school or district-sponsored events not on school property who are removed for an entire school day because of disciplinary action.

In cases where there is more than one discipline reason, for example, weapons possession and violent incident with physical injury, report the most serious reason for removal. Use the following hierarchy for the most serious reason for the removal:

1. Violence with physical injury
2. Violence without physical injury
3. Weapons possession (no injury)
4. Drugs
5. Alcohol
6. Other Violent Incident, Weapons Possession, Drugs or Alcohol
7. Disruption
8. Defiance
9. Inappropriate Language
10. All Other

Violent Incident

Violent incidents may include, but are not limited to, the following:

- **Battery (physical attack or harm):** Examples include striking that causes bleeding, broken nose, and kicking a student while he or she is down. Consider age and developmentally appropriate behavior before using this category. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Include an attack with a weapon in this category. (This offense may be referred to by law enforcement as aggravated assault.)
- **Fighting (mutual altercation):** Mutual participation in an incident involving physical violence where there is no major injury.
- **Harassment, nonsexual (physical, verbal, or psychological):** Repeatedly annoying or attacking a student or group of students or other personnel that creates an intimidating or hostile educational or work environment.
- **Harassment, sexual (unwelcome sexual conduct):** Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.
- **Homicide (murder or manslaughter):** Killing a human being.
- **Physical altercation, minor (pushing, shoving):** Confrontation, tussle, or physical aggression that does not result in injury.
- **Robbery (taking of things by force):** The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.
- **School threat (threat of destruction or harm):** Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, or causing damage to a school building or school property, or to harm students or staff.
- **Sexual battery (sexual assault):** Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy.
- **Threat/intimidation (causing fear of harm):** Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack. This category includes cyber-bullying. (This category only includes verbal incidents that cause fear. It does not include insubordination, lack of respect, defiance of authority, etc.).

Physical Injury

Incidents with injury include those in which one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.

Weapons Possession

Weapons possession is the possession of one of the following items:

- Handgun.
- Shotgun or rifle.
- Other type of firearm (e.g., devices designed to expel a projectile, grenade, explosive).
- Knife.
- Other sharp object (e.g., razor blade, ice pick, Chinese star).
- Other object (chain, brass knuckle, billy club, stun gun).
- Substance used as a weapon (mace, tear gas).

Illicit Drug Related

Drug-related incidents are events involving possession or use of substances that include tobacco or illicit drugs (including steroids, all prescription drugs for which the student does not have a prescription and inappropriate use of nonprescription drugs and other substances). Drug-related incidents will include the following:

- Possession or use of marijuana, hashish, or other cannabinoids on school grounds.
- Other illicit drugs possession or use on school grounds.
- Being under the influence of marijuana or illicit drugs on school grounds.
- Tobacco possession or use on school grounds.
- Inappropriate use of medication on school grounds.
- Trafficking or possession for sale of marijuana or other illicit drugs on school grounds.

Alcohol Related

Alcohol-related incidents are incidents where students:

- Possess or use alcohol on school grounds.
- Were under the influence of alcohol on school grounds.

Other Violent Incident, Weapons Possession, Drugs or Alcohol

Other reasons for a removal related to drug or alcohol use, violence or weapons possession. For the “Other” category, please **only** include expulsions/suspensions related to drug or alcohol use, violence or weapons possession. You may have other expulsions/suspensions that are not accounted for in this data collection. For example: include suspensions/expulsions due to possession of drug paraphernalia. Do not include students suspended or expelled for truancy.

Disruption

Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Defiance (Disrespect/Insubordination/Non-Compliance)

Refusal to follow direction, talking back and/or socially rude interaction.

Inappropriate Language (Abusive language/Profanity)

Verbal messages that include swearing, name calling or use of word in an inappropriate way.

All Other

Include all other suspensions and/or expulsions not accounted for in the other categories (for example, suspensions due to tardiness). All of the categories added together should equal the total number of suspensions and expulsions.

Section 5: School Safety

There are two different types of counts that are required in this section.

