

**MINUTES OF THE JOINT MEETING OF THE  
SENATE COMMITTEE ON EDUCATION  
AND THE  
ASSEMBLY COMMITTEE ON EDUCATION**

**Eightieth Session  
March 4, 2019**

The joint meeting of the Senate Committee on Education and the Assembly Committee on Education was called to order by Chair Moises Denis at 6:03 p.m. on Monday, March 4, 2019, in Room 4100 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. [Exhibit B](#) is the Attendance Roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

**SENATE COMMITTEE MEMBERS PRESENT:**

Senator Moises Denis, Chair  
Senator Joyce Woodhouse, Vice Chair  
Senator Marilyn Dondero Loop  
Senator Dallas Harris  
Senator Scott Hammond  
Senator Ira Hansen  
Senator Keith F. Pickard

**ASSEMBLY COMMITTEE MEMBERS PRESENT:**

Assemblyman Tyrone Thompson, Chair  
Assemblyman Edgar Flores, Vice Chair  
Assemblywoman Bea Duran  
Assemblywoman Michelle Gorelow  
Assemblywoman Alexis Hansen  
Assemblywoman Melissa Hardy  
Assemblywoman Lisa Krasner  
Assemblywoman Brittney Miller  
Assemblywoman Connie Munk  
Assemblywoman Sarah Peters  
Assemblywoman Jill Tolles  
Assemblywoman Selena Torres

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**GUEST LEGISLATORS PRESENT:**

Senator Yvanna D. Cancela, Senatorial District No. 10  
Senator Heidi Seevers Gansert, Senatorial District No. 15  
Assemblywoman Jill Tolles, Assembly District No. 25

**STAFF MEMBERS PRESENT:**

Jen Sturm, Senate Policy Analyst  
Asher A. Killian, Senate Committee Counsel  
Kelly Richard, Assembly Policy Analyst  
Victoria Gonzalez, Assembly Committee Counsel  
Trinity Thom, Assembly Committee Assistant  
Linda Hiller, Committee Secretary

**OTHERS PRESENT:**

James Ketsaa, Chief of Police, Clark County School District Police Department  
Jesus Jara, Ed.D., Superintendent, Clark County School District  
Traci Davis, Superintendent, Washoe County School District  
Teri White, Superintendent, Douglas County School District  
Christy McGill, Director, Office for a Safe and Respectful Learning Environment,  
Department of Education  
Jason Trevino, Chief of Police, Washoe County School District Police  
Department  
Caryne Shea, Honoring Our Public Education  
Jim Frazee  
Kristin Barnson, President, Nevada School Counselor's Association  
Bryan Wachter, Retail Association of Nevada  
Mary Pierczynski, Nevada Association of School Superintendents  
Phillip Kaiser  
Chris Daly, Nevada State Education Association  
Brent Bandhauer  
Mercedes Krause  
Danny Price  
Jessica Ferrato, Nevada Association of School Boards  
Andrea DeMichieli  
Pilar Biller

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Katie Dockweiler, Ed.D., Nevada Association of School Psychologists  
Elisa Marcheschi Hickey  
Adam Berger  
Vicki Kreidel, Vice President, National Education Association of Southern Nevada  
Vikki Courtney, President, Clark County Education Association  
Patty Sanborn, Healthy Communities Coalition  
Lillian Calvet  
Sara Coombes  
Sylvia Lazos, Nevada Immigration Coalition  
Jeremy Campf  
Michael Hill  
Bart J. Chambers, Chief, State Fire Marshal Division, Department of Public Safety  
Cindy Owings  
Mary Alber, Ph.D., Director, Education Innovation Collaborative  
Paige Myers  
Ed Gonzalez  
Regina James  
Robert Hollowood  
Christy Ruffolo  
Erica Jackson  
Angie Sullivan  
Anthony York  
Jeremy Batten  
Holly Welborn, Policy Director, American Civil Liberties Union of Nevada  
Caleb S. Cage, Chief, Division of Emergency Management, Department of Public Safety  
Gregory Zunino, Deputy Solicitor General, Office of the Attorney General  
Gregory Ott, Chief Deputy Attorney General, Office of the Attorney General

CHAIR DENIS:

I will open the joint meeting of the Senate Committee on Education and the Assembly Committee on Education with a presentation on the Statewide School Safety Task Force by Senator Yvanna Cancela and Assemblywoman Jill Tolles.

SENATOR YVANNA D. CANCELA (Senatorial District No. 10):

I will begin by outlining the general work of the Statewide School Safety Task Force. According to *Education Week*, an independent news organization that covers K–12 education, last year was the worst year for mass shootings at schools in the U.S. There were 24 school shootings with injuries or deaths and 114 people killed or injured in those attacks.

Following the Parkland, Florida school shooting at Stoneman Douglas High School, Governor Sandoval put together the School Safety Task Force. Assemblywoman Tolles and I were the two Legislators to serve on the Task Force that brought together representatives of local school districts and charter schools, policymakers, health professionals, law enforcement, parents, and students. It is important to remember that when we talk about school safety, we are not just talking about school shootings. School violence is much more encompassing.

In 2017, the University of Nevada, Reno conducted the Nevada Youth Risk Behavior Survey of 5,336 students at 98 high schools and 5,464 students at 113 middle schools. The results were striking. More than 5 percent of high school students who responded said they had carried a weapon on school property during the 30 days before the survey was conducted, and 9 percent of students said they did not go to school during that time period because they did not feel safe getting there and/or being at their school. Approximately 8 percent of students who responded said that during the year before the survey was conducted, they were threatened or injured with a weapon on school property. Nearly 35 percent of respondents said they felt sad or hopeless almost every day for 2 or more weeks, but said they could not get the help they needed.

As we listened to students testifying before the Task Force, one story stuck with me. There was a third grade boy sitting in the back of the room as mostly high school students were testifying. He looked nervously at his mom, seeming to ask whether he should testify. She nodded and he did speak, saying he was afraid during pick-up time at his school because there were so many students outside. He worried about what would happen to them if someone came there with a gun. That is the kind of responsibility we have when we talk of school safety.

The Task Force came up with three approaches to school safety—the prevention of school violence, the management of a crisis and the recovery or response to the crisis. We divided into two subcommittees—the Student Well-Being Working Group and the Physical Infrastructure Working Group.

ASSEMBLYWOMAN JILL TOLLES (Assembly District No. 25):

I served as Chair of the Student Well-Being Working Group, which had 10 diverse members that met 5 times during the 2017-2018 Interim. The first meeting we had, I shared that the Chinese symbol for crisis is actually made up of two characters—the symbol for danger and the symbol for opportunity. There is no doubt we are facing a crisis and danger in our schools, but through this Task Force we embraced the opportunity to respond.

We focused on student well-being, which includes social and emotional development, mental and behavioral health resources and school-based personnel, training of staff, community programs and supporting the role of family. We did extensive research on preventing school violence, consulting medical journals and professional associations including school psychologists, police foundations and U.S. Homeland Security. We also reviewed research from top forensic psychology experts.

One of the most compelling presentations to our Student Well-Being Working Group was by Dr. Jackie Schildkraut from the State University of New York-Oswego on “Evidence-Based Threat Assessment Guidelines,” where she pointed out that there are always warning signs before an attack. In analyzing more than 30 years of acts of school violence, she reported that every single time, the individual communicated that something was going to happen; whether it was on social media, telling a family member or being overheard making threats at school.

Students are the number one reporters of those warning signs, which is why programs we will be discussing later like SafeVoice are so important. A 2004 study found that 70 percent of threats are successfully mitigated through nonviolent interventions.

Another compelling presentation we heard was by Frank Straub of the National Police Foundation, speaking on “School Climate and Student Well-Being Factors Behind Averted School Violence.” The Police Foundation has done an in-depth

analysis of where threats were successfully thwarted ahead of time. Mr. Straub pointed out the importance of creating a safe place for students to report and the importance of connecting with students.

After looking at the research, hearing from experts and listening to testimony from parents and students, we came up with recommendations for bill draft requests (BDR) and budget recommendations, which I have listed in my presentation ([Exhibit C](#)).

The first recommendation for a BDR had to do with student well-being and budgetary requests. This is our omnibus recommendation deserving special priority—to integrate social-emotional learning (SEL) into the fabric of all Nevada schools to promote school safety. We also recommended that we require Statewide social-emotional-behavioral-programming and encourage restorative practices as a preventative measure for behavioral infractions. We also recommend that we use and fund equitable instructional practices to promote inclusion and improved school climate, which would also include funding for one new full-time employee (FTE) to create a school climate and equity framework at the State level. We also request additional block grant funding to be made available to State school districts to support curriculum, training and program needs as they implement SEL and Social, Emotional and Academic Development programs.

A 2017 meta-analysis from the Collaborative for Academic, Social, and Emotional Learning, the University of Illinois at Chicago, Loyola University and the University of British Columbia showed that SEL programs, which previously have shown immediate improvements in mental health, social skills and academic achievement, continue to benefit students for months and even years to come.

Another study found that SEL programs, implemented with fidelity, can return \$11 for every \$1 invested (Belfield, Bowden, Klapp, Shand & Zander, 2015), and that 90 percent of SEL students reported feelings of safety versus 50 percent of students in schools without SEL programs.

Our second recommendation for a BDR relates to staffing ratios for all school-based mental health providers, including school counselors, psychologists and social workers, to align with their respective national

associations' recommended ratios. This would require each school district to establish a 15-year plan and include a definition of each profession and supervision structure as part of the improvement plan as well as to consider including school nurses in that plan.

Currently, the ratios of mental health providers to students in Nevada schools is far above the national recommendation. The national recommendation for school counselors is 1 counselor for every 250 students. On average in Nevada, there is 1 counselor for every 1,000 students.

