

NEVADA STATEWIDE SCHOOL SAFETY TASK FORCE

Submitted to Governor Brian Sandoval



NOVEMBER 19, 2018

Introduction

Governor Brian Sandoval established the Nevada Statewide School Safety Task Force by Executive Order 2018-05 on March 19, 2018 and appointed 26 individuals representing diverse interests and areas of expertise to serve (see Appendices A and B). The Task Force met four times (May, July, August, and October) and two working groups each met several times.

During its meetings, the Task Force heard from the Nevada Department of Education, the State Public Charter School Authority, school districts, parents, national experts, community partners, vendors, and two panels of high school students. Testimony and working group topics were primarily focused on student well-being and physical infrastructure. (Information pertaining to testimony and related materials can be found in Appendix C of this document.)

On July 20, 2018 the Task Force submitted an Initial Report to the Governor detailing a series of recommendations deemed to be time-dependent; most dealt with legislation and budget line items which required immediate consideration by the Governor to meet legislative deadlines. (The Initial Report is included as Appendix D.)

The Governor's Executive Order limits this Final Report to no more than ten (10) recommendations. As a practical matter, the Task Force is cognizant that Nevada's governor-elect is the ultimate recipient of this report. However, Governor Sandoval will prepare the first draft of an Executive Budget for consideration and revision by his successor. The 2019 Legislature is also sure to consider several bills related to school safety. With these facts in mind, several critical recommendations have been carried forward from the Initial Report and consolidated here.

The Task Force is honored to submit these final recommendations for consideration. While this body ceases to exist pursuant to the Executive Order, individual members have made it clear that they stand willing to assist in carrying out these recommendations. In addition, the Task Force has included information for other short- and long-term recommendations the Governor-elect and Legislature may wish to consider (see Appendix E).

Throughout this process, we have been inspired by the voices of Nevada's young people to act boldly and swiftly. We wish to express our appreciation to Governor Sandoval for initiating this conversation, and we challenge the readers of this report and leaders of the Silver State, regardless of political party, to rise to challenge. Students deserve safe places to learn.

Respectfully submitted,



Dale A.R. Erquiaga
Task Force Chairman

Recommendation #1: Adopt an omnibus school safety planning bill. This would include amendments to Chapter 388 of the Nevada Revised Statutes (NRS) which provides for the establishment of school safety teams, committees to develop crisis plans, and the content/requirements of crisis plans, as follows:

- 1.1 Individual school safety teams should include representation from law enforcement (with allowance for flexibility for rural school districts due to availability of these personnel); that the existing requirement for a counselor be amended to be “school counselor, social worker or mental and behavioral health professional”; and that middle school and high school student voice be included when possible.
- 1.2 School crisis plans should ensure that drills occur at different times during the school day, for students to be familiar with safe routes to take and procedures to follow in different parts of the school building and under different circumstances – including extracurricular and after school activities (e.g., sporting events). (See also NRS 392.450)
- 1.3 If not already provided for by law, provide a means for districts to require individualized plans for schools, in lieu of the “one plan to be used by all public schools” in the district to account for significant differences and needs, but at the discretion of the local board.
- 1.4 Require that district crisis plans include representation of a mental and behavioral health professional.
- 1.5 Require that district crisis plans include provisions related to recovery strategies at a school following a crisis, emergency or suicide.
- 1.6 Require the Department of Education to develop a model plan to incorporate the following:
 - a) Model Threat Assessment for individual students [NRS 388.253(2)];
 - b) Behavioral Health Disaster Response element [NRS 388.253(2)(b)]; and
 - c) Annual exercises of plans including external response agencies.
- 1.7 Annual plans required pursuant to NRS 388.243 should uniformly be required to be complete and filed by July 1st of each year (rather than simply “at least once each year” as now stated in law), with the same filing date for charter and private schools.
- 1.8 Provide authority for the Chief of the Division of Emergency Management to approve, and if necessary randomly audit, plans required to be filed with the Division to ensure compliance with statutory all requirements and may request other agencies to contribute to the plan review, at his/her discretion. The Chief should provide the Department and Legislature annual report of compliance with plans
- 1.9 Require the Governor to create a statewide committee on school safety as an additional component of these teams and committees contemplated by this chapter, to include representation from students and parents as well as state and local agencies such as Education, Public Safety, Emergency Management, and Health & Human Services.

- a) The statewide committee will provide an avenue for student voice in matters related to their safety and well-being across the state.
- b) The statewide committee will explore the impact of social media on school safety and student well-being.
- c) The statewide committee may also discuss or make any recommendation reasonably related to the matters addressed in executive order 2018-5, which created this Task Force.

Recommendation #2: Make a significant investment in school-based mental health professionals and services. This commitment includes:

- 2.1 Amend AB 127 of the 2017 Legislative Session to establish statewide recommended ratios for all school-based mental health providers (school counselors, school psychologists, and school social workers) that align with their respective national association recommended ratios, and require each school district to establish a school-based mental health ratio improvement plan for each of the three professions to achieve this ratio within 15 years; include a definition of each profession and supervision structure as part of the improvement plan; consider including school nurses in this initiative. The Legislature should consider the fiscal impact of the ratios and any required funding.
- 2.2 Include school nurses, school counselors, and school psychologists in the Nevada Department of Education pilot Medicaid program and Social Work Block Grant. Enable the Department to use funds (two new FTEs) from the current Social Work Block Grant Program to immediately expand school district capacity for Medicaid billing for behavioral health services support and a medical director.
- 2.3 Make any necessary changes to ensure sustainability of Safe-Voice and ability of first responders to provide support to students, including:
 - a) Amend “Safe-to-Tell” to “Safe Voice” in all relevant statutes;
 - b) Include provisions to ensure the Department of Public Safety has 24-hour access to student information in the event of a Safe Voice tip revealing a health or safety emergency as defined by 24 CFR 99.31(a)(10) and necessary privacy protections are in place to protect student data; and
 - c) Addition of one FTE to support Safe Voice within the Safe and Respectful Learning Environments
 - d) Include a long-term plan for sustainable funding to support local and state level implementation.

Recommendation #3: Make a commitment to ensuring the availability of additional trained school resource officers and school police personnel. This could be implemented by taking the following actions:

- 3.1 Establish a categorical fund at the State dedicated for this purpose. Applications for funding come through the School Districts and must be made in conjunction with their

school police department or local law enforcement agency, as applicable; applications for charter schools would come through the State Public Charter School Authority (SPCSA).