5.1.1 - 5.1.4: These questions are requesting the count of firearms *incidents* which occurred during the school year. There could be multiple students involved in each incident, only count the incident once (don't count the number of students involved.)

5.2.1: This question is requesting the count of *students* who were disciplined for possessing a firearm. In this case if there are multiple students involved in the same incident please count each student who was disciplined.

Which incidents should be reported in 5.1?

Any incident in which a student was found to have brought a firearm to school or possessed a firearm at school should be reported, even if the expulsion is shortened or no penalty is imposed.

What students should be reported 5.2?

Include **all** students who were found to have brought a firearm to school or possessed a firearm at school during the school year.

If there are firearm incidents reported in section 5.1 then there must be students disciplined in section 5.2. And the reverse is true. If there are students disciplined in 5.2 then there must be incidents reported in 5.1.

Include students **even if** the expulsion is shortened or no penalty is imposed.

Include students covered by the provisions of [IDEA](#) who brought a firearm to school or possessed a firearm at school even if it is determined that the incident is a manifestation of the student's disability.

NEW! Grade 15 – Post Graduate Students

This grade label is used to designate high school students who are enrolled in public high schools. All students reported under grade 15 must have completed grade 12.

The following students are *not* counted under grade 15.

- I. Students who are repeating grade 12.
- II. Dual credit students who have not completed grade 12; they should be counted in the grade to which they are assigned.
- III. Students pursuing certification in a career and technical education (CTE) program while in high school (grade 12 or below); they should be counted in the grade to which they are assigned.
- IV. GED participants; they should be counted under adult education (AE).

What items are not considered firearms?

Firearms do not include items such as toy guns, cap guns, bb guns, and pellet guns.

Firearm

A firearm is defined in [Title 18 USC §921](#), Definitions as follows:

- any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any such weapon;
- any firearm muffler or firearm silencer; or
- any destructive device, such term does not include an antique firearm

Handgun

For this data collection a handgun is any firearm small enough to be held in one hand when fired. It usually fires a single projectile or bullet, and additional ammunition may be available in a revolving mechanism or magazine.

Shotgun

For this data collection, shotgun is either a shotgun or a “short-barreled shotgun.”

- The term “shotgun” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger.
- The term “short-barreled shotgun” means a shotgun having one or more barrels less than eighteen inches in length and any weapon made from a shotgun (whether by alteration, modification or otherwise) if such a weapon as modified has an overall length of less than twenty-six inches.

Rifle

For this data collection, rifle is either a rifle or a “short-barreled rifle.”

- The term “rifle” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger.
- The term “short-barreled rifle” means a rifle having one or more barrels less than sixteen inches in length and any weapon made from a rifle (whether by alteration, modification, or otherwise) if such weapon, as modified, has an overall length of less than twenty-six inches.

Other - Destructive device, any firearm that is not a handgun or a rifle or a shotgun

The term “destructive device” used in part (D) of the definition of “firearm” means

- any explosive, incendiary, or poison gas—
 - bomb,
 - grenade,
 - rocket having a propellant charge of more than four ounces,
 - missile having an explosive or incendiary charge of more than one-quarter ounce,
 - mine, or
 - device similar to any of the devices described in the preceding clauses;
- any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
- any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

The term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684 (2), 4685, or 4686 of title

10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

IMPORTANT:

Annually, the NH DOE is required to submit data concerning Guns Free Safety Act compliance for each district to the US Department of Education. The NH DOE collects this information in this School Safety Data Collection. If none of the schools in a district submit this data collection then the NH DOE must report the name and address of the district to the US Department of Education. Prior to awarding any ESEA funds to a district that is not in compliance, the state must ensure that the district has:

- (1) implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to school; and
- (2) included in its application for ESEA funds the assurance and other information required by the GFSA.

5.3 Persistently Dangerous Schools

These questions support [RSA 193-G:1](#). Report only those incidents that occur within the school or on school grounds, during regular school hours, during a school-sponsored event, or during transportation of pupils to or from school, if such transportation is provided by the school district. Report all incidents, including those when the perpetrator is not a student or is unknown, when the victim is not a student, and without regard to any legal action.