The national recommendation for school social workers is 1 social worker for every 250 students. On average in Nevada, there is 1 social worker for every 1,500 students.

The national recommendation for school psychologists is 1 psychologist for every 500 students. On average in Nevada, there is 1 counselor for every 2,500 students. Some in the teaching profession say this number is likely much higher.

The national recommendation for school nurses is 1 nurse for every 750 students. On average in Nevada, there is 1 nurse for every 2,500 students.

Our last recommendation for a BDR is to include school nurses, school counselors, and school psychologists in the Department of Education (NDE) integrated system of funding for Medicaid and a social work block grant. We also recommend enabling the NDE to use the funds for two new FTEs from the current Social Services Block Grant program to immediately expand school district capacity for Medicaid billing for behavioral health services support and a medical director. All six recommendations from our Working Group are listed in full in the Nevada Statewide School Safety Task Force report ([Exhibit D](#)) on pages 18 through 20.

In 2017, a survey by the School Superintendents Association found that 68 percent of superintendents said Medicaid dollars funded school nurses, counselors and other health staff members. In the course of our work, we realized that we were leaving those federal dollars on the table.

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We have 5 links in our presentation, [Exhibit C](#), page 6, including one link to the final report of the Statewide School Safety Task Force which can also be found on the NDE website under boards and commissions. A link to the Statewide School Safety Task Force page is also on the NDE website and it includes all the outside resources we utilized in the Student Well-Being Working Group.

SENATOR CANCELA:

I was on the Physical Infrastructure Working Group with, among others, Clark County School District (CCSD) Chief of Police, James Ketsaa, who can speak to our process. Assemblywoman Tolle's subcommittee dealt with what happens in schools and my subcommittee dealt with the hardware of what our buildings and spaces look like.

JAMES KETSAA (Chief of Police, Clark County School District Police Department):  
I am the Chief of the CCSD Police Department. The Physical Infrastructure Working Group came up with recommendations for BDRs that include categorizing school police officers as Category I peace officers instead of Category II and including officers in the Nevada definition of "school resource officer" (SRO). All seven recommendations from our Working Group are listed in full in the Nevada Statewide School Safety Task Force report, [Exhibit D](#), on pages 17 and 18.

JESUS JARA, Ed.D. (Superintendent, Clark County School District):

In the 2017-2018 school year, the CCSD Police Department confiscated 13 guns on school campuses. This school year, 12 guns have been confiscated on campuses. Our data is alarming, similar to national data. Twenty percent of our students do not feel safe in their schools and campuses. For CCSD, that equals 64,000 students. As a superintendent and father, that is unacceptable.

The day after the September 11, 2018, incident at Canyon Springs High School where we lost a student to gun violence, I commissioned a safety advisory committee that included community members, elected officials, school principals and our CCSD Police Department. We made some recommendations that I included in my strategic plan, "Focus 2024".

The safety commission recommendations align with the Governor's Nevada Statewide School Safety Task Force, requiring mandatory reporting of every CCSD firearm incident because transparency is something we needed to

address. We also recommended strengthening our community awareness, using SafeVoice, appointing a community liaison from CCSD to work with Mayor Goodman's Faith Initiative on gun violence and responsible gun storage and providing crisis response training for students and staff, including "active situation" training.

We also recommended increasing campus security by improving security cameras or installing security access codes, increasing police staffing, conducting basic school safety assessments at every school and establishing K-9 units trained in firearm detection. We swore in four new K-9 police dogs three weeks ago. These dogs are specifically trained to find firearms, and one of the dogs already assisted in the apprehension of two felony suspects by detecting guns in vehicles.

Implementing all these recommendations will require funding. Both urban and rural school districts have challenges. Clark County School District is the fifth largest school district in the U.S. and the fourth largest rural district in the State. We serve schools that reach from Laughlin to Sandy Valley, Indian Springs and Mesquite. We have a very diverse population and we understand the challenges. We understand the Governor's budget utilizes marijuana revenues that are currently going to the Rainy Day Fund to finance the recommendations of the Task Force. We support this initiative and the Governor's Task Force. We also have 70 percent of the students in the State with some of the most severe safety challenges.

TRACI DAVIS (Superintendent, Washoe County School District):

I was on the Governor's Statewide School Safety Task Force during the last Interim. Washoe County School District (WCSD) Chief of Police, Jason Trevino and I were on the Physical Infrastructure Working Group for the Task Force.

We have not been immune to school violence. A dedicated WCSD teacher was shot and killed by a student at Sparks Middle School in October 2013, and two other students were injured by the perpetrator who committed suicide with his gun. It was devastating to our community.

We responded by creating the WCSD Safe and Healthy Schools Commission, concentrating on social-emotional learning (SEL) and student voice. We focused on being proactive rather than reactive about addressing the wraparound needs

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of our students. The Commission has done this in such a way that will address the issue of mental illness, wraparound services and infrastructure.

I support this legislation and WCSD wants to share our work and to also learn from others across the U.S. as we tackle these serious issues with school safety.

TERI WHITE (Superintendent, Douglas County School District):

As Superintendent of the Douglas County School District and President of the Nevada Association of School Superintendents (NASS), we support the work of both sides of the Task Force and all of the recommendations coming out of the working groups.

ASSEMBLYWOMAN TOLLES:

The Nevada Statewide School Safety Task Force report, [Exhibit D](#), has all the recommendations and links to the presentations we heard in both working groups.

SENATOR CANCELA:

This Task Force was bipartisan and included some of the best and brightest minds from across the State. We looked at data and made decisions based on what national and local experts believe are the best solutions for the problems facing Nevada.

CHAIR DENIS:

I will now open the hearing on Senate Bill (S.B.) 89.

**SENATE BILL 89**: Makes various changes relating to education. (BDR 34-331)

SENATOR HEIDI SEEVERS GANSERT (Senatorial District No. 15):

I have a bill this Session, S.B. 142, which is a subset of S.B. 89, which I am presenting today.

**SENATE BILL 142**: Makes various changes relating to school safety.  
(BDR 34-167)

I echo the sentiments of Senator Cancela and Assemblywoman Tolles that the Task Force recommendations detailed in S.B. 89 have broad bipartisan support.

One recommendation in the final report was to ensure the sustainability of SafeVoice and the ability of first responders to provide support to students. The Safe-to-Tell Program, now commonly referred to as SafeVoice, is the name of the anonymous reporting system set in statute. The bill that established the program was led by the late Senator Debbie Smith during the 2015 Legislative Session. I followed up with my bill, S.B. No. 212 of the 79th Session, to implement that bill.

SafeVoice is based on research and best practice recommendations from a series of respected national publications. Something that jumped out at me was the data on knowing ahead of time that a person will behave with extreme violence at a school. The numbers were so high, for example, 93 percent of incidents had at least one person who had some knowledge of an attacker's plan. Of that percentage, 93 percent were peers: friends, schoolmates or siblings.

The SafeVoice program provides an easy mechanism for any person to report dangerous, violent, or unlawful activity being conducted or threatened at a school, school activity, on a school bus or by a public school student. The legislation we passed last Session put the access number to the program on school ID cards, in the cafeterias and on the buses, making it readily available to all school districts and students.

My bill, S.B. 142 is nested in section 10 through section 16 of S.B. 89. Starting with section 10, existing law requires that each public school's safety team include at least a parent, school counselor, and a teacher, among others. My bill expands the composition of the safety team to include a school psychologist or social worker and a school police or resource officer.

Section 11 changes the name of the Safe-to-Tell Program to the SafeVoice Program.

Section 13 requires that the identity of a person who makes a report to SafeVoice may be disclosed under certain circumstances: to ensure the safety and well-being of the person who reported the information, if the person knowingly reported false information, and to comply with provisions of *Nevada Revised Statutes* (NRS) 388.1351, which addresses the required

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reporting of bullying and cyber-bullying incidents by a staff member and the subsequent actions and investigation process.

Section 13 authorizes certain public safety agencies access to certain student information so the agency may take appropriate action in response to a report, subject to confidentiality requirements.

The first year of the SafeVoice Program was very successful, becoming Statewide by early 2018. During that time, more than 6,000 tips were received ([Exhibit E](#)), page 2; 1,516 tips to report bullying, 371 suicide threats, followed by tips for harassment, threat to student, self-harm, threat to the school and more.

I was a member of the 2017-2018 Interim Finance Committee where we had a supervisor of dispatch receiving SafeVoice tips testify that this program was saving lives because they were able to intervene with suicidal students. The monthly data is on page 3 of [Exhibit E](#) and the days of the week statistics are on page 4. We need to sustain SafeVoice as outlined in the recommendations of the Task Force.

CHRISTY MCGILL (Director, Office for a Safe and Respectful Learning Environment, Department of Education):

I have submitted a crosswalk of S.B. 89 ([Exhibit F](#)) that outlines the changes in NRS. This bill reflects what is needed to change our State statutes to enact and enable the recommended changes from the Governor's Statewide School Safety Task Force. You will also see that this bill has multiple levels, looking at school, district and State levels as well as multiple sectors like safety, behavioral health and infrastructure. Each of the sections in the bill are explained in [Exhibit F](#), with a column of information on Task Force Recommendations and a column for the Governor Recommended Enhancements for each section description.

Regarding section 6, we have a proposed amendment to add private schools which was left out of that section ([Exhibit G](#)).

Section 7 requires the State Board of Education to adopt nonbinding recommended ratios for the Specialized Instruction Support Personnel. These are the ratios Assemblywoman Tolles was talking about in the recommendations

from the School Safety Task Force for school counselors, psychologists, social workers, nurses, speech pathologists and other qualified professionals.