- 3.2 Amend Nevada Revised Statutes to categorize school police officers as Category I peace officers [NRS 289.470 and NRS 432B.610].
- 3.3 Include school police officers in the Nevada definition of "school resource officer."
- 3.4 Include school police departments in the Nevada definition of "law enforcement agency" for the purpose of NRS 289.030 which requires certain peace officers to wear a portable event recording device and requires certain law enforcement agencies to adopt policies and procedures governing the use of portable event recording devices.
- 3.5 Increase jurisdiction of school police officers to include all property, buildings and facilities beyond school property while investigating matters related to personnel, pupils, or real or personal property of the school district; further expand jurisdiction of school police officers to enforce violations of traffic laws and ordinances 24 hours each day.
- 3.6 Amend NRS as needed to allow private or exempt schools to enter into an agreement with school district police or local law enforcement at their own budgetary expense, similar to those described in NRS 388A.384 for Charter Schools.

Recommendation #4: Provide funding to ensure safe learning environments. This could include:

- 4.1 Establish a categorical fund dedicated to enhancing school building safety, accepting applications for funding from Districts or the SPCSA based on a school safety assessment that is aligned with state standards for such an assessment. Distribute funds:
 - a) based on "guided autonomy" that includes the school safety assessment to identify school needs, and
 - b) on a "block plus per pupil" basis.
- 4.2 Support district/school and charter school training to supplement and refine training programs (estimated to be \$200,000/year); and
- 4.3 Provide required training/professional development for administrators and staff on matters pertaining to threat assessment and behavioral health disaster response.

Recommendation #5: Provide legislation and budgetary authority that would grant districts funds to ensure students and school staff have prevention skills needed to help all students be successful and safe in school. This would accomplish the following:

- 5.1 Proactively integrate Social Emotional Learning (SEL) into the fabric of all Nevada schools to help educators, parents, families, and students remain motivated to develop

skills to navigate and succeed within their 21st Century learning communities and to serve as responsible, contributing, and safe members of society.

- 5.2 Require statewide Social-Emotional-Behavioral programming (SEB) as part of a multi-tiered system of support framework (MTSS) that requires each school to implement an integrated program with screenings, interventions, and progress monitoring. Establish administrator accountability standards to ensure that the framework is implemented with fidelity on every campus.
- 5.3 Require a statewide framework for and encourage the use of restorative practices in schools as an alternative to out-of-school consequences for behavioral infractions and the accompanying frustration that sometimes leads students to engage in antisocial or other behaviors that threaten the safety and/or learning of others.
- 5.4 Encourage districts throughout Nevada to institutionalize restorative practices as a preventative measure for antisocial behavior on campuses. Consider Fairfax County Public Schools (in Virginia) as a model.
- 5.5 Use and fund equitable instructional practices to promote inclusion and school climate.
- 5.6 Fund one new FTE to create a school climate and equity framework at the state level that contributes to school improvement planning.
- 5.7 Request an additional \$5 million over the biennium to be made available as a block grant to school districts to support curriculum, training and program needs as they implement Social Emotional Learning and SEAD programs in schools across the state. This will provide the flexibility and line item accountability to be able to track the progress of these programs over time.

Recommendation #6: Make necessary statutory and regulatory changes regarding disproportionality of school discipline. This includes a requirement for additional school discipline data, including but not limited to removal of pupils, to be disaggregated by race/ethnicity and special education status, and for such data to be reported annually.

List of Appendices

- A. Governor Sandoval's Executive Order
- B. Roster of Task Force membership
- C. List of those providing testimony and links to materials
- D. Interim Report to the Governor
- E. Additional short- and long-term recommendations



EXECUTIVE ORDER 2018-5

ORDER ESTABLISHING THE STATEWIDE SCHOOL SAFETY TASK FORCE

WHEREAS, the safety of Nevada's schoolchildren is a matter of unparalleled importance and significance;

WHEREAS, school superintendents, principals, teachers, and state and district officials should be commended on the advances which make our schools safer, and the diligence and dedication with which they have approached this issue;

WHEREAS, despite these advances, the recent tragedy in Parkland, Florida demonstrates the real danger posed by an active shooter to students, teachers and staff on a school campus;

WHEREAS, it is imperative that the State of Nevada devote its resources toward making schools as safe as possible, so that students are free to learn, grow, and excel, becoming the citizens and leaders of tomorrow; and

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides that, "The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada."

NOW, THEREFORE, by the authority vested in me as Governor by the Constitution and laws of the State of Nevada and the United States, it is hereby ordered as follows:

1. The Statewide School Safety Task Force (Task Force) is hereby established.
2. The Governor shall appoint all members of the Task Force. In selecting members, the Governor may consider the following:
 - a. The State Superintendent of Public Instruction
 - b. A member of the Nevada State Senate
 - c. A member of the Nevada State Assembly
 - d. The superintendent of the Clark County School District or his or her designee

- e. The superintendent of the Washoe County School District or his or her designee
 - f. A superintendent from a rural school district
 - g. An elementary or secondary school principal
 - h. A representative from the Charter School Association of Nevada or its designee
 - i. A school board trustee
 - j. An elementary or secondary school teacher
 - k. A school behavioral health care professional or social worker
 - l. A representative from the Department of Health and Human Services
 - m. A school resource officer or a member of law enforcement
 - n. A parent of a child enrolled in grades K-12
 - o. An expert or professional in the field of juvenile justice
 - p. The student representative to the State Board of Education
 - q. Anyone else deemed necessary by the Governor
3. The Governor shall designate the Chair of the committee.
 4. The mission of the Task Force shall be to identify and recommend those school safety practices best suited for implementation in some or all of Nevada's schools, recognizing that not all schools are similarly situated.
 5. The Task Force shall deliver an initial report of its activities to the Governor on or before August 1, 2018. This report shall include:
 - a. A review of current law related to school safety; and
 - b. A summary of any recommended actions that can immediately be taken to improve school safety, including:
 - i. Any bill draft or budgetary requests necessary to enact these recommendations
 - ii. A draft of any Executive Order necessary to enact these recommendations
 - iii. Any proposed model policy for adoption by individual school districts
 - iv. Any other information deemed necessary by the Task Force
 6. The Task Force shall deliver a final report of its activities to the Governor on or before November 30, 2018. This report shall include:
 - a. A summary of not more than ten long term recommendations to improve safety in Nevada's schools, identifying how best to enact these recommendations;
 - b. Any proposed legislation necessary to enact these recommendations;
 - c. Any budgetary requests necessary to enact these recommendations;
 - d. A draft of any Executive Order necessary to enact these recommendations;
 - e. Any proposed model policy for adoption by individual school districts; and
 - f. Any other information deemed necessary by the Task Force

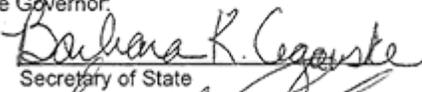
7. Members of the Task Force shall receive no compensation for their service, and shall serve at the pleasure of the Governor.
8. The Task Force shall meet at the discretion and direction of its Chair.
9. The Nevada Department of Education shall provide administrative support to the Task Force.
10. The Chair will have the ability to issue guidelines for the operation of the Task Force and amend those guidelines as needed. The Chair may also form and appoint working groups or subcommittees as deemed necessary.
11. Any meetings conducted by the Task Force or any subcommittee(s) thereof shall be subject to the Open Meeting Law, as codified in NRS Chapter 241.
12. All records documenting the Task Force's activities shall be retained and transferred to the State Archives for permanent retention in accordance with the State record retention policy.
13. The Task Force shall cease to exist on December 31, 2018, unless authorized by further Executive Order.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 19th day of March, in the year two thousand eighteen.




