SENATE BILL NO. 60–COMMITTEE ON EDUCATION

(ON BEHALF OF THE RURAL REGIONAL BEHAVIORAL HEALTH POLICY BOARD)

PREFILED NOVEMBER 16, 2026

Referred to Committee on Education

SUMMARY—Revises provisions relating to behavioral health in public schools. (BDR 34-524)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.
Effect on the State: No.
Effect on the State Highway Fund: No.

CONTAINS UNFUNDED MANDATE (§§ 2, 3)
(NOT REQUESTED BY AFFECTED LOCAL GOVERNMENT)

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EXPLANATION – Matter in ***bolded italics*** is new; matter between brackets [~~omitted material~~] is material to be omitted.

AN ACT relating to behavioral health; revising provisions governing the development and review of school emergency operations plans for certain schools; revising provisions governing policies for the prevention of suicide in certain schools; requiring certain educational personnel and athletic staff to receive training concerning suicide prevention; requiring the Department of Education to establish a program of training concerning suicide prevention for educational personnel; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law requires the board of trustees of each school district and the governing body of each charter school to establish an emergency operations plan development committee to develop a plan for responding to a crisis, emergency or suicide. (NRS 388.241) Existing law also: (1) requires such a committee to determine which persons and organizations in the community can assist pupils and staff in recovering from a crisis, emergency or suicide; and (2) prescribes certain requirements for the plan for responding to a crisis, emergency or suicide. (NRS 388.243) **Section 1** of this bill additionally requires an emergency operations plan development committee to coordinate with such persons and organizations to establish roles and responsibilities for such persons and organizations and

procedures for providing behavioral health services during and after a crisis, emergency or suicide. **Section 1** additionally requires an emergency operations plan development committee to include in the plan: (1) procedures for contacting certain persons and organizations in the community and coordinating the provision of behavioral health services; and (2) a plan which includes certain procedures for providing behavioral health services in coordination with providers of such services in the community and certain information concerning the management of a crisis, emergency or suicide, as applicable.

Existing law requires each emergency operations plan development committee to review and update, as appropriate, the plan developed by the committee at least once each year in consultation with certain persons. (NRS 388.245) **Section 2** of this bill additionally requires the annual review of the plan to include at least one tabletop exercise in which the emergency operations plan development committee and representatives of certain organizations participate to review and coordinate roles, responsibilities and procedures for providing behavioral health services during and after certain behavioral health incidents.

Existing law requires the board of trustees of each school district and the governing body of each charter school that provides instruction to pupils in grades 7 to 12, inclusive, and the governing body of each university school for profoundly gifted pupils, to adopt a policy for the prevention of suicide in grades 7 to 12, inclusive, and to review the policy at least once every 5 years and update the policy as necessary. Existing law also prescribes certain requirements for the contents of the policy, including: (1) procedures for the prevention of suicide and intervention with pupils who are at risk of suicide; and (2) required training for teachers and pupils concerning the prevention of suicide. (NRS 388.256) **Section 3** of this bill expands the applicability of the required suicide prevention policy to school districts and charter schools that provide instruction to pupils enrolled in kindergarten and grades 1 to 12, inclusive, and requires the policy to be reviewed and updated at least once every 5 years based on the results of certain quality improvement activities. Additionally, **section 3** revises the requirements of such a policy to: (1) require the inclusion of certain procedures concerning the prevention of suicide that are consistent with emerging, evidence-based practices; (2) expand the required suicide prevention training for teachers and pupils to include evidence-based instruction concerning mental illness, emotional distress and suicide; and (3) require certain educational personnel and athletic staff to complete 6 hours of evidence-based training concerning the prevention of suicide before first interacting with pupils. **Section 4** of this bill provides that a person required to receive such training who serves in his or her position with a public school on or before October 1, 2027, must complete such training on or before August 1, 2029, to maintain his or her position. Finally, **section 3** requires the Department of Education to establish an evidence-based program of training concerning the prevention of suicide and methods for identifying indicators that a pupil may be at risk of suicide and risk factors associated with suicide among pupils.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 388.243 is hereby amended to read as follows:

388.243 1. Each emergency operations plan development committee established by the board of trustees of a school district shall develop one plan, which constitutes the minimum requirements of a plan, to be used by all the public schools other than the charter

schools in the school district in responding to a crisis, emergency or suicide and all other hazards. Each emergency operations plan development committee established by the governing body of a charter school shall develop a plan, which constitutes the minimum requirements of a plan, to be used by the charter school in responding to a crisis, emergency or suicide and all other hazards. Each emergency operations plan development committee shall, when developing the plan:

(a) Consult with local social service agencies and local public safety agencies in the county in which its school district or charter school is located.