In sections 10 through section 16, the part of the bill that is Senator Seevers Gansert's S.B. 142 within S.B. 89, there is some language clarification that discusses anonymity when a child self-reports. We wanted to ensure we had the ability for SafeVoice to help that child.

The rest of the sections in S.B. 89 are clearly delineated in the crosswalk, [Exhibit F](#).

ASSEMBLYWOMAN MILLER:

Regarding the requirement for campus police officers to be Category I rather than Category II, I understand the concept of being able to continue an investigation at a school site or a student's home, but when it comes to traffic violations, is that just in the immediate vicinity of the school? Can you define that?

MR. KETSAA:

The rationale for that is to give us a 24-hour provision for instances when there are sporting events and dances going on after hours. At those times, the school zones are not in effect, so there would be no reason to do a traffic stop. However, we have officers on patrol around the clock, so if there was a vehicle driving around the school with its lights off and we got an alarm at that school, this change in statute would give the officer the ability to stop that vehicle and see if they have anything to do with, say, a possible burglary. During sporting events after school hours and when kids are coming home from field trips, there can be reckless driving and traffic hazards and this gives us the ability to intervene. It has nothing to do with anything beyond that.

ASSEMBLYWOMAN MILLER:

When you say burglary, do you mean on school property or in the neighborhood.

MR. KETSAA:

Only on school property.

SENATOR HAMMOND:

There was language stricken from section 12 about anonymity, which most people think is very important because that is how we get information, especially from students. Can you explain why that language was removed?

Ms. MCGILL:

The anonymity piece is very important so we can ensure the students feel like this is a trusted source, but we quickly learned that many students were calling in about themselves. We needed the ability to respond to who was calling in those cases. When a trusted friend called and reported that a friend was talking about hurting themselves, that was one thing. The anonymity of the person making that tip is absolutely kept. But when a person is calling about his- or herself, we need to know who the person is so we can help. Also, when there is a false tip, we wanted to put in the SafeVoice tip itself that making false tips is serious. We have not had any false tips yet, but if someone made a serious one, we would want to be able to go after that person to try and curb that behavior. Finally, if there was a serious, life-threatening threat where a school attack was planned, and the responding police officers really needed to get to the tipster because of the seriousness of the threat, we wanted to ensure they could do so.

SENATOR HAMMOND:

Mr. Ketsaa, regarding the need to go from category II to category I within the district police departments, I felt like the rationale was directed toward the need for body cameras. Also, what is the difference in training for category I and category II?

MR. KETSAA:

Part of the reason for it is the body cameras. We started that program about four years ago because we wanted a video of our actions with our students and the public. We spent more than \$300,000 on that from the CCSD general funds. If we are listed in that statute, we would be considered in the funding, which would help alleviate the costs of upgrading our cameras.

Regarding the change in classification for officers, all of our job functions, including routine patrol, criminal investigations, enforcement of traffic laws and investigation of motor vehicle accidents, are things we do every day. In the police academy, the total number of hours in training is about 200 hours more

for category I versus category II. We have always been category I and we have only hired category I officers since the late 1980s.

The difference is that there are some things covered in category I training that are not covered in category II training, including traffic laws, patrol operations and investigations, accidents, basic patrol procedures, driving under the influence and driving while intoxicated detection, unknown and high-risk vehicle stops, operation of emergency vehicles, searching buildings and community policing. We do not technically have to do many of those things on the job at schools. The chief executive of the agency can decide whether to have officers trained to category I or category II.

SENATOR PICKARD:

In section 28, subsection 1, paragraph (d), it states we will "Establish accountability standards for each administrator of a school to ensure the provision and coordination of integrated student supports." What does that accountability look like? Is this accountability in terms of a public or published understanding of what the duties are? Is this disciplinary? Can you clarify?

Ms. MCGILL:

The integrated support is a framework we use to work with the districts to have in regulation and support documents. It is the accountability of what that integration looks like and feels like. We have had feedback from teachers and administrators that attempting to integrate restorative practices, mental health practices and school safety practices can be overwhelming. Being very intentional about how all this integrates is what we are getting at with this part of the bill.

We have to be mindful of things like ensuring that fire drills are integrated with the current fire standards as we do drills with the students. It is a framework that is in regulation. We will be examining that intentional integration piece with our districts and our schools as we develop the regulation.

SENATOR PICKARD:

To confirm, this is not disciplinary accountability; it is more a matter of delineating who is responsible for each piece of the integration.

Ms. MCGILL:  
That is correct.

ASSEMBLYMAN THOMPSON:  
Have there been conversations with students about the relationship climate between school police and students?

MR. KETSAA:  
We do not do that on a regular basis, but I think we should be doing it.

ASSEMBLYMAN THOMPSON:  
When I was in school in the mid-1980s, we had pretty decent relationships with those in authority, the hall monitors and police, in our school. If we are looking to hire a school climate equity and system coordinator, but we also need body cameras, are there some models or best practices showing that once you have more of this suppression arm in a school, it improves the school climate and that students feel safe?

MR. KETSAA:  
We believe our biggest strength is the ability of our police officers to connect with our kids. We want to promote that. We are out there every day, talking to kids and interacting with them. Some of our officers are coaches and mentors and some are in the faith-based community. We do community events including safety education, car seats and other similar events all the time.

Regarding the body camera, my thought is, why would we not want to have a record of interaction? It is not always a positive interaction, and that is usually not so much with our kids; it is more with the adults and outsiders coming on to campus to create a harm. The strength of having school police on campuses is not just to make arrests and cite our children; it is really to keep them safe from outside threats and influences. Yes, we do have to make arrests of our children at times, but that is really not what we are primarily there to do. We are there to keep them safe.

JASON TREVINO (Chief of Police, Washoe County School District Police Department):  
In the WCSD Police Department, the relationships are where we base our foundation of school policing. Anytime you look at a police department website,

you will see a section on community policing, and in school policing that is so important. When we had students give testimony for the Governor's Nevada Statewide School Safety Task Force, over and over we heard that the relationships they have with their school police officer on campus makes them feel safe. We cannot put a data point on data we cannot track, so we cannot precisely quantify how much crime is prevented by having school police on site. At WCSD, an officer is assigned to a school for a minimum of one year and oftentimes, they are there for several years, where they can build relationships with students and even their younger siblings as they come into the school. We take relationship building very seriously, to the point where we want to deter from having to arrest our students. We want to be there for them, be a sounding board and also be eyes and ears on the campus.

ASSEMBLYMAN THOMPSON:

I know we pride ourselves on having SafeVoice anonymous, but in section 13, subsection 2, paragraph (c), it reads, "The appropriate public safety agencies may access personally identifiable information concerning a pupil," which makes me wonder, how do we prevent profiling? Since SafeVoice is anonymous, how do you substantiate that what is being said is viable and then prevent profiling and labeling of students?

Ms. MCGILL:

The anonymity part of SafeVoice is important because that is the trust with the students. We work within the Department of Public Safety (DPS) and if the anonymity needs to be revoked, it is not something DPS takes lightly. In fact, they will contact the school district and we will all work together as a team. We work with the federal government around the Family Educational Rights and Privacy Act terminology of what a life safety definition is. Every time the anonymity is broken, it has to be recorded and reviewed by NDE, DPS and the school district. We take the student information from SafeVoice seriously because that is what the students have asked us to do. I can get you a more of a protocol and procedural—like a one, two, three—from DPS soon.

ASSEMBLYMAN THOMPSON:

If someone was to anonymously report a person doing something wrong and that information went into record, then would that profiling or labeling stand even though it had not been validated?

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Ms. MCGILL:

Are you worried about a situation where there was more than one tip about one student and those were not collaborated; that there may be some bias toward that student?

ASSEMBLYMAN THOMPSON:  
Absolutely.

Ms. MCGILL:

We have not seen that happen in SafeVoice. The schools have to close the tip, so that team which includes the SRO, the behavioral health representative and the administrator all have to close the tip. If the tip is unsubstantiated, it will not go into the record or be followed further. There should not be bias because of this. If we get tips about a student and we see a pattern of bullying, that is why we have the restorative practices piece in there. We want to move away from just the punitive approach, which has not gotten us very far. We have the restorative practices in this legislation to ensure we go down that route and not just the punitive route.

CHAIR DENIS:

Are you saying there are instances where the tipper will not remain anonymous because something else is going on? Is it still confidential? Even though you are identifying the anonymous individual or some information about them, is it still confidential information?

Ms. MCGILL:

Yes, it is confidential.

SENATOR HANSEN:

With all the added training, the body cameras and looking at best practices, did the Task Force take into account what other states do? In some states, the school police are actually coordinated directly with the local enforcement agencies, which would be Washoe County Sheriff's Office (WCSO) for WCSD and the Las Vegas Metropolitan Police Department (Metro) for CCSD. Since you are going to this level of training and performing those functions to ensure complete coordination when there are serious problems, would it make sense to incorporate the school police programs into local law enforcement agencies?

MR. TREVINO:

In Washoe County and Clark County, we already only hire category I officers. The idea of going to category I was just to align the tasks we already do on a daily basis with the actual training required by NRS for other officers doing those jobs.

We do specialized policing at our agency, and every officer who goes through the police academy and gets certified as a category I officer is kind of like a generalized practitioner doctor. The question would be do we need school police if we already have the sheriff's office? I would counter that with the question, "do we need a brain surgeon if we already have a general practitioner?" We specialize in a very unique set of skills dealing primarily with children. The skillset we use is very specific to our environment.

We have a great relationship with the WCSO, Reno Police Department and Sparks Police Department. They value what we bring to the table for law enforcement just the same as we value them. We want to stay with what we have for school police. The other agencies do not have the resources to pick that up.