Governor of the State of Nevada

By the Governor:


Secretary of State

Deputy Secretary of State

Roster of Statewide School Safety Task Force Members

Steve Canavero – State Superintendent of Public Instruction

Jill Tolles, Vice Chair -State Assemblywomen

Yvanna Cancela – State Senator

Mike Barton – Clark County Superintendent (designee)

Traci Davis – Washoe County Superintendent

David Jensen – Humboldt County Superintendent (rural)

Brianne Thoreson – Principal, Bishop Manogue Catholic High School

Zach Robbins – Principal, Cheyenne High School

Margarita Gamboa, Vice Chair - Principal Sunrise Acres Elementary School

Pat Hickey – Charter School Association

Bridget Peterson – School Board of Trustee

Pilar Biller – Teacher, Damonte Ranch High School

Derek Krallman – Teacher Mack Middle School

Katherine Dockweiler – Health Care Professional

Katherine Loudon – Health Care Professional

Dr. Leon Ravin – Dept. Health and Human Services

James Ketsaa – Law Enforcement

Jason Trevino – Law Enforcement

Laura Hernandez – Parent

Caryn Swobe – Parent

Judge William Voy – Juvenile Justice

Ashley Macias – Student representative, State Board of Education

Dale Erquiaga, Chair - President/CEO Communities in School (other)

Della Frank – Indian Education Opportunities Program Project Facilitator (other)

Jimmy Tarelo – JAG (other)

Anthony Petrosino - Wested (non-voting member)

Statewide School Safety Taskforce, Student Well Being Workgroup and Physical Infrastructure Coordination Workgroup Presenters

May, 3rd 2018 Statewide School Safety Taskforce:

Presenters:

- Augustus Mays: Director of Government Relations WestEd
 - [Presentation: Federal Funding Opportunities to Improve School Safety](#)
- Jennifer Thomsen: Education Commission of the States
 - [Presentation: State Policy Responses To School Violence](#)
- Frank Straub: Director of Strategic Studies
 - [Presentation: Averted School Violence Lessons Learned Become Lessons Applied](#)
- Anthony Petrosino Ph.D.: Director West Ed Justice & Prevention Research Center
 - [Presentation: Selected National Statistics Relevant To School Violence And Safety](#)
- Gunes Kaplan: Nevada Report Card/Graduation Rates/Data Requests
 - [Presentation: Summary of Discipline Data From the Nevada Report Card](#)
- Christy McGill: Director, Office of Safe and Respectful Learning Environments
 - [Presentation: Office For A Safe And Respectful Learning Environment](#)
- Dave Jensen Superintendent of Humboldt County & Tracy Davis Superintendent of Washoe County
 - [Presentation: Laws That Govern Safety In Public Schools](#)
- Patrick Gavin Charter School
 - [Presentation: Charter School Association of Nevada School Leaders Council](#)
- Caleb Cage: Chief and Homeland Security Advisor
 - [Presentation: Nevada Commission On Homeland Security School Emergency Response Plans, School Emergency Planning & Safety](#)

June, 1st 2018 Student Well Being Workgroup

Presenters

- Christy McGill: Director, Office of Safe and Respectful Learning Environments
 - [Presentation: Office For A Safe And Respectful Learning Environment](#)

June, 1st 2018 Physical Infrastructure Coordination Workgroup

Presenters

- Tod Schneider Private Consultant School Safety
 - [Document: School Security Key Points](#)

June, 18th 2018 Physical Infrastructure Coordination Workgroup

Presenters

- Ryan Miller Deputy Chief & Christy McGill Director, Office of Safe and Respectful Learning Environment
 - [Presentation: Safe Voice](#)

August, 27th 2018 Statewide School Safety Taskforce

Presenters/Vendors:

- Andrew B. Post representing Invo Healthcare Companies Las Vegas
 - [Presentation: Invo Multidisciplinary Program to Address Childhood Trauma IMPACT](#)
- Melinda Mort-Secure Exit Shade Carson City
 - [Presentation: Exit Shade](#)
- Mike Yoder representing WinTech LLC : ALICE Receptionist product Las Vegas
 - [Presentation: Alice Advanced Visitor Management For Education](#)
- Tom Greene Hope Scholarship Las Vegas
 - [Presentation: Hope Scholarship Program](#)
- Charlie Howard -VOLO Las Vegas
 - [Presentation: VOLO ASAP Demo Video](#)
- Mitch Chait Be Ready Presentation from Leather Back Gear Las Vegas
 - [Presentation: Be Ready Safety Initiative](#)
- Greg Katz representing RFI Enterprises. (Verbal Presentation) Carson City
- Ms. Melissa Gutierrez representing Lucille Rogers Elementary School Las Vegas
 - [Presentation: Comprehensive Student Support And Support Model](#)
- Nancy Willard representing Embrace Civility in the Digital age
 - [Presentation: Statement & Correspondence](#)
- Christy McGill Director, Office of Safe and Respectful Learning Environments
 - [Presentation: Nevada Bullying Law](#)

September, 12th 2018 Student Well Being Workgroup

Presenters

- Stephen Kilgus, Ph.D. Associate Professor School Psychology Program University of Wisconsin-Madison
 - [Presentation: Universal Screening To Identify Social-Emotional And Behavioral Risk](#)
- Mara Schiff Ph.D Associate Professor of Criminology and Criminal Justice, Florida Atlantic University
 - [Presentation: Restorative Justice And School Safety](#)

Nevada Statewide School Safety Task Force

DATE: July 20, 2018
TO: The Honorable Brian Sandoval
FROM: Dale Erquiaga, Task Force Chairman
RE: Initial Report

Pursuant to the provisions of Executive Order 2018-05, it is my honor to transmit this initial report of the activities of your Statewide School Safety Task Force. The Task Force met twice since it was established, and two Workgroups have held additional meetings. We heard from students, parents, educators, and members of the public – all of whom share your commitment to school safety and concern for Nevada’s students. Task Force deliberations focused on two broad themes: Student Well Being and Physical Infrastructure Coordination.