An incident may be reported more than once; for example, a robbery in which the victim was seriously injured should be reported twice, as both assault and robbery.

5.3.1: “Homicide” covers all crimes which result in a death. This includes murder, manslaughter, negligent homicide and aiding in a suicide.

5.3.2: First or second degree assault are incidents in which the assailant purposely or recklessly causes serious bodily injury to another. “**Serious bodily injury**” is severe or protracted loss of health or function of any part of the body.

5.3.3: When the perpetrator of a sexual assault involving penetration uses physical force, the threat of force against the victim or others, his/her position of authority (teacher or health care provider), or the element of surprise, or takes advantage of a victim incapacitated by mental condition or intoxication, the incident is classified as aggravated felonious sexual assault. Use of force is not always a prerequisite, as this classification also includes any contact involving penetration if the victim is 13 to 15 years old and the perpetrator is a non-spousal relative or a member of the victim’s household, or any contact involving penetration when the perpetrator is a person of authority who uses coercion against a victim that is 13 to 17 years old. Aggravated felonious sexual assault also includes a pattern of inappropriate touching if the victim is under the age of 16, or a single instance of inappropriate touching for the purpose of sexual gratification if the victim is under the age of 13.

5.3.4: A person is guilty of arson if he knowingly starts a fire or causes an explosion which unlawfully damages the property of another.

5.3.5: A class A felony robbery is any incident of theft where the perpetrator is armed, or reasonably appears to be armed, with a deadly weapon. It also includes incidents without a weapon when the perpetrator causes or attempts to cause death or serious injury.

References: Serious bodily injury, [RSA 625:11](#); Homicide, [RSA 630](#); First and Second Degree Assault [RSA 631:1](#) and [RSA 631:2](#); Aggravated Felonious Sexual Assault, [RSA 632-A:2](#); Arson, [RSA 634:1](#); Class A Felony Robbery, [RSA 636:1,III](#); and Unlawful Possession or Sale of a Firearm or Other Dangerous Weapon, [RSA 159](#). Statutes are available on-line at <http://www.gencourt.state.nh.us/rsa/html/indexes/default.html>.

Section 6: Truancy

Report the numbers of students who are habitually truant for **10 half days** of unexcused absence during the school year. “Truancy” means an absence from school or class which has not been excused in accordance with [RSA 189:35-a](#). Refer to your district’s policy for definitions of excused absences.

Section 7: School Resource Officer

7.1 - 7.2: Report the number of resource officers who work for the school and the average **number** of hours per week the resource officer(s) works for the school. If a number is entered in either question then both must be completed.

Please consider the following:

- If the resource officer is shared between schools, please prorate his/her time and apply the appropriate number of hours to each school.
- If the resource officer is used on an “as needed” basis, please estimate the average number of hours per week. **If the average is less than one hour, please indicate the number to be “one”.**
- Please include in the number of hours any off-campus time related to truancy, but do not include hours related to security for athletic or social events.

NEW! Section 8: School Behavioral Threat Assessment - Questions can be directed to Ellen Desmond in the Office of Social & Emotional Wellness: ellen.desmond@doe.nh.gov or 603.271.3213.

This is an optional section aimed at collecting data related to school threat assessment, a preventative process that focuses on the early identification and mitigation of school safety threats as they pertain to the behavioral health of the school community.

8.1 A school behavioral threat assessment team is also known as a behavioral intervention team (BIT). The National Behavioral Intervention Team Association (NaBITA) defines a behavior intervention team as “a multi-disciplinary group whose purpose is meeting regularly to support its target audience (students, employees, faculty, staff, community, workplace) via an established protocol designed to help detect early indicators of the potential for disruptive conduct, self-harm, and the risk of violence to others. The team tracks ‘red flags’ over time, detecting patterns, trends, and disturbances in individual or group behavior. When a BIT receives reports of disruptive, problematic, or concerning behavior or misconduct (from co-workers, community members, friends, colleagues, etc), the team conducts an investigation, performs a threat assessment, and determines the best mechanisms for support, intervention, warning/notification, and response. The team then deploys its resources, and the resources of the community, and coordinates follow-up.”