SENATOR HANSEN:

This was not a criticism, but if there is a Task Force studying all these different things, I was curious whether they took into account that many other states have school police functioning under the local police departments. Did they look into that?

MR. TREVINO:

We did look at that. When you look at what is typically referred to as an SRO, which is when a police department or sheriff's department assigns someone to a school, it is different than an actual school police department like Washoe County and Clark County have. The biggest difference is that when an officer is assigned to a school from another agency, the question is, who is being assigned to that school and why. Are they retired or no longer want to be out on the street, so they take an easy job as an SRO? Do they have disciplinary problems and are assigned to the school district to push them away from a department?

There are fantastic SROs out there, but those are the types of things that you lose control over when you have someone else putting officers on the school property versus having that police department employed by a school district that has the control over those officers. Sometimes, my peers wonder how I can be a school police officer and they will tell me they could never work with those kids. When I hire people for the school police, I pass a lot of those people up.

SENATOR HARRIS:

You mentioned it is difficult to help a student if you do not know who the student is. I am not sure that is true. We help people anonymously all the time. Is there another mechanism for students to come forward anonymously and seek assistance? I am worried that we might start to deter those who would like to seek assistance on their own by saying we will make them say who they are. If SafeVoice is not the right program for that, is there another way they can seek help anonymously?

Ms. MCGILL:

We agree with you. That anonymity part is only voided when it is deemed life safety. For example, if a student contacts SafeVoice and says "I am suicidal and my parents have guns and I do not know what to do." In this instance, DPS wants to be able to ask who that person is and to offer to help. In this case, it is a life safety issue and we want to be able to ask. If it is not a life safety issue, they can cater to what the students need. We do want to protect their anonymity, but in the rare times where it is a life safety issue, that is where we want the exception.

SENATOR HARRIS:

I just want to ensure that we are not deterring those who need help and want to seek it on their own. I was not sure if that would mean offering more information like the crisis text hotline, which will never pull your information or other avenues for teens needing assistance who are afraid about busting themselves.

Ms. MCGILL:

The DPS and the Crisis Call Center in Nevada do train and work together, so if they determine it is more appropriate to hand off to each other, they can do that.

ASSEMBLYWOMAN PETERS:

I want to make sure we are being inclusive. In our disaggregated lists, we have a listing for gender and I want to ensure we include our non-binary friends and are not leaving them out of important statistics or data that we can pull for those demographics. I suggest that we also address potential cultural sensitivity training associated with this kind of work so if people come from a different culture or background, we are ensuring we have appropriate lines of communication for that cultural sensitivity. For example, we have integrated schools with our tribal communities.

Tying this into our school climate survey, I often see surveys taking on a single face. It is hard to get people invested in surveys if we do not put feet on the ground and shake hands with people to ensure they are getting the clear idea that we want them included. We do not want to leave out a demographic that would be marginalized or vulnerable.

Instead, we want to ensure we put resources in to make any school climate survey include our most vulnerable populations. Maybe that is all policy based when we get to disseminating this into regulation, but I want to make sure those points are incorporated into the end product.

Ms. MCGILL:

We do want to ensure we include everyone. On the cultural sensitivity, it is important to ensure all the school safety procedures we put into place are followed to see how they are working. The surveys are part of the student's voice, so their school climate survey responses are very important to us. We talk about relationships, not only with the teachers, but we can definitely look at adding the school safety personnel as well.

We had one of our rural districts grapple with this, so they took the climate survey results, which can tell us how students from different subpopulations are responding if the survey population is large enough. That data was given to the high school students in that district so they could help determine why certain populations were feeling safe and others were not. The students told the adults they would have no problem talking about the issues, but they said it was the adults who had the problem.

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In this case, the district put the student voice right into their school improvement plan to talk about school climate. In the bill, you will see a push for that to become part of the school improvement framework and discussion. That student voice is a very important piece to that cultural sensitivity. This generation is far more comfortable talking about race and sexual identity. As long as we are including that student voice piece, we will get closer to that cultural sensitivity.

ASSEMBLYWOMAN TORRES:

How many questions are on that school climate survey?

Ms. MCGILL:

There are 49 questions right now.

ASSEMBLYWOMAN TORRES:

About how long does it take the students to take the survey?

Ms. MCGILL:

About 20 minutes.

ASSEMBLYWOMAN TORRES:

As an educator who has administered that survey, I can say it is rather lengthy and takes much longer than their attention span, so we may not be getting true results, because the students are zoning out after around 15 minutes. This is true for my sophomores, at least. Maybe we should look at how we could condense the survey and make it easier for students to understand.

Ms. MCGILL:

Thank you. We will definitely take that into consideration.

ASSEMBLYWOMAN TORRES:

In section 10, there is a list of individuals who need to participate on the school safety team, and the bill adds a school police officer or an SRO. My understanding is that not all schools have these officers. What type of accommodation would be made for those schools to make their school safety team successful?

Ms. MCGILL:

I believe there is an amendment that addresses this issue. If a rural school does not have that personnel available, they would already be working with their local law enforcement entities.

ASSEMBLYWOMAN MILLER:

It is not only rural schools that do not have designated police officers. In CCSD, not every school has one. Does this bill ensure that a police officer or SRO will be assigned to each school in the District, or would those schools work with local law enforcement like the rural or smaller schools with no police officers?

MR. TREVINO:

That was also a concern for us, because in WCSD we do not have an officer assigned to every school. We do have an officer assigned to every beat area, which is a patrol officer assigned to every high school who patrols the feeder middle and elementary schools for that high school. When the elementary or middle school needs help from law enforcement, that patrol officer or the supervisor for the area will assist them.

ASSEMBLYWOMAN MILLER:

How does that affect the implementation of the plan when middle schools and elementary schools are sharing a police officer or SRO? In the case of school social workers, there is this idea that there are social workers at all the schools, yet the reality is that in some cases, there is one social worker for 8,000 students because they are shared among multiple schools. For police officers in the same distribution, covering several schools, how would that impact the school safety team?

MR. TREVINO:

You are right that spreading an officer among several schools means they cannot spend the same amount of time and resources as they could if they were at just one school. Luckily, we have a WCSD emergency plan that the District follows. We also have site-based plans that encompass the big plan and address specific things to each school campus. We are then able to provide good service, but it is not as personalized as it is in the high school where an officer is assigned.

SENATOR HAMMOND:

Section 32 of S.B. 89, the restorative part, addresses an issue that has been talked about nationwide. It is very important, asking for everyone to get rid of their progressive discipline and move toward this, but it has to be done right and with fidelity to get the results you want. What resources are going toward this? It will not be easy. I worry about the transition from one system to another without having the right training.

Ms. MCGILL:

Right now, some schools in some districts are doing this really well.

SENATOR HAMMOND:

What schools in what districts?

Ms. MCGILL:

There are some schools in Clark County and in Washoe County that are doing restorative practices right now. They have been trained by national technical assistant people who have trained the schools, social workers and some of the support personnel.

Taking those resources and building on what trainings have worked best in Nevada schools and then spreading this from school to school is the goal. One way to look at it is to designate schools as exemplars, so if other schools or districts were to see how this is working, they could refer to those exemplary schools and their implementers.

We are concerned about fidelity and what those pieces are, and that will be part of the regulation and that integrated framework where restorative practices are imbedded. On the preventative side of things with the budget enhancement that we have around SEL and academic development; it is important that the restorative practices be part of that big picture. It costs almost \$5 million across the biennium for schools to bring in technical assistance around SEL inclusive in an integrated approach with the restorative practices. We are scratching the surface and some are doing it well, so the question is how do we learn and help spread their good work while also bringing in the outside resources to train districts ready to move forward in the restorative practice work.

ASSEMBLYWOMAN GORELOW:

In section 5 of the bill, I noticed there is not an educator or administrator on the Statewide School Safety Task Force that the Governor will appoint, nor is there mention of geographical representation. Can you explain?

Ms. MCGILL:

That was just an "oops;" it was mistakenly left out. We have two amendments to fix that so we have proper school representation on the Committee. I do not think we have addressed the geographic representation, but we can look into that. Are you talking about rural and frontier?

ASSEMBLYWOMAN GORELOW:

Yes, rural, frontier, the north versus the south. Obviously, Clark County will have different issues than Washoe County, Mesquite or Elko. I just wanted to ensure that everyone had some sort of representation.

ASSEMBLYWOMAN TORRES:

I understand DPS is having a hard time recruiting officers. I imagine it would be similar for school police officers. If we cannot fill those positions, what is the plan?

MR. TREVINO:

Across the Country, law enforcement hiring is becoming a challenge. One thing we have to offer versus traditional law enforcement is that we have different benefits from our agency that attract applicants. Depending on the number of hires we needed, we would have to do a combination of putting people through a police academy, which we have not had to do for 13 years because we have hired officers who were already trained. We would have to implement a two-stage process involving using qualified applicants who are already Peace Officer Standards and Training certified from other agencies, as well as putting them through the police academy.

MR. KETSAA:

I echo what Chief Trevino said. We will only ask for what we can realistically hire. Right now, we are hiring about 25 officers each year and we are having no trouble finding qualified applicants. We are in the process of partnering with the local police academy so we can start up a new hire process, if needed. In the

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State, we are actually getting quite a few officers from DPS who are coming over to our agency.

CHAIR DENIS:

I will take testimony in support of S.B. 89.

CARYNE SHEA (Honoring Our Public Education):

I am here with Honoring Our Public Education (HOPE), representing more than 1,100 Nevada families. We support S.B. 89 because we believe a student's feeling of safety is a huge part of school climate. I have submitted my written testimony from HOPE ([Exhibit H](#)).