For this required initial report, we prepared recommendations related to legislative Bill Draft Requests and the Executive Budget, knowing of the deadlines associated with both. We also considered items that should be addressed before the start of School Year 2018-19. You will find these recommendations attached, all of them approved unanimously. Minor edits have been made by the Chair with authorization from the full Task Force.

By way of summary, I wish to call your attention to three key components of the attached documents, recommending:

1. An omnibus act to update NRS Chapter 388 and statutes related thereto, all dealing with safety and crisis planning, response, and recovery;
2. Special attention and funding in the Executive Budget for additional school resource officers (to be defined as including school police where applicable), and for infrastructure needs related to school safety on Nevada’s diverse school campuses; and
3. Legislation and budgetary authority focused on programs and interventions to support mental and behavioral health, your social-workers-in-schools initiative from 2015, and social emotional learning more broadly.

In addition, an emergency regulation and a series of executive orders or other communiques are contemplated in our recommendations. These range from student identification concerns, to the training of medical professionals, to enhanced communication with families whose children will soon return to school.

You should know that Superintendent Canavero and his staff at the Nevada Department of Education have provided invaluable support to the Task Force. I know they will work closely with your office on translating these initial recommendations into bill draft language. The subject matter experts you wisely appointed to the Task Force stand ready to provide insights and recommendations before bill drafts are finalized for introduction; the Task Force respectfully requests that when such language is returned from the Legislative Counsel Bureau it be shared with members of our group, even if the Task Force itself has ceased operation.

Thank you for the opportunity to serve in this role and contribute to this important work.

Nevada Statewide School Safety Task Force

Recommended Bill Draft Request Regarding School Safety Planning

Chapter 388 of the Nevada Revised Statutes (NRS) provides for the establishment of school safety teams, committees to develop crisis plans, and the content/requirements of crisis plans. It is the recommendation of this Task Force that the Governor request a bill be drafted for the 2019 Legislative Session including the following provisions:

1. Individual school safety teams include representation from law enforcement (with allowance for flexibility for rural school districts due to availability of these personnel); that the existing requirement for a counselor be amended to be “school counselor, social worker or mental and behavioral health professional”; and that middle school and high school student voice be included when possible.
2. School crisis plans should ensure that drills occur at different times during the school day, in order for students to be familiar with safe routes to take and procedures to follow in different parts of the school building and under different circumstances. (Cross reference to NRS 392.450)
3. If not already provided for by law, provide a means for districts to require individualized plans for schools, in lieu of the “one plan to be used by all public schools” in the district to account for significant differences and needs, but at the discretion of the local board.
4. Require that district crisis plans include representation of a mental and behavioral health professional.
5. Require that district crisis plans include provisions related to recovery strategies at a school following a crisis, emergency or suicide.
6. Annual plans required pursuant to NRS 388.243 should be uniformly required to be complete and filed by July 1st of each year (rather than simply “at least once each year” as now stated in law). The same filing date should be required for charter and private schools.
7. Provide authority for the Chief of the Division of Emergency Management to approve, and if necessary randomly audit, plans required to be filed with the Division to ensure compliance with statutory all requirements.
8. Require the Governor to create a statewide committee on school safety as an additional component of these teams and committees contemplated by this chapter, to include representation from state agencies such as Education, Public Safety, Emergency Management, and Health & Human Services.

NOTE: additional recommendations in the following Workgroup Reports might be included with these provisions in an omnibus act regarding school safety.

Physical Infrastructure Workgroup Recommendations

Recommendation #1 – Amend state law as follows:

- a) Amend Nevada Revised Statutes to categorize school police officers as Category I peace officers [NRS 289.470 and NRS 432B.610].
- b) Include school police officers in the Nevada definition of "school resource officer."
- c) Include school police departments in the Nevada definition of "law enforcement agency" for the purpose of NRS 289.030 which requires certain peace officers to wear a portable event recording device and requires certain law enforcement agencies to adopt policies and procedures governing the use of portable event recording devices.
- d) Increase jurisdiction of school police officers to include all property, buildings and facilities beyond school property while investigating matters related to personnel, pupils, or real or personal property of the school district; further expand jurisdiction of school police officers to enforce violations of traffic laws and ordinances 24 hours each day.

Recommendation #2 – Amend state law to refine Emergency Response Plans (NRS 388.245) as follows:

- a) Division of Emergency Management to provide NDE/Legislature annual report of compliance with plans. a. Division of Emergency Management may request other agencies to contribute to the plan review, at their sole discretion.
- b) Require plans to address extracurricular activities (e.g., sporting events)
- c) From Attorney General's Summit: Ensure building plans are shared among and across law enforcement jurisdictions; establish clear incident command hierarchy in an emergency.

Recommendation #3 – Require the Department of Education to develop a model plan to incorporate the following changes (NRS 388.253):

- a) Include a Model Threat Assessment (individual student) [NRS 388.253(2)];
- b) Include a Behavioral Health Disaster Response element [NRS 388.253(2)b)]; and
- c) Require annual exercises of plans including external response agencies.

Recommendation #4 – Make any necessary changes to ensure sustainability of Safe-Voice and ability of first responders to provide support to students, including:

- a) Amend "Safe-to-Tell" to "Safe Voice" in all relevant statutes; and
- b) If a student provides his/her own contact information, then law enforcement may provide the student's personally identifiable information to the school and local law enforcement. **[NOTE: The Governor should consider approving an emergency regulation for this purpose before the new school year begins.]**

Recommendation #5 – Make necessary statutory or regulatory changes regarding disproportionality of school discipline, including a requirement for additional school discipline data, including but not limited to removal of pupil, to be disaggregated by race/ethnicity and special education status, and for such data to be reported annually.

Nevada Statewide School Safety Task Force

Recommendation #6 – Provide funding the Executive Budget as follows:

- a) Expand access to School Resource Officers (as redefined above).
 1. Establish a categorical fund at the State dedicated for this purpose.
 2. Applications for funding come through District and must be made in conjunction with their school police department or local law enforcement agency, as applicable.
 3. Applications for funding come through SPCSA for any charter schools.
- b) Enhance school building safety to ensure safe learning environments.
 1. Establish a categorical fund at the State dedicated for this purpose.
 2. Applications for funding from Districts or SPCSA based on school safety assessment that is aligned with state standards for such an assessment(s).
 3. Distribution of funds based on “guided autonomy” that includes the school safety assessment to identify school needs and distributed on a block plus per pupil basis.
- c) \$200,000/year to support district/school and charter school training to supplement and refine training programs;
- d) Addition of one FTE to support Safe Voice within the Safe and Respectful Learning Environments; and
- e) Funding for required training/professional development for administrators and staff on matters pertaining to threat assessment and behavioral health disaster response.

