

Statewide School Safety Task Force
Review of 2018 SSSTF report recommendations
DRAFT

Recommendation #1: Support SB 36, and consider adding an amendment adding the following clean-up language regarding Emergency Operation Plans:

NRS388.249

4. Each public school shall post on the website at the school a notice of the completion of each review that the school committee performs pursuant to this section.

NRS 388.910 Appointment and duties of school safety specialist.

1. The superintendent of schools of each school district shall designate an employee at the district level to serve as the school safety specialist for the district. The Charter Board shall designate an individual to serve as the school safety specialist for the charter school(s)

2. A school safety specialist shall:

Ensure compliance with NRS 388.229-388.266.

(e) Present a summary of the school security risk assessment conducted pursuant to paragraph (d) and any recommendations to improve school safety and security based on the to the Superintendent of the school district or equivalent for charter school(s) or designee.

(h) Will provide the opportunity for local first responder agencies to participate in site familiarization of school buildings in the district or charter school, as applicable, to employees of public safety agencies that are likely to be first responders to a crisis, emergency or suicide at the school; and,

(i) Provide a written record to the Superintendent of the school district or equivalent for charter school(s) or designee, as applicable, of any recommendations made by an employee of a public safety agency as a result of site familiarization provided pursuant to paragraph (h).

NRS 388.243 Development committee: Development of plan to be used by schools in responding to crisis, emergency or suicide; submission of plan to board of trustees or governing body of charter school and Division of Emergency Management of Department of Public Safety; compliance with plan required.

1. Each development committee established by the board of trustees of a school district shall develop one plan, utilizing FEMA's Guide for Developing High-Quality School Emergency Operations Plan and shall be considered an "All-Hazard" Emergency Operations, to be used by all the public schools other than the charter schools in the school district in responding to a crisis, emergency or suicide. Each development committee established by the governing body of a charter school shall develop a plan, utilizing FEMA's Guide for Developing High-Quality School Emergency Operations Plan and shall be considered an "All-Hazard" Emergency Operations Plan, to be used by the charter school in responding to a crisis, emergency or suicide. Each development committee shall, when developing the plan, the plan shall include:

(a) A suicide; or

(b) A crisis or emergency that involves a public school or a private school and that requires immediate action.

2. The "All-Hazards Plan" plan must include, without limitation, a procedure for:

(a) In response to a crisis or emergency:

(1) Coordinating the resources of local, state and federal agencies, officers and employees, as appropriate;

(2) Accounting for all persons within a school;

(3) Assisting persons within a school in a school district, a charter school or a private school to communicate with each other;

(4) Assisting persons within a school in a school district, a charter school or a private school to communicate with persons located outside the school, including, without limitation, relatives of pupils and relatives of employees of such a school, the news media and persons from local, state or federal agencies that are responding to a crisis or an emergency;

(5) Assisting pupils of a school in the school district, a charter school or a private school, employees of such a school and relatives of such pupils and employees to move safely within and away from the school, including, without limitation, a procedure for evacuating the school and a procedure for securing the school;

(6) Reunifying a pupil with his or her parent or legal guardian;

(7) Providing any necessary medical assistance;

(8) Recovering from a crisis or emergency;

(9) Carrying out a lockdown at a school;

(10) Providing shelter in specific areas of a school; and

(11) Providing disaster behavioral health related to a crisis, emergency or suicide;

(b) Providing specific information relating to managing a crisis or emergency that is a result of:

(1) An incident involving hazardous materials;

(2) An incident involving mass casualties;

(3) An incident involving an active shooter;

(4) An incident involving a fire, explosion or other similar situation;

(5) An outbreak of disease;

(6) Any threat or hazard identified in the hazard mitigation plan of the county in which the school district is located, if such a plan exists; or

(7) Any other situation, threat or hazard deemed appropriate;

(c) Providing pupils and staff at a school that has experienced a crisis or emergency with access to counseling and other resources to assist in recovering from the crisis or emergency;

(d) Evacuating pupils and employees of a charter school to a designated space within an identified public middle school, junior high school or high school in a school district that is separate from the general population of the school and large enough to accommodate the charter school, and such a space may include, without limitation, a gymnasium or multipurpose room of the public school;

(1) A charter school shall hold harmless, indemnify, and defend the school district to which it evacuates during a crisis or an emergency against any claim or liability arising from an act or omission by the school district or an employee or officer of the school district.