JIM FRAZEE:

I am a high school teacher in CCSD and a proud member of Clark County Education Association (CCEA), serving on their executive board. I support this bill but am concerned about the funding. The inadequate funding levels we receive are having a profound impact on the safety of our students in Clark County. With the closing of six behavior schools three years ago due to funding shortages, the impact on Clark County schools was immediately felt.

The unintended consequences of releasing some of these youth back into a comprehensive campus without giving these schools the resources and flexibility to deal with their needs and behaviors was recklessly irresponsible. The violence in Clark County's middle and high schools has gone up. We have some of the highest class sizes in the Country. The everyday classroom disruption these students cause has become routine, which is frustrating students and teachers alike.

I understand the pipeline-to-prison expression and I agree, but as a high school classroom teacher, let me ask about the other minority students in my class whose parents have dreams for them. What about the parents of any race and background who have faith in public schools, trusting us with their children? Should they expect that when they place their child with us, it will be a safe, constructive learning environment, free from distractions from an element who might not want to be there, for whatever reason?

Every day I look into an overflowing classroom and wonder if one of these kids, with the right encouragement and motivation, might be the one who finds a

cure for cancer. I wonder what great things that quiet kid in the back might do for humanity, if given the chance. I do not want to lose that opportunity just because a child is afraid to come to school. If we are going to value every student and all the human potential that God has given every child, we need to realistically acknowledge that schools need to have the flexibility and resources to deal with troubled children. We need adequate funding and a weighted funding formula and we need it now.

KRISTIN BARNSON (President, Nevada School Counselor's Association):

I am the President of the Nevada School Counselor's Association (NVSCA) and we support reducing student-to-counselor ratios in Nevada as recommended by S.B. 89. When we talk about school safety, counselors are at the forefront and play a critical role. Reducing the ratio of school counselors to students will allow counselors more time to implement preventative programs.

Nevada counselors play critical roles in creating a positive school climate and engagement with our students. School counselors are an important source of support in the education system and we need more of them. They are a vital resource in preventing violent incidents, intervening when concerns arise about potential violence and responding when violence occurs. Through the implementation of a comprehensive school counseling program working with all students, school counselors promote school safety, assist students engaging in unhealthy and unsafe behaviors and make referrals as needed.

Research shows that building relationships with our students and families are key to school safety and that when students feel accepted and part of their school, bad behaviors are reduced. Students want to belong and feel accepted. School counselors are integral to this and work on a daily basis to provide strategies, interventions for students to socially achieve, build resiliency and have coping skills. School counselors' strong relationships with students have been reported as a reason why school shooting and violence are avoided. We are important and we belong.

BRYAN WACHTER (Retail Association of Nevada):

We support S.B. 89 and the Las Vegas Metro Chamber of Commerce also asked that I mention their support for the bill.

MARY PIERCZYNSKI (Nevada Association of School Superintendents):

We support S.B. 89 and we are offering a friendly amendment ([Exhibit I](#)). In section 5 of the bill, outlining who should be on the Statewide school safety committee, we would like to suggest adding a school site principal, a school district superintendent, a teacher from an elementary, middle or high school; and a school site resource officer on that committee.

PHILLIP KAISER:

I am a teacher at McQueen High School in Reno. I am also a board member of Washoe Education Association (WEA). I am in favor of S.B. 89 and think it is on the right track. Once we add people to the Statewide school safety committee, it will be a big improvement. I echo the statements about the student ratios with counselors, teachers, speech pathologists and school psychologists, who are all overwhelmed with the number of students they have. In the bill, it referenced a phase-in period of 15 years. I think that is much too long if we want to see some improvement. We also need to look at inequities within and among schools because some schools are more heavily impacted than others.

CHRIS DALY (Nevada State Education Association):

We support S.B. 89 to provide a safe and respectful learning and working environment and we seek an amendment to include educator voices on the Statewide school safety committee. I have submitted my written testimony and amendment ([Exhibit J](#)).

BRENT BANDHAUER:

I am a counselor at Ernest A. Becker Sr. Middle School in CCSD and I remember that right after the Columbine, Colorado school shooting in 1999, Dr. William Glasser, an internationally renowned psychiatrist and author, talked about the need to have personnel on campuses who were connected with students so we could have some forewarning about these events. We have heard the statistics about the fact that 100 percent of students who carry out these violent shootings have told somebody somewhere that it was going to happen. Having the personnel on board who can talk to these kids is crucial.

I have been a middle school counselor for 4 years after being an elementary school counselor for 22 years. My first year as a middle school counselor, one of my sixth graders, completed a suicide. It was a devastating experience. I had talked with the student ever so briefly at lunch the day before he completed his

suicide. He said something to me, but we had a special event going on and I could not understand him. I asked him "What is it?" three different times. I could tell he looked out of sorts, which is why I asked him how he was doing that day. I will never know what he said to me but I have wondered since then about what would have happened if I had more insight or a smaller number of students to oversee. If I could have pulled him into my office and had a conversation with him, could I have saved him?

Sadly, every day I see students out of sorts during lunch duty. Happily, most of the time there is no reason to think it is something as significant as a suicide contemplation. I am in support of the smaller ratios so hopefully we can avoid this sort of thing.

MERCEDES KRAUSE:

I am a teacher who is the product of CCSD and so are my children. I am here to speak to equitable instruction practices and school climate from these three perspectives. Last month, when I saw the Nevada Ready 2018, I was saddened but I was not surprised when I read that Native American students are in the group that records feeling the least emotional safety in our schools in Nevada. I am not surprised because as a child, I felt invisible. As an adult, I have seen the same for my children and other native children. This year, I have been brought to tears in my own classroom, because of the humiliating, mandatory curriculum I must teach that uses my ethnic group as a topic full of gross misrepresentations. I have experienced resistance to the truth I tried to offer when I spoke up about it.

Regarding safety, the only time I have had to use SafeVoice was when an adult from an online alumni group threatened to come and find my daughter after she spoke out publically about their offensive, stereotypical dehumanizing mascot. I have a ton of examples of harmful curriculum, but one example typifies the treatment of our group in our education system. This was shared with me by a writing strategist who went to a district-wide training.

The opening prompt for the training was "What do you think of when you think of Native Americans?" If this question was being posed using another race, what would the reaction be? Because of the invisibility and dehumanization we suffer, no one visibly batted an eyelash, let alone spoke up. They continued on and shared their thoughts. If our schools are to be safe for all students, we need

to adjust the way we address Native American students and curriculum, also getting rid of race-based mascots in our school district, namely at Western High School and J.D. Smith Middle School, both in the CCSD.

Nationally, the National Association for the Advancement of Colored People, the American Psychological Association and the National Education Association have all taken a public stance on race-based mascots. Locally, the National Indian Education Association has written to appeal to our former superintendent to address race-based mascots in CCSD. If we want all our students to feel secure, we need to lay out specific solutions to address this. In that same report, all other races had their students' national assessment of progress for fourth and eighth graders reported, but the Native Americans were missing from that report. We were not even counted or measured; we were invisible.

DANNY PRICE:

I am a teacher at Sunrise Mountain High School, a member of CCEA, serving on its executive board. I am also a parent of three students who went through the CCSD system and I have five grandchildren in the system now. I am a business and industry teacher, entering the teaching career late and I have only taught at Title I or Tier I schools. The violence and troubles on the campuses are tremendous. As they were talking about guns on campus, this year my school had a gun on campus already, and last year we did too. I have been the victim of two attacks at schools.

I support S.B. 89 and think we have a lot of challenges. We need to rethink the policy about behavioral schools in the CCSD. We have a step program with a limit of 18 students that has been full all year. The other students who cause disciplinary problems in our building are just suspended for a few days, then sent back into the student population, even after committing violent infractions against other students and teachers.

JESSICA FERRATO (Nevada Association of School Boards):

We support S.B. 89 and the amendment discussed by NASS, [Exhibit I](#).

ANDREA DEMICHELII:

I am with WEA, Nevada State Education Association and NVSCA, and am currently a counselor at Depoali Middle School where we have had more than 200 SafeVoice tips since its inception. We were in the pilot program and I know

it has saved some of my students' lives, either through the welfare checks or receiving information from students. The anonymity of the students is important for the tipsters but sometimes there is not enough information in the tips. If the tipster is reporting about another student and we do not find out who the student is, that is problematic because we are not able to help the student being bullied, talking about suicide or self-harm. In the case of a student self-reporting, we also need the anonymity of the tipster so we can help all our students.

PILAR BILLER:

I teach visual arts at Damonte Ranch High School in Reno. I served on the Governor's Statewide School Safety Task Force and I am currently a member of the Superintendent's Teacher Advisory Cabinet.

What will we do to protect our children? The fact that SEL, restorative practices and multi-tiered systems of support and safety training are already systemic norms in our education practice is concerning. Unfortunately, the ways these practices are introduced into schools is seen by some as adding more to an already full plate of teachers, administrators and staff. That is a flaw in thinking. We are not adding more to the plate; that is the plate.

We must begin with the safety and well-being of our students if they are expected to engage in the curriculum; the higher order of cognitive processes, problem solving and critical thinking; and the necessary skills for our future workforce and for civic engagement.

To change the paradigm and provide necessary supports for schools requires us to take action. The recommendations by the Task Force are based on research-based resources and input from a variety of stakeholders including experts in mental health and school safety as well as students and parents. It is important to consider the unique needs of each school in Nevada and to support a balanced approach to school safety, including both physical infrastructure and student well-being. This takes resources, staffing and training and it all requires funding. I urge you to make the necessary policy changes to move this work forward.