Recommendation #7 – Direct the Department of Education to:

- a) Encourage charter and private schools to enter into an agreement (e.g., Memorandum of Understanding) with local school police or law enforcement agencies to provide school safety support.
- b) Develop evidence-based resources for schools/districts including but not limited to:
 1. Individual threat assessment,
 2. Standards for school safety assessments,
 3. Partnerships with Emergency Management to support districts in Nevada’s mutual aid program, and
 4. A list of resources to improve safety of school buildings.
- c) Work with the Nevada Attorney General’s Office and law enforcement immediately to establish working relationships with principals and obtain access to emergency response plans.

Student Well Being Workgroup Recommendations

Recommendation #1 – Provide legislation and budgetary authority that would grant districts funds to ensure students and school staff have the prevention skills needed to be successful and safe in school. This would accomplish the following:

- a) Proactively integrate Social Emotional Learning (SEL) into the fabric of all Nevada schools to help teachers and students remain motivated to develop skills to navigate and

succeed within their 21st learning communities and to serve as responsible, contributing, and safe members of society.

b) Require statewide Social-Emotional-Behavioral programming (SEB) as part of a multi-tiered system of support framework (MTSS) that requires each school to implement an integrated program with screenings, interventions, and progress monitoring. Establish administrator accountability standards to ensure that the framework is implemented with fidelity on every campus.

c) Require a statewide framework for and encourage the use of restorative practices in schools as an alternative to out of school consequences for behavioral infractions and the accompanying frustration that sometimes leads students to engage in antisocial or other behaviors that threaten the safety and/or learning of others.

d) Encourage Districts throughout the Nevada to institutionalize restorative practices as a preventative measure for antisocial behavior on campuses. Consider Fairfax County Public Schools (in Virginia) as a model.

e) Use and fund equitable instructional practices to promote inclusion and school climate.

f) Fund one new FTE to create a school climate and equity framework at state level that contributes to school improvement planning.

Recommendation #2 – Amend AB 127 of the 2017 Legislative Session to establish statewide recommended ratios for all school-based mental health providers (school counselors, school psychologists, and school social workers) that align with their respective national association recommended ratios, and require each school district to establish a school-based mental health ratio improvement plan for each of the three professions to achieve this ratio within 15 years; include a definition of each profession and supervision structure as part of the improvement plan; consider including school nurses in this initiative.

Recommendation #3 – Include school nurses, school counselors, and school psychologists in the Nevada Department of Education pilot Medicaid program and Social Work Block Grant. Enable the Department to use funds (one new FTE) from the current Social Work Block Grant Program to immediately expand school district capacity for Medicaid billing for behavioral health services and support.

Recommendation #4 – Issue an Executive Order directing the licensing boards for physicians, physician assistances, advance practice registered nurses, and all other professionals authorized to practice medicine in the state of Nevada to implement regulations:

a) requiring professionals initially licensed by their respective boards to complete at least two hours of continuous medical education on gun safety and self-harm and harm-to-others risk reduction during their first two years from initially being licensed; and

b) requiring professionals currently licensed to complete at least two hours of the continuous medical education during the next licensing period.

Recommendation #5 – Issue an Executive Order directing the Nevada Department of Education to produce a statement/documents with a title such as “Our Kids, Our Schools, Our Duty to Help Protect.” This school safety document could be distributed by the Department to all district, charter, and private schools in Nevada before the start of the 2019 school year. This optional

document could be used by school leaders, principals and staff—to help communicate with parents, students and caregivers:

- a) What state-wide safety precautions are in place in their school, as allowed by law;
- b) Crucial tips on responding to children’s emotional needs during times of crisis; and
- c) Examples of early warning signs in children, etc.

Recommendation #6 – The Task Force recommends that the Nevada Department of Education add input from parents, staff, and students on school climate, safety, programs currently available and utilized, and a SWOT analysis (strengths, weaknesses, opportunities and threats) to the statewide school climate survey. The Task Force further recommends that the State Board of Education adopt regulations or issue guidance such that School Improvement Plans (SIP) or School Performance Plans (SPP) for individual schools include:

- a) Goals to increase positive school climate; and
- b) Goals to improve family involvement.

Student Well Being Workgroup Additional Member Recommendations*

1. Recommend that the State Dept of Ed and work with the office of Safe and Respectful Learning to create a Mobile Crisis Team for rural counties.
 - **Justification:** CCSD and WCSD have crisis teams on staff. The rural districts are not able to fund or staff these types of individuals. When the individual school safety teams, or staff, conduct the **basic** at risk assessment, provided by the state, and have a student or students that raise a red flag they can call on this mobile crisis team to come in and provide interventions. This allows the student(s) to get the help and resources they need for mental health. Oftentimes very small rural schools do not have these types of wrap around services available in their community.
 - **Research Link:** [Christy McGill presentation](#)
 - **Fiscal Note:** State funded salaries for individuals on the Mobile Crisis Team.

2. Recommend School Improvement Plans or SPP's for individual schools to include a goal to increase/improve parent/family positive school climate involvement.
 - **Justification:** As far as I understand the SIP requirement comes from NDE. Most likely from a regulation handed down to the districts. Currently, the SIPs mostly focus on academics, which is important. However, it would be easy for SIPs to have two more holistic goals. Most SIPs already include some kind of climate improvement or family engagement. This just solidifies it and requires ALL to comply.
 - **Research link:** None
 - **Fiscal Note:** None

3. Recommend that the state of NV place an additional sales tax on media/video games purchased in the state with ratings of violence. Perhaps M for mature and A for adult. The money received from this additional tax will be used to supplement not supplant our efforts to increase safety in our schools.
 - **Justification:** It has been proven that kids who view and play violent video games display more aggressive behaviors. Addiction to viewing violence in gaming has become a real problem with teenagers. Many of these games allow them to plan out and carry out violent acts with life-like characters and situations. I like to think of this like the tobacco tax that has been imposed where some of the revenues are used for prevention and cessation of smoking. It makes sense to ask those who purchase these types of games pay a little extra to help solve and prevent problems.
 - **Research link:** http://www.esrb.org/ratings/ratings_guide.aspx; <http://www.apa.org/about/policy/violent-video-games.aspx>
 - **Fiscal Note:** Yes, unknown amount

*These recommendations were submitted and discussed by members of the Student Well Being Working Group but were not included in the final report due to the limited number of recommendations allowed and the need for further research, review, and approval. They are included in the appendix for future consideration.