(e) Selecting an assessment tool which assists in responding to a threat against the school by a pupil or pupils;

(f) On an annual basis, providing drills to instruct pupils in the appropriate procedures to be followed in response to a crisis or an emergency. Such drills must occur:

(1) At different times during normal school hours; and

(2) In cooperation with other state agencies, pursuant to this section.

(g) Responding to a suicide or attempted suicide to mitigate the effects of the suicide or attempted suicide on pupils and staff at the school, including, without limitation, by making counseling and other appropriate resources to assist in recovering from the suicide or attempted suicide available to pupils and staff;

(h) Providing counseling and other appropriate resources to pupils and school staff who have contemplated or attempted suicide;

(i) Outreach to persons and organizations located in the community in which a school that has had a suicide by a pupil, including, without limitation, religious and other nonprofit organizations, that may be able to assist with the response to the suicide;

(j) Addressing the needs of pupils at a school that has experienced a crisis, emergency or suicide who are at a high risk of suicide, including, without limitation, pupils who are members of the groups described in subsection 3 of NRS 388.256; and

(k) Responding to a pupil who is determined to be a person in mental health crisis, as defined in NRS 433A.0175, including, without limitation:

(1) Utilizing mobile mental health crisis response units, where available, before transporting the pupil to a public or private mental health facility pursuant to subparagraph (2); and

(2) Transporting the pupil to a public or private mental health facility or hospital for admission pursuant to NRS 433A.150.

3. A copy of the plan will be made available for review at the District office for the Board of Trustees to review.

4. Still need DEM input

NRS 388.245

4. The board of trustees of each school district and the governing body of each charter school shall:
 - a) Post on the website a notice of the completion of each review and update that its development committee performs pursuant to subsection 1 at each school in its school district or at its charter school;
 - c) Make available upon request NRS 388.229 to 388.266, inclusive, at each school district or at its charter school(s).

NRS 388.253 Remove: Explanation: This is covered in compliance with NRS 388.243.

NRS 392.450

Request needs FIRE input.

2. (Remove)

3. A diagram of the approved escape route and any other information related to the drills required by subsection 1 which is approved by the chief of the fire department or, if there is no fire department, the State Fire Marshal must be kept posted in every classroom of every public school by the principal or teacher in charge thereof.

4. The principal, or designee of each school building shall:

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

2.1 Support ratios created by the State Board of Education.

2.2 Request for stronger, statewide suicide prevention for all district staff. Making prevention work, not just a model, and prioritizing training and education for ALL district staff (administration, certified, classified, support) in the area of recognizing signs of suicide, prevention, and intervention. Schools can have a menu of training available to individualize the training to meet their needs. It is essential all training includes evidence-based materials, student voices and community partnerships to help strengthen the suicide prevention measures already present in NRS.

2.3 Recommend that school safety funds are protected in categorical funds and taken out General Funds in order to ensure that current mental health and school safety services are not interrupted or halted during the recovery period of pandemic.

Recommendation #3: Continue 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 Continue a categorical fund at the State dedicated for school police and school resource officers.
- 3.2 Explore federal opportunities to support school police and school resource officers when available.

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 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 School Safety Task Force Final Report November 19, 2018 Page 5 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 multitiered 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 Restore the \$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: Encourage districts throughout Nevada to institutionalize restorative practices as a preventative measure for antisocial behavior on campuses.

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 in a user friendly format annually.

Recommendation #7:

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 during the next licensing period at least one hour continues medical education on self-harm and harm-to-others risk assessment and risk reduction interventions that include safe gun storage patient and family education.

- **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 during their first two years from initially being licensed at least one hour continues medical education on self-harm and harm-to-others risk assessment and risk reduction interventions that include safe gun storage patient and family education.

- **Justification:** Same as for #23.

- **Research links:** Included in Justification for #23 .

- Fiscal Note: No