KATIE DOCKWEILER, ED.D. (Nevada Association of School Psychologists):

I am a school psychologist and I support S.B. 89. I served on the Task Force and am a member of the Nevada Association of School Psychologists. Improved ratios for school-based mental health professionals is key to reducing school violence, student suicide and dysregulated behavior and it increased trauma-informed care and prevention services. Administrator accountability standards are also essential to ensuring that the practices outlined in this bill are carried out. We have three clarifying amendments ([Exhibit K](#)) that align with recommendations made by the Task Force and NDE's newly-released guiding document on integrated multi-tiered systems of support and national best practice research.

ELISA MARCHESCHI HICKEY:

I am a member of CCEA and I teach at Western High School in CCSD, serving on their School Organizational Team (SOT). As a wife, mother and teacher, I have to balance my time and my life to ensure I remain healthy in all ways so I can be the best teacher possible. Unfortunately, too often we teachers ask ourselves at what point do I continue to serve the students that I love and at what point do I have to place some value on my own safety and the safety of my family?

Like many of my students, I am a survivor of gun violence. As a person who lost a family member at Sandy Hook Elementary School, I have been waiting for this kind of bill like S.B. 89 for years and I really appreciate it.

I came to work at my school because I wanted to help others in a time of grief and pain. What I ultimately found was that gun violence was just the tip of the iceberg of what our students face. We have students who are being sexually harassed, who are being hazed and who are being cyberbullied on sites we did not even know existed. We have students with no place to turn and we have students who are engaging in broad scaled violence on campus. I have had pepper spray up my nose three times.

What are we doing to be preventative, to debrief, to deescalate and to revisit these plans so they are living, breathing documents that change with the needs of our students?

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ADAM BERGER:

I am a member of CCEA and teach special education at Desert Oasis High School (DOHS). I also have a daughter in seventh grade at Charles Silvestri Junior High School. I support S.B. 89 and I want to ensure we have a counselor in every school in the State. Additionally, we need to have a full-time psychologist in every school, not traveling from school to school. Our school psychologist goes to four different schools every week. Every school should also have a full-time social worker. Our social worker at DOHS has done phenomenal things with reducing behaviors. This bill needs to be made a priority for this Session. We need to remember that this is about kids' safety and the number one priority is about kids' safety and guns.

VICKI KREIDEL (Vice President, National Education Association of Southern Nevada):

I am the vice president of the National Education Association of Southern Nevada and I teach second grade at Frederic W. Watson Elementary School. Often, school safety is treated as an unimportant task that must be done but does not matter much. We often forget that for students who live in certain areas, school is the only safe place in their lives. We have a responsibility to provide a safe and healthy learning environment for all our students and this is much more than just having fire drills once a month or occasional lockdown drills.

Many of our schools are located in dangerous areas. I have been locked down in my classroom with 25 first graders. During a hard lockdown, we were there until 5:30 at night, stuck, scared and wondering if we were ever going to get out. That made me realize we really need a plan.

I have worked for districts and schools with real disaster plans in place. We had disaster kits in our classrooms, ready to go at all times. We had school-wide drills which in some ways were kind of fun, but we knew that if we were ever to face a real disaster with injuries, we all had our roles. There is so much more that can be done to make our schools safer. We need to make sure the perimeter safely encloses our campuses and has no holes allowing easy access to our campuses. Each school should have some type of buzz-in, buzz-out system in place for the front office. There are simple solutions we could all use to keep doors safely shut in the event of an active shooter. The most important part is having a disaster plan and team in place for every school. Part of that

plan must include purposeful drills for disasters. There is free curriculum available that we could use to teach lessons to our students to better prepare them.

Our students and families should feel like our schools are a haven. They should be confident that in the event of an emergency, schools are prepared and students are safe there. Please help us hold districts and schools accountable for planning for and implementing a comprehensive school safety program at every school

VIKKI COURTNEY (President, Clark County Education Association):

In the 1980s, I was a kindergarten teacher at C.P. Squires Elementary School in Las Vegas shortly after a preschool in southern California had been shot up. I was outside with my students on their kindergarten playground, which faced the street, and I wondered what I would do if there was a shooting in my kindergarten. This kind of school violence was rare then. I thought to myself then that we needed to be better prepared. Fast forward to today and we still need to be better prepared. We need a qualified educator in every classroom who knows how to make connections with their students so they understand what is going on. We do not need overcrowded classrooms. We need those other licensed professionals in classrooms who can help teachers when they do not have the time for extra attention to students who need it.

Clark County teaches 70 percent of the students in the State and it is important for us to have a real voice in any decisions made when it comes to school safety. The bottom line is that all of this costs money, so if you pass this bill, which I support, you have to pass additional funding to pay for it. For that, there has to be new revenue.

PATTY SANBORN (Healthy Communities Coalition):

I work for Healthy Communities Coalition which manages the social work grant for the Lyon County School District (LCSD). I am the mother of a former LCSD student and the grandmother of a current LCSD student. We have a unique climate in Lyon County because we have four SROs, six social workers and five resource coordinators in the district. The level of cooperation required by LCSD, law enforcement, local agencies and community partners is truly special. We all have the same goal of getting the services they need in a timely manner. We hope this program will continue to be funded. We support S.B. 89.

LILLIAN CALVET:

I am a student at Silver Stage High School and I have been associated with Ms. Sanborn for three years. She is the leader of a girl's group that I have been in since seventh grade. She has helped me through a lot of things since then. If we were to get more resource coordinators in our schools, a lot more girls and boys my age could be helped and suicide and self-harm may be avoided.

SARA COOMBES:

I am a school counselor, a mom to two WCSD students and a wife to a school police officer. Having spent time as a counselor with 750 students on my caseload, I support S.B. 89, especially lowering the counselor-to-student ratios.

I meet with students daily who struggle with self-harming behaviors, suicidal ideation, bullying, neglect and abuse of all kinds. I have Child Protective Services on speed dial. My experience as a counselor is that I spend more time in triage than I can in prevention. This is because it is an overwhelming task with such a caseload.

I am the wife of a school police officer who has been in a violent incident in a WCSD school that could have resulted in loss of life. All of these things in our schools affect our students and their families, but also that of our staff and our families. It is very personal when my students come into my office and they are dealing with things that I have never dealt with and cannot even imagine. I send them home at the end of the day because there is only so much I can do and I have to make those hard phone calls. Then, I get to go home and see my kids who are also struggling with their own anxieties and fears.

SYLVIA LAZOS (Nevada Immigration Coalition):

The Nevada Immigrant Coalition is a coalition of immigrant groups and first generation working class communities. This issue of restorative justice came up during our summit, and we want to support it and we also support S.B. 89.

Personally, I am the mother of two teen-age boys who are Latino. In 2010, I was on the first restorative disproportionality task force that CCSD put together under then-Superintendent, Walt Rulffes. In that role, I want to emphasize how important transparency on discipline disproportionality is, because only when we know about it, can parents like myself who have children of color really understand what is happening.

In Clark County, we still have disproportionality, although there has been great efforts made in reducing discipline situations in the area of suspensions and expulsions. As a whole, African Americans are four times more likely to receive that kind of discipline. Making clear that discipline disproportionality statistics need to be available to stakeholders in this bill is an important feature that I commend. I think that information should also be available at the school level. I have submitted my letter of support ([Exhibit L](#)).

JEREMY CAMPF:

I am Jeremy Campf, a board member of CCEA and a kindergarten teacher at Doris Hancock Elementary School, a Tier I, Title I school. I am deeply concerned for my students and I am here to support S.B. 89. I am in favor of bringing school counselor, social worker and psychologist numbers closer to the national norms and standards. I am in favor of SEL training for the kids and wraparound services for them. However, I recognize the need to not have another unfunded mandate, so we need additional funding. I would like to see some simple, common sense measures that would improve overall school safety for students as well as staff. I would like to see locks; reinforced push button locks that allow locking from the inside of a classroom. This would eliminate the fumbling for keys. I would like to see teachers and all staff have keys with the ability to lock the lunchroom as well as the computer labs.

MICHAEL HILL:

I am a school bus driver for CCSD. What has not been addressed yet is the safety on the school bus. We deal with all these things while we are in a moving vehicle. This does not affect just me; it affects other drivers. One concern that has not been addressed is the enforcement of rules. The Transportation Department Director for CCSD, Shannon Evans, told me never to expect a black person to follow the rules; otherwise they might all start rioting.

I have worked at other schools where students misbehave and when I take them to the school administrator, and the student says, "Me no speak no English," they do not get disciplined. I have driven out of schools where black administrators refuse to discipline black students. They call it "alternate discipline," which basically means they get away with whatever they want.

There has to be more enforcement of these rules. Once a police officer cites a person and they go to court, there also needs to be more enforcement from the

judges who have to discipline these students. About six years ago, a student who rode my bus was murdered by his stepmother. The stepmother did plea-bargain it down to child abuse. She went in and told this honorable judge, Elizabeth Gonzalez, that it was not her fault she killed him because she is a woman who was not born in this country and does not speak English. So, we also need enforcement from the judges' side to make sure that when these students commit these crimes in schools, they are being disciplined according to district policy. If they are committing crimes, we need laws to make sure the judges are also disciplining the student appropriately.

BART J. CHAMBERS (Chief, State Fire Marshal Division, Department of Public Safety):

I support S.B. 89, with an amendment to section 31 on the drills for lockdown or emergency. I have submitted the proposed amendment ([Exhibit M](#)) and look forward to working with the Committee to ensure that our fire code is maintained within the State. I thank the educators here today for taking care of our children when we relinquish them to you for the course of the day.