4. Recommend that NDE develop a mental health track (Social Science) as part of the CTE program available to students.
 - **Justification:** Considering the need for an increase in mental health professionals, it seems fitting to try to encourage our own students to enter into this field. There are ample opportunities for "work study" with school counselors, social workers, psychologists, and community mental health workers. This idea clearly meets the CTE pillars of High Skill, High Wage, and High Demand.
 - **Research link:** Superintendents' Recommendation (no link provided for this)
 - **Fiscal Note:** Yes, unknown amount

5. Include measures of social emotional learning (SEL) or social, emotional, and academic development (SEAD) in both the rating of schools as part of the Nevada School Performance Framework (NSPF) as well as annual school improvement plans completed by administrators.
 - **Justification:** Although research clearly demonstrates a correlation between SEL and student well-being and academic success, Nevada's ESSA plan and the NSPF currently do not measure nor reward implementation of SEL or SEAD for school improvement.
 - **Research link:**
http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/ESSA_Adv_Group/NevadaSubmittedConsolidatedPlanFinal.pdf
 - **Fiscal Note:** None

6. Require those who hold a standard teaching or administrator license in Nevada to take one of the six continuing education or professional development credits in an area related to SEAD or SEL prior to each licensure renewal.
 - **Justification:** The English Mastery Council (created by Senate Bill 504 in the 2013 Legislature), after detailed investigation, found a need to support English Language Learners and thusly recommended a provision requiring the completion of one (English Language Acquisition Development) ELAD course to renew teaching licenses. Governor Sandoval has identified school safety a top priority for our state; therefore, SEL training for teachers and administrators is of great importance.
 - **Research link:**
<http://blogs.edweek.org/edweek/rulesforengagement/Taylor%20et%20al%20-%20FINAL%20document%206%2017%202017.pdf>
 - **Fiscal Note:** None

7. Require all state-approved traditional and alternative route programs to include SEAD training as part of their completion programs.
 - **Justification:** Research supports social emotional learning as essential in relationship building between teachers and students. If teachers come into the teaching field with social emotional training, Nevada's schools will benefit as result.
 - **Research link:**
https://drive.google.com/file/d/1PU7frWJPMxYKU0G7P_r0g1FDAd43ZLDc/view?usp=sharing
 - **Fiscal Note:** None

8. Create an endorsement in SEAD for standard teaching licensure. Those who obtain a SEAD endorsement would be exempt from taking a continuing education credit in SEAD for licensure renewal.
- **Justification:** Creating an endorsement would demonstrate the importance of SEAD and build leaders in schools as stated in Nevada's ESSA plan.
 - **Research link:** <http://nspf.doe.nv.gov/>
 - **Fiscal Note:** None
9. Require higher education institutes to offer preservice teachers instruction on social-emotional-behavioral (SEB) curricular programming and the SEB multi-tiered systems of support framework.
- **Justification:** Understanding and managing student behavioral is largely absent from preservice training programs and many current teachers report feeling underprepared to deal with student social-emotional-behavioral issues even after having decades of teaching experience.
 - **Research links:** Increasing Awareness of Child Mental Health Issues among Elementary School Staff (Powers, Wegmann, Blackmann, & Swick, 2018); A Social-Ecological Approach to Addressing Emotional and Behavioral Problems in Schools: Focusing on Group Processes and Social Dynamics (Trach, Lee, & Hymel, 2017); Effect of Preservice Classroom Management Training on Attitudes and Skills for Teaching Children With Emotional and Behavioral Problems: A Randomized Control Trial (Klopper, Scott, Jenkins, & Ducharme, 2017)
 - **Fiscal Note:** None
10. Create school-based mental health pipeline and incentivize students to enter into the fields of school psychology and school counseling through loan forgiveness programs. Expand existing higher education training programs for school psychology and school counseling. For social work and nursing programs, include specialized coursework in education systems (general and special education). Create stacked degree programs for school-based mental health professions.
- **Justification:** Nevada has existing teacher pipelines in place. Using existing models, school-based mental health professional pipelines could also be established.
 - **Research link:** Teacher Pipelines: Career Pathways Extending From High School to Community College to University (Bragg, 2007)
 - **Fiscal Note:** Unknown
11. Implement a statewide system to track and support students with known mental health issues as they move between education settings and as they transition out of high school.
- **Justification:** Students who move between educational settings (districts, charters, private, homeschool, transition) do not remain within the mental health transition system with the public schools. These students have significant mental health needs that often go unaddressed, or under addressed, due to trauma in their home life, among other factors, and do not receive the care they need. With a statewide, comprehensive tracking system, these students can receive the care they need regardless of their educational or home setting.

- **Research link:** <https://www.nami.org/getattachment/Learn-More/Mental-Health-by-the-Numbers/childrenmhfacts.pdf>
 - **Fiscal Note:** Unknown
12. Conduct a survey of all schools including input from parents, staff, and students on school climate, safety, programs currently available and utilized, and a SWOT analysis (strengths, weaknesses, opportunities and threats).
- **Justification:** Information collection was "the most important phase of the project and is the cornerstone for all recommendations or actions going forward. It was imperative to be as thorough in all information-gathering efforts so that as many stakeholders as possible were involved in the process". (WCSD Safe and Healthy Schools Executive Summary, p. 8)
 - **Research link:** <https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/630/Safe%20and%20Healthy%20Schools%20Commission/School%20Safety%20Advocacy%20Council%20Executive%20Report.pdf>
 - **Fiscal Note:** Yes
13. Train students to monitor and report suspicious behavior using "Safe Voice" and other means of reporting.
- **Justification:** In more than half of the open-source incidents, students were the first to discover another student's violent plan. (Straub, Solan and Rosiak, 2018, p.2)
 - **Research link:** <https://www.edweek.org/ew/articles/2018/04/11/how-schools-have-successfully-prevented-violence>; https://www.asvnearmiss.org/wp-content/uploads/2017/12/NASRO-JOSS-Winter-Edition-2017-Averting-School-Violence_Police-Foundation.pdf
 - **Fiscal Note:** Yes
14. Designate staff or volunteers to greet at drop off and pick up times at major points of entrance.
- **Justification:** Schools must be vigilant at entrance locations and have sufficient staff to process and observe individuals entering the school. (Police Foundation, 2017, p. 33) https://www.asvnearmiss.org/wp-content/uploads/2017/12/NASRO-JOSS-Winter-Edition-2017-Averting-School-Violence_Police-Foundation.pdf. Promote and expand access to community and school based mentoring programs. An evaluation of the community based Big Brothers Big Sisters mentoring programs found "mentored youth were 32% less likely to have engaged in a physical fight". (CDC, p. 26)
 - **Research link:** <https://www.cdc.gov/violenceprevention/pdf/yv-technicalpackage.pdf>
 - **Fiscal Note:** No
15. Designate a team trained in threat assessment at every school (i.e. Principal, VP, School Counselor, SRO) (Virginia Model, p. 9 & US Secret Service Threat Assessment, p. 22).
- **Justification:** Out of 188 threats assessed in schools using the 7 step threat assessment model, principals were certain 185 were not carried out and uncertain about only 3 threats to hit another student. (Dewey, 2010, p. 9) "The boys and young men who engaged in the targeted school violence examined by the Safe School Initiative were not 'invisible'