(b) If the school district has an emergency manager designated pursuant to NRS 388.262, consult with the emergency manager.

(c) If the school district has school resource officers, consult with the school resource officer or a person designated by him or her.

(d) If the school district has school police officers, consult with the chief of school police of the school district or a person designated by him or her.

(e) Consult with the director of the local organization for emergency management or, if there is no local organization for emergency management, with the Chief of the Office of Emergency Management within the Office of the Governor or his or her designee.

(f) Consult with the State Fire Marshal or his or her designee and a representative of a local government responsible for enforcement of the ordinances, codes or other regulations governing fire safety.

(g) Determine ~~[which]~~ ***the*** persons and organizations in the community, including, without limitation, a provider of mental health services which is operated by a state or local agency, that could be made available to assist pupils and staff in recovering from a crisis, emergency or suicide ~~[.]~~ ***, and coordinate with those persons and organizations, as appropriate, to establish the roles and responsibilities of each person and organization and procedures for providing behavioral health services during and after a crisis, emergency or suicide. Such coordination must not require a school district to expend any money in excess of its approved budget unless the school district and those persons and organizations agree otherwise in a memorandum of understanding.***

2. The plan developed pursuant to subsection 1 must include, without limitation:

(a) The plans, procedures and information included in the model plan developed by the Department pursuant to NRS 388.253;

(b) A procedure for responding to a crisis or an emergency and for responding during the period after a crisis or an emergency has concluded, including, without limitation, a crisis or an emergency that results in immediate physical harm to a pupil or employee of a school in the school district or the charter school;

(c) A procedure for enforcing discipline within a school in the school district or the charter school and for obtaining and maintaining a safe and orderly environment during a crisis or an emergency;

(d) The names of persons and organizations in the community, including, without limitation, a provider of mental health services which is operated by a state or local agency, that are available to provide counseling and other services to pupils and staff of the school to assist them in recovering from a crisis, emergency or suicide;

(e) A plan for making the persons and organizations described in paragraph (d) available to pupils and staff after a crisis, emergency or suicide ~~[;]~~ ***, including, without limitation, procedures for contacting such persons and organizations and coordinating the provision of behavioral health services;***

(f) A procedure for responding to a crisis or an emergency that occurs during an extracurricular activity which takes place on school grounds;

(g) A plan which includes ~~[strategies]~~ ***, without limitation:***

(1) Strategies to assist pupils and staff at a school in recovering from a suicide;

(2) Procedures for providing immediate, short-term and long-term behavioral health services in coordination with providers of such services in the community;

(3) The identification of a multidisciplinary crisis team, which is responsible for responding to a crisis, emergency or suicide within the school district, and the roles and responsibilities of such a team, which must be composed of, without limitation, school counselors, school nurses, school psychologists and school administrators within the school district and providers of mental health services in the community; and

(4) Information concerning:

(I) The prevention and mitigation of a crisis, emergency or suicide, which includes, without limitation, information concerning the identification of circumstances that may cause a crisis, emergency or suicide, the indicators of a potential crisis, emergency or suicide and the behavioral health needs of individual pupils before an incident occurs;

(II) Protocols for immediate intervention, which includes, without limitation, procedures for assessing the

imminent risk of harm, providing short-term stabilization during a crisis, emergency or suicide, using techniques to safely de-escalate a crisis or emergency and coordinating with crisis teams capable of providing a mobile response to a crisis, emergency or suicide; and

(III) Practices for recovery after a crisis, emergency or suicide, which include, without limitation, procedures for using trauma-informed practices to provide triage and psychological first-aid services and restoring school routines that provide a supportive environment for pupils and staff affected by the crisis, emergency or suicide;

(h) A description of the organizational structure which ensures there is a clearly defined hierarchy of authority and responsibility used by the school for the purpose of responding to a crisis, emergency or suicide;

(i) If the school district has school police officers, a plan to coordinate with local law enforcement agencies to train school police officers in active assailant movement techniques;

(j) A plan to coordinate with local law enforcement agencies or public safety organizations to provide active assailant trainings to each employee of the school;

(k) A plan to