CINDY OWINGS:

I have been in education professionally for 31 years and I support S.B. 89. I am a school counselor and I have seen a lot happen in our schools to meet the needs of students and the current ratio does make it difficult. I empathize with all my counselor colleagues who have spoken tonight. I support the restorative practices because as we look at our children and their brain development, anxiety, depression, cutting and suicide ideation, I think much of that is because they are not being taught how to solve their problems. As adults, we need to spend more time with our youth to help them develop this frontal part of their brain and those neural pathways that help them to advocate for themselves. Our kids are losing their voice because we try to help them but we are not helping them solve the problems. This is critical.

MARY ALBER, PH.D. (Director, Education Innovation Collaborative):

I taught a class at Sierra Nevada College last year on social-emotional and academic development for educators. The students, who were from all over the State, taught me a great deal about the challenges they are facing. I learned that we need to listen to our teachers and follow their recommendations, because they are wise and they are close to the problem. I also recommend looking at systems where students are expressing their voices. One reason we

see students not wanting to be in school or acting out with violence is that their needs are not being met and their potential is not being unleashed. Teachers are not allowed to unleash their personal potential.

In Nevada, we have competency-based education in the Nevada Ready 21 programs, but we need to put it all into innovation zones in the State that showcase how we can do this systemically and empower and unleash the beautiful potential of every one of our students. I support S.B. 89.

PAIGE MYERS:

I am a school psychologist and a board member of CCEA. This topic is so broad and difficult it is hard for people to truly comprehend the level of need. While working at one of my elementary schools this year, I heard a stampede of students running down the hall. As I opened my door, I heard students crying and saying words like "gun" and "shooter." As the school went into a hard lockdown, I heard the classroom next to me go into chaos. I sat in my office in isolation and fear, not knowing what was happening.

As soon as I was allowed to leave my office, I entered a room where, more than 20 fourth graders were in meltdown. As they reverse evacuated from recess, fourth and fifth grade students ended up in classrooms without their teachers, not knowing what was going on. I walked into a room and had to choose who to support first—girls crying in a circle, a boy laying under a table in a fetal position and another boy repeatedly asking, "Are we safe?" In that moment, our school did what we could, but when I hear about drills happening throughout different times of the day, and the need for SEL and ratios of counselors and psychologists like me to be better, I just wonder if any of these things had been implemented prior to that day, would we have been better able to support our students?

We were lucky, because the shooting was near our parking lot and none of our students were hurt physically. But I can tell you that the culture at our school has changed. Students and teachers are fearful because of what we went through. I hope you can hear these recommendations and truly understand that we need the funding to implement these changes.

ED GONZALEZ:

I am a SOT member at both Liliam Lujan Hickey Elementary School and Robert L. Taylor Elementary School; both are Title I, Tier I schools in the CCSD and both have a Free and Reduced Price Lunch rate of nearly 100 percent. I support S.B. 89 and want to highlight section 3 and section 5 regarding the physical safety of pupils and educational personnel along with their social-emotional and academic development.

One of the challenges at both schools is the need for attention to the students' emotional or behavioral needs. At Taylor, we have two social workers but only a part-time school psychologist. At Hickey, we have some of the same concerns, where the problems have gotten so severe that teachers have been hit in the classroom because of the emotional and behavioral needs of the students. When we look at teacher retention, sometimes the reason teachers leave is lack of pay or administrative support, but other times, these teachers are acting like Rocky Balboa in the ring, taking punches. At the end of the day, they just do not want to get hit, and the reason is, we do not provide the support services.

At these schools, if you gave me another \$82,100, which is the average educator's salary with the reorganization, in both schools, I would immediately recommend that money go to behavioral services, whether it is getting a full-time psychologist to deal with trauma and ensuring that kids are properly placed into special education, or have an aide to help out.

The Department of Health and Human Services (DHHS) has been trying to help reopen some of the school-based health clinics with the focus on behavioral health services. We live next to Sunrise Mountain and in the next month we are hoping to see a school-based health center reopened. The DHHS is trying to make sure we have more of these services in schools through their incubator project funding. I support that, but my concern is whether we are appropriating enough money to correct these extraordinarily high ratios of counselors, social workers and psychologists to students.

There is an opportunity to add more school police in Clark County. We are changing to the same standard as Metro with the category 1 requirement. We also have a "More Cops" sales tax which goes to Metro and other municipalities

here. Maybe next Session we could include school police in that tax so we could get more officers in the schools.

REGINA JAMES:

I am a CCSD school counselor at Cheyenne High School (CHS) and I support S.B. 89. I became a counselor because in 2002, my daughter attended CHS and was getting in trouble with the dean's office. I went to the school and had a conference with her counselor to investigate. The counselor told me she had 500 students on her caseload and she did not have time for me. That frustrated me, so I became a counselor because the professional did not have the time to tell me what was wrong with my daughter. Three years after my daughter graduated from CHS, she told me the reason she kept going to the dean's office was because she was being bullied and she did not feel she could talk to her school counselor.

I am on the restorative justice program at CHS, and we are more than two years into the project and the students are being heard. We are hearing about the bullying, the homelessness and the students being raped. I believe in this bill because counselors should be able to talk to students and the students should be able to come to them. I do not know what happened with my daughter, but as long as I am a counselor, I will answer every student's question. I am hoping to get down to 250 students on my caseload. I have a grandson who is 5 years old and 15 years is too long to wait. We will miss a whole other generation where we can prevent suicides, bullying and make sure that academic learning is a success.

ROBERT HOLLOWOOD:

I am an educator in my nineteenth year and Treasurer with the CCEA. I serve on the SOT at my school, Ethel W. Staton Elementary School. I am the son of CCSD educators and a product of CCSD. I experienced my first hard lockdown within my first two years as a teacher when an armed robbery occurred at Palace Station right around the corner from Rex Bell Elementary School, where I worked at the time.

I support S.B. 89, but I ask that you carefully consider how it is funded. In my career, there have been many well-meaning mandates passed by the Legislature without the resources to properly implement the mandate. This requires the District to shift dollars from other programs. The ability to successfully improve

school safety will require additional dollars, and these efforts will not appear out of thin air. Failure to fund this bill will have unintended consequences.

CHRISTY RUFFOLO:

I am a CCEA member and I serve as Chair of my SOT. I am interested in school climate in regard to the safety of students as well as the staff. In my four years with CCSD, I can think of many incidents of staff members being injured and needing medical attention by children as young as the age of five years old. This is not talked about enough, and while the administration does the best they can, we need more support. At my school, we have one psychologist one day a week. In addition to SEL and two wraparound services for families, especially at Tier I schools like mine, students need mental health support. We all know the District has very little funding for services like these.

ERICA JACKSON:

I am a CCEA member and have been an educator for 21 years. I teach fourth grade at Manuel J. Cortez Elementary School and serve as the Chair of the SOT there. I have a child who attends ninth grade at Green Valley High School (GVHS). On the first day of school at GVHS, a gun was recovered.

I agree that S.B. 89 needs to happen, but full implementation in 15 years is too long. I cannot imagine what might happen if we do not implement it sooner. I support increased ratios of students to counselors, psychologists and social workers, but we also need more police. I appreciate what our student support employees contribute to students, I wonder what the impact would be if we started by reducing class sizes. We have the largest class sizes, and I cannot help but see a connection between that and safety and the SEL that could take place in the classroom.

ANGIE SULLIVAN:

I am a CCEA member and participate in my Title I school's SOT. Teachers cannot bear the school safety burden alone. Unfunded mandates are pushed back on our classrooms, affecting both teacher pay and time and student class sizes and reduced materials. It means little to discuss school safety if there is not additional funding that is significant. Adding counselors, psychologists, social workers and school police costs money. Changing the infrastructure of the school buildings costs money. Restorative justice programs cost money. We need \$150 million to begin to address CCSD needs.

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We can talk all day about what we need and we know what we need. It was mentioned that some schools have programs in place and I would suggest it is probably because those schools had the money to train staff and do what is necessary to keep their kids safe. I think you have done a significant amount of study on this bill, but I am worried that you will regressively tax people like me to make sure kids are safe in schools. Frankly, we cannot take from education resources to fund the significant need.

ANTHONY YORK:

I am a retired CCSD police captain with 28 years in school policing and public safety. I support S.B. 89 and am only concerned about section 31, the same as the State Fire Marshal. The amendments made to NRS 392.450, although I support the addition of subsection 4 and paragraphs (a) and (b), are in conflict with the *Nevada Administration Code* which requires a school to conduct monthly fire drills regardless of what is listed in NRS 392.450. This is creating a confusion regarding school drills and any changes to NRS 392.450 should eliminate the confusion regarding the numbers and types of drills, in addition to any of the changes recommended from the Statewide School Safety Task Force. I have not seen the proposed amendment, [Exhibit M](#), but I strongly urge the Committee to amend NRS 392.450 to include all drills a school is required to conduct so the school administrator and the fire inspectors have only one place to see the expectations that need to be met during school safety drills.

JEREMY BATTEN:

I am a school counselor in the Lyon County School District as well as a licensed drug and alcohol counselor in private practice. We are hearing a lot about finance and funding. In working in juvenile justice for 20 years, it cost the State a lot of money to deal with that client base. This bill, S.B. 89, is a great idea because it will put money into prevention rather than intervention, which costs way more and the State could save a lot of money in drug and alcohol interventions and corrections in the long run by adding counselors and social workers. The youngest student I have seen smoking marijuana was eight years old and the youngest I have spoken to who has smoked methamphetamine is also eight years old. Getting interventions early will hopefully prevent the problems later on.

CHAIR DENIS:

I will now take testimony in opposition or neutral to S.B. 89.