students. In fact, nearly all of these students engaged in behaviors that caused concern to at least one person, usually an adult-and most concerned at least three people.” (Secret Service, 2004, pp. 21-22) See Model Policies for School Threat Assessments (Virginia DCJS, p. 7-111)

- **Research links:**

<https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/156/virginia-model.pdf>; https://www.secretservice.gov/data/protection/ntac/ssi_guide.pdf; <https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf>

- **Fiscal Note:** Yes

16. Promote trauma informed and responsive schools training across Nevada public schools

- **Justification:** Trauma is a common experience for many students, and the impact on learning and behavior at school can be significant. Reactions to trauma can manifest as avoidance of schoolwork, anxiety, irritability, defiance, and/or aggressive conduct. When educators are not trauma informed, they can easily misinterpret these concerning behaviors and intervene with strategies that are ineffective and that can exacerbate trauma symptoms.

- **Research link:** <https://traumaawareschools.org/impact>

- **Fiscal Note:** Unknown

17. Build capacity for substance abuse prevention planning and evidence-based program implementation.

- **Justification:** Students who abuse alcohol, marijuana, and other drugs often experience significant problems with school attendance, behavior, and academic performance. Schools that are trained to effectively assess substance abuse patterns, plan and implement evidence-based interventions, and evaluate the impact of their interventions are able to engage in successful prevention and intervention strategies.

- **Research link:** <https://www.samhsa.gov/capt/applying-strategic-prevention-framework>

- **Fiscal Note:** Unknown

18. Support the integrated framework and expansion of school counseling, school psychology, and school social work positions across Nevada public schools

- **Justification:** School counselors, psychologists, and social workers are an integral part of a comprehensive school-based mental health team. Students with mental health disorders that are not effectively addressed are at risk for a broad range of negative academic and behavioral outcomes, including dropout, self-harm, substance abuse, and aggressive behavior. School counselors, psychologists, and social workers play a vital role in providing mental health interventions, promoting mental health, building a positive school climate, engaging parents, and building partnerships with community agencies to better serve vulnerable families.

- **Research link:** National Association of School Psychologists. A Framework for Safe and Successful Schools. Bethesda, MD. 2015

- **Fiscal Note:** Unknown

19. Expand student and family access to wraparound services.

- **Justification:** Studies have documented positive student academic, attendance, and behavioral outcomes using the wraparound service delivery model that features a high degree of team support and coordination and responsiveness to the needs of students and families.
 - **Research links:** Bruns, E.J., & Suter, J.C. (2010). Summary of the wraparound evidence base. In E.J. Bruns & J.S. Walker (Eds.), *The resource guide to wraparound*. Portland, OR: National Wraparound Initiative.
 - **Fiscal Note:** Unknown
20. Build capacity for universal mental health screening.
- **Justification:** Most children and youth with mental health disorders do not access mental health services or only receive services after a prolonged history of problems that has become difficult to address effectively through interventions. Universal screening offers an opportunity for early identification and improved access to services.
 - **Research links:** Neil Humphrey and Michael Wigelsworth (2016). “Making the case for universal school-based mental health screening.” *Emotional and Behavioral Difficulties*, 21(1), 22-42.
 - **Fiscal Note:** Unknown
21. Promote examination and recommendations related to nontraditional forms of student discipline- looking at trauma and school climate.
- **Justification:** “suspension is a widely used disciplinary technique in both general and special education, research has raised serious questions about its effects. Frequent use of suspension has many undesirable and unintended outcomes, including a less healthy school environment, lower academic achievement, higher levels of disruptive or antisocial behavior, and higher school dropout rates- there are also often equity issues related to suspension that impact comprehensive school safety.”
 - **Research links:**
https://law.duke.edu/childedlaw/schooldiscipline/downloads/instead_of_suspension.pdf;
<https://acestoohigh.com/2017/05/02/addiction-doc-says-stop-chasing-the-drug-focus-on-aces-people-can-recover/>
 - **Fiscal Note:** Unknown
22. Use and fund equitable instructional practices to promote inclusion and school climate.
- **Justification:** Inclusive practices and school climate promote student safety by supporting all students and including the voice of all students.
 - **Research link:** Articles
 - **Fiscal Note:** Unknown
23. Mandate that the licensing boards for physicians, physician assistances, advance practice registered nurses, and all other professionals authorized to practice medicine in the state of Nevada implemented regulations requiring professionals currently licensed by their respective boards to complete at least 2 hours of continues medical education on gun safety and self-harm and harm-to-others risk reduction during the next licensing period.
- **Justification:** The presence of a handgun in the home has been shown to double the risk of adolescent suicide (Brent DA, Perper JA, Allman CJ, et al: The presence and

accessibility of firearms in the homes of adolescent suicides: a case control study. JAMA 266:2989-2995, 1991). Three quarters of youth who shoot themselves do so with a gun they or a relative own (Grossman et al.: Self-inflicted and unintentional firearm injuries among children and adolescents: the source of the firearm. Archives of Pediatrics and Adolescent Medicine 153:875-878, 1999). In majority of cases (70%), threats issued by youth were classified as transient and could be resolved quickly (Cornell et al. 2004), also referenced at Student Threat Assessment as a Standard School Safety Practice: Results From a Statewide Implementation Study, <https://www.apa.org/pubs/journals/features/spq-spq0000220.pdf>. There are multiple examples that the society clearly fails to consistently ensure safe gun storage

(https://www.washingtonpost.com/news/wonk/wp/2016/05/01/toddlers-have-shot-at-least-23-people-this-year/?utm_term=.ad57576757e0;

<https://everytownresearch.org/notanaccident/>; <https://www.snopes.com/fact-check/toddlers-killed-americans-terrorists/>). The 11th U.S. Circuit Court of Appeals

upheld the constitutionality of physicians inquiring about gun ownership and safekeeping as part of their routine medical screening, ruling 10-1, finding the state of Florida had not shown any valid reason for restricting doctors' speech through Firearm Owners' Privacy Act (often abbreviated FOPA) passed by the Florida Legislature in 2011.