8.1.1 Indicate the total number of each position type represented on the team. If the exact position name is not listed, consider the responsibilities of the position and categorize accordingly. If no logical position type is listed, please use the “Other individual(s)” line. All numbers in 8.1.1.1-8.1.1.10 should add up to the total number of members that sit on the team.

8.1.2 Select all tools used by the team to assess behavioral threats.

8.1.3 “Individual” refers to any person within the school community (student, faculty, staff, caregiver of a student, etc.) who was assessed by the team.

8.1.3.1 Indicate the total number of individuals who received a clinical assessment (e.g. threat assessment) by a licensed professional. This professional could be within the school community or a community partner.

8.1.3.2 Indicate the total number of individuals who were determined as being a threat to themselves or others as a result of the threat assessment completed by a licensed professional.

8.1.3.3 Indicate the total number of individuals who were referred to a program or appropriate intervention (school-based, community-based, or a combination of both) as a result of their having been deemed a threat to themselves or others through the threat assessment process.

8.1.4 While there is often crossover in membership between a school's crisis team and its behavior intervention team, the primary purpose of a BIT is to *prevent* a crisis rather than to exclusively respond to one. The BIT does, however, often respond if a crisis does occur, as it may be able to provide important background or context for an incident. Further, in some schools, a single team may serve as both the threat assessment and crisis management team. Indicate the types of issues/crises to which a team as described above responded during the academic year. Only report responses by a crisis intervention team if that team also provides behavioral threat assessment as a primary function.

8.1.5 Indicate the total number of students directly involved in the issues/crises reported in 8.1.4.

8.2 Answer "yes" if the school has any kind of anonymous reporting solution (smartphone app, tip line or hotline, physical dropbox, website, etc.) in place for school community members to report school safety concerns. Do not include solutions that are in development and have not yet been implemented fully.

8.3 Answer "yes" if the school implemented any violence prevention program (e.g. Too Good for Violence) and/or awareness campaign (e.g. See Something, Say Something) with students during the school year.

8.3.1 Answer "yes" if any of the programs and/or campaigns have achieved evidenced-informed or evidence-based status. An evidence-informed or evidence-based program or practice has been validated by scientific research. If unsure, indicate that in the dropdown menu.

8.4 Answer "yes" if school personnel received any training specifically designed to educate them about responding to threats of violence or preventing violence due to a mental health crisis. Answer "no" if no violence prevention training was provided or if the training that was provided did not include instruction pertaining to mental or behavioral health crisis prevention or intervention.

NEW! Section 9: Suicide Prevention Education - Questions can be directed to Lisa Hayward in the Office of Social & Emotional Wellness: Lisa.Hayward@doe.nh.gov.

Senate Bill 282 was passed into law in August 2019 as RSA 193-J, Suicide Prevention Education. The law, which goes into effect July 1, 2020, requires public school districts and chartered schools to develop a comprehensive suicide prevention policy and provide a minimum of two (2) hours of suicide awareness and prevention training to school personnel and volunteers.

9.1 Indicate whether or not the school or district has an existing suicide prevention policy in place that has been documented and disseminated to school community members. If so, further indicate, in 9.1.1, whether or not the existing policy is fully compliant with the law that goes into effect July 1, 2020.

9.2 Indicate whether or not school personnel received any suicide awareness and prevention training during the school year and, if so, provide information about the total number of school personnel trained (9.2.1) and the type of training(s) provided (9.2.2-9.2.4). An evidence-informed or evidence-based program or practice has been validated by scientific research. If unsure, indicate that in the dropdown menu.

9.3 Indicate whether or not students received any suicide awareness and prevention training during the school year and, if so, provide information about the total number of students trained (9.3.1) and the type of training(s) provided (9.3.2-9.3.4). An evidence-informed or evidence-based program or practice has been validated by scientific research. If unsure, indicate that in the dropdown menu.