HOLLY WELBORN (Policy Director, American Civil Liberties Union of Nevada):

The American Civil Liberties Union of Nevada supports many provisions of S.B. 89, particularly the proposed intervention strategies such as the restorative justice practices, reducing ratios, etc. However, we are compelled to discuss the implications of increased law enforcement presence on school campuses and how that affects children in marginalized communities.

From the Clark County Department of Juvenile Services, between 2013 and 2017, 22,000 students were referred to the criminal justice system in Clark County, and the rate at which youth were sentenced to confinement at the Clark County Juvenile Center went up by 27 percent. In 2017, 5,225 young people were referred by school police officers to the justice system in Clark County. Students of color and students with disabilities are disproportionately harmed by armed personnel in schools. Black students are 3.4 times more likely than white students to be subjected to a school-related arrest, and students with disabilities account for 25 percent of arrests in schools while only comprising 12 percent of the student population.

In Clark County, black and brown youth accounted for 76 percent of all students in juvenile cases referred to the district attorney's office, which means they leave the juvenile justice system and are referred to the adult criminal justice system, which is what we refer to as the school-to-prison pipeline. These are serious, long-term implications for young people in schools that are suffering the most. We want this Committee to respond and hear the voice of those students who are calling for a reaction and for lawmakers to act, but we need a balanced approach. We ask that you exercise caution when considering any issue of adding more school police and enhancing their weapons when they are operating on school campuses. We suggest policing more around the perimeter of the schools rather than within the schools.

CALEB S. CAGE (Chief, Division of Emergency Management, Department of Public Safety):

We have a significant role in implementing this bill if it is passed. We have placed a significant fiscal note on it, having been derived by my staff with my approval. It was, however, based on a misinterpretation of our role in implementing the bill. Director Christy McGill from the Office for a Safe and Respectful Learning Environment helped clarify what my Division's role would

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be in implementing S.B. 89, so we are able to remove the fiscal note based on that clarification.

CHAIR DENIS:

We received a letter of support ([Exhibit N](#)) for S.B. 89 from Dr. Lisa Morris Hibbler who was unable to stay long enough to speak tonight. Seeing no one else wanting to speak on S.B. 89, I will open the hearing on S.B. 57.

**SENATE BILL 57**: Revises provisions relating to school property. (BDR 34-415)

GREGORY ZUNINO (Deputy Solicitor General, Office of the Attorney General):

I participated in the Attorney General's Special Law Enforcement Summit on School Safety held in 2018. This bill addresses law enforcement preparedness and prevention, creating an exception to public records law that would make the blueprints or floorplans of a public school or charter school unavailable to the general public. This would enable a principal of a school to withhold the blueprints or school floorplan if a request were made under public records law. He or she would have the discretion to disclose that information to someone with a need to know, like an architect or contractor, for example.

The law enforcement preparedness aspect of S.B. 57 would make the blueprints or floorplans available to law enforcement upon request. That would apply to both public and private schools. The goal here is to increase law enforcement preparedness by ensuring they have access to school floorplans. In our 2018 Summit, we learned that law enforcement uses the floorplans in training and to become more familiar with the schools so they can better respond in the event of an attack. I have submitted written testimony to further explain the bill and our intention ([Exhibit O](#)).

We have proposed one amendment ([Exhibit P](#)) which is offered in response to comments we heard from the general counsel to the Nevada State Contractors Board. There was concern that the language in the bill was too generic. For example, the original draft referred to "architect, licensed contractor or designated employee," and the proposed amendment refers specifically to "licensee," substituting the language as seen in section 2, subsection 1, paragraph (b), subparagraphs (1) and (2) of the amendment, [Exhibit O](#). This refers to people who are licensed to do contracting work, perform interior design or architects, etc.

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One amendment that we have not yet submitted, but the Fire Marshal alluded to, is with the definition of "public safety agency" in section 2, subsection 3, paragraph (a) of S.B. 57. The definition does not cover the State Fire Marshal, but it references "a public fire department, fire protection district or other agency of this State, the primary functions of which are to control, extinguish and suppress fires."

I would propose, and I think the Fire Marshal would second this, to change the wording to "the primary functions of which are to prevent, control, extinguish or suppress fires," which would include the Fire Marshal, because they do not control, extinguish or suppress; they basically inspect and evaluate, which is a prevention function.

ASSEMBLYWOMAN TOLLES:

This bill makes sense. In section 2, subsection 1, paragraph (b), subparagraph (2), it says a blueprint or diagram of the layout may be released to, "Any other person or governmental entity if necessary for a purpose related to the public school." For planning purposes, do you have to share that information with a government agency like the local municipality, city council or planning agency? If so, would that information be subject to a public records request? Would that be a loophole where a member of the public could make a request to the government agency and gain access to that information?

MR. ZUNINO:

I believe there is a provision in the bill that the recipient maintains that information in confidence.

ASSEMBLYWOMAN TOLLES:

Could it be in the section right after what I referenced, section 2, subsection 2, where it says "A person or governmental entity to which a blueprint or diagram is disclosed pursuant to this section shall not disclose the blueprint or diagram except pursuant to the provisions of NRS 239.0115"? Maybe that closes the loophole, but I know we have public record requests that apply to local government agencies and I just want to ensure we add language to cover that if it is not addressed in the bill.

MR. ZUNINO:

I understand the concern when public record requests are made of local agencies. I think this addresses the question, because a local government would be a government entity to which a blueprint or diagram is disclosed. There is a Nevada Supreme Court case that extended this type of provision to requests that are made of local governments. That happened, I think, in the marijuana licensing context.

GREGORY OTT (Chief Deputy Attorney General, Office of the Attorney General):

My brief research yields that is the provision which would allow for a court order to access local government record agencies. The exception would be if the court order made that agency disclose that information.

SENATOR PICKARD:

I certainly understand the intent of S.B. 57, but as I was reading it, I was thinking of genies in bottles and the impossibility of getting them back inside. Five of my children attend or have attended CCSD schools, and in the instance of parent night or back-to-school night, there were thousands of copies of floorplans distributed. These floorplans have been out in the public domain for decades in some cases. How do we reel that back in and realistically think this bill will solve the problem? Also, how do we get parents to classrooms when they are in these school events without giving them a floorplan?

MR. ZUNINO:

I agree that you cannot unring the bell. I think this bill contemplates blueprints a would-be assailant could use to plan an attack. I suspect parents could be given a more generic floorplan to assist them to find their way around a school on parent night.

SENATOR PICKARD:

I do not know that any of the school catastrophes required that kind of planning. I think all the perpetrators were already familiar with the school, whether they were visitors, former students or current students. I wonder if the focus should be on hardening the entrances, making it more difficult for these guys to get in with the weapons. Where does this fit into that puzzle?

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MR. ZUNINO:

I agree. There are all kinds of things we need to do to harden our schools and this is just one tiny piece of the puzzle. This would not address the types of situations that have occurred in the past where it was students already familiar with the floorplan who carried out attacks. This would address a potential attack where the assailant was not familiar with the floorplan and any little bit helps. The goal is to make it more difficult to plan an attack while not compromising government transparency.

ASSEMBLYWOMAN TOLLES:

Could we get the answer to my original question on record with legal counsel?

ASHER A. KILLIAN (Senate Committee Counsel):

If you refer to subsection 2 of section 2, that would require any information that is disclosed to the government entity to be kept confidential. The only exception to that is the reference to NRS 239.0115, which is the section that generally requires any information a public body has had for 30 years or more to be able to be accessed through a court order. So any entity that this blueprint or floorplan it turned over to would be required to keep it confidential for 30 years.

CHAIR DENIS:

I will take testimony in support for this bill.

MR. DALY:

We support S.B. 57 and think it is common sense.

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CHAIR DENIS:

I will take testimony in opposition or neutral to S.B. 57. Seeing none, this joint meeting of the Senate Committee on Education and the Assembly Committee on Education is adjourned at 9:22 p.m.

RESPECTFULLY SUBMITTED:

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Linda Hiller,  
Committee Secretary

APPROVED BY:

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Senator Moises Denis, Chair

DATE: \_\_\_\_\_

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Assemblyman Tyrone Thompson, Chair

DATE: \_\_\_\_\_

<b>EXHIBIT SUMMARY</b>				
<b>Bill</b>	<b>Exhibit / # of pages</b>		<b>Witness / Entity</b>	<b>Description</b>
	A	2		Agenda
	B	11		Attendance Roster
	C	6	Assemblywoman Jill Tolles / Department of Education	Presentation Statewide School Safety Task Force
	D	30	Assemblywoman Jill Tolles / Department of Education	Final Report Nevada Statewide School Safety Task Force
S.B. 89	E	4	Senator Heidi Seevers Gansert	Presentation S.B. 89 (S.B. 142)
S.B. 89	F	9	Christy McGill / Department of Education	Crosswalk
S.B. 89	G	4	Christy McGill / Department of Education	Proposed Amendment
S.B. 89	H	2	Caryne Shea / Honoring Our Public Education	Written Testimony
S.B. 89	I	1	Mary Pierczynski / Nevada Association of School Superintendents	Proposed Amendment
S.B. 89	J	1	Chris Daly / Nevada State Education Association	Written Support and Seeks Amendment
S.B. 89	K	1	Katie A. Dockweiler / Nevada Association of School Psychologists	Proposed Amendment
S.B. 89	L	1	Sylvia Lazos / Nevada Immigration Coalition	Letter of Support
S.B. 89	M	2	Bart J. Chambers / Department of Public Safety	Proposed Amendment
S.B. 89	N	2	Dr. Lisa Morris Hibbler / City of Las Vegas	Letter of Support
S.B. 57	O	3	Gregory Zunino / Office of the Attorney General	Written Testimony

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S.B. 57	P	7	Gregory Zunino / Office of the Attorney General	Proposed Amendment
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