<https://www.reuters.com/article/us-usa-florida-guns-idUSKBN15V2YX>.

- **Research links:** Included in Justification
- **Fiscal Note:** No

24. Mandate that the licensing boards for physicians, physician assistances, advance practice registered nurses and all other professionals authorized to practice medicine in the state of Nevada implemented regulations requiring professionals initially licensed by their respective boards to complete at least 2 hours of continues medical education on gun safety and self-harm and harm-to-others risk reduction during their first two years from initially being licensed.

- **Justification:** Same as for #23.
- **Research links:** Included in Justification for #23 .
- **Fiscal Note:** No

25. Provide incentives for “smart gun” sales and ownership through tax incentives and insurance rate reductions.

- **Justification:** There are no clear evidence of school shootings using “smart gun” technology firearms.
- **Research links:** None provided
- **Fiscal Note:** Possible

26. Implement public heath announcements via multiple media outreach venues to educate the general public about proper gun safety storage and about penalties for violating Nevada gun safety laws.

- **Justification:** It is illegal for minors without certain exceptions to legally possess firearms (<https://www.leg.state.nv.us/NRS/NRS-202.html#NRS202Sec300>) or for adults to sell or barter a firearm to a child under 18 (<https://www.leg.state.nv.us/NRS/NRS-202.html#NRS202Sec310>). There are multiple examples that the society clearly fails to

consistently ensure safe gun storage

(https://www.washingtonpost.com/news/wonk/wp/2016/05/01/toddlers-have-shot-at-least-23-people-this-year/?utm_term=.ad57576757e0;

<https://everytownresearch.org/notanaccident/>; <https://www.snopes.com/fact-check/toddlers-killed-americans-terrorists/>). Three quarters of youth who shoot

themselves do so with a gun they or a relative own (Grossman et al.: Self-inflicted and unintentional firearm injuries among children and adolescents: the source of the firearm. Archives of Pediatrics and Adolescent Medicine 153:875-878, 1999). Most youth who

will obtain a gun first do so in early adolescence (Ash et al. 1996; Brener et al. 1999, Sadowski et al. 1989); and the majority of these youth receive their first gun passively.

The major risk factor for handguns is not that the youth owns a gun, but that he (usually) carries it with him and can the impulsively use it during a confrontation (Principles and Practice of Child and Adolescent Forensic Psychiatry, D. Schetky and E. Benedek, 2002).

[U.S. students were caught with a firearm at school](#) at least 1,576 times during the 2015-16 school year, according to a federal database with information collected from states through the Gun-Free Schools Act.

https://nces.ed.gov/programs/digest/d17/tables/dt17_231.65.asp.

- **Research links:** Included in Justification
- **Fiscal Note:** Financial cost of creating and airing public service announcements.

27. To bring Nevada's laws regarding exclusionary discipline practices in schools up to date with current research on suspension and expulsion. Concept: Revise NRS 392.4655-4675 to: prohibit the suspension of any student in grades K-2; prohibit long-term suspensions (10 or more days) for any reason; prohibit expulsion for any reason; include a requirement that every office discipline referral that meets a certain threshold triggers a referral to a Specialized Instructional Support Personnel (SISP; i.e. school social worker, school counselor, school psychologist) and the administration of a brief screener to support the development of a behavior support plan; and include a requirement that a behavior support plan be put in place for every student that is suspended, for both in- and out-of-school suspensions.

- **Justification:** Research consistently demonstrates that zero tolerance, exclusionary school discipline practices have an adverse negative effect on the academic and behavioral health outcomes of students, with one study finding that a single suspension increases a student's likelihood of dropping out by 20% (____, 2017). Many states have acknowledged this by adopting policies that prohibit such practices, especially for younger students (typically K-2).
- **Research link:** <https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/briefings/effectiv-school-discipline-policy-and-practice-supporting-student-learning>
- **Fiscal Note:** Yes, FTE mentioned in Recommendation #2 should cover it.

Physical Infrastructure Coordination Workgroup Additional Member Recommendations

1. Physical - Panic Slams
 - **Justification:** Speed, efficiency, and safety in case of an incident.
 - **Research link:** None
 - **Fiscal note:** Yes - varies by amount, quality
2. Physical - Outside numbering and identification system for classrooms and buildings
 - **Justification:** Speed, efficiency, and safety of response to an incident.
 - **Research link:** None
 - **Fiscal note:** Yes – minimal
3. Administrative -School police support for private and charter schools
 - **Justification:** Private and charter schools who currently do not have SROs or school police of their own need the opportunity to enter into a MOU with school police for: 1. support in investigations, 2. standardization of threat investigation and protocol, 3. collective data sharing, 4. unified communication (private and charter schools do not have access to 800mhz radio or other district wide/community wide emergency communication), 5. Training (Each school is responsible for its own emergency/crisis response training and may or may not work with the Local Law Enforcement Agency. A MOU with school police would allow for unified training and a standardization of response that could be communicated to all agencies).
 - **Research link:** None
 - **Fiscal note:** Yes - potentially rests with charter and private school
4. Physical - Microphones on cameras with the ability for the LEA to automatically link in and see/hear a code red situation
 - **Justification:** Speed, efficiency, and safety of response to an incident.
 - **Research link:** None
 - **Fiscal note:** Yes - varies by amount, quality
5. Physical - Automatic Lockdown and administrator controlled lockdown.
 - **Justification:** Speed, efficiency, and safety in case of an incident or during an incident.
 - **Research link:** One example: <https://havenlock.com/products/haven-lockdown>
Recently purchased by LA Unified SD (reported by Havenlock owner)
 - **Fiscal note:** Yes - 469 - 500 per door (Havenlock system)
6. Threat Assessment Training for Administrative Team.
 - **Justification:** Utilize K-12 School Security Practices Guide

- **Research links:**
- <https://www.dhs.gov/news/2018/03/12/dhs-working-enhance-school-safety-increase-preparedness>
<https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf>
- **Fiscal note:** unknown

7. Revise Fire Drill Practices

- **Justification: Some Districts in NV already doing this**
- **Research link:** Washoe County School District's Sample
- **Fiscal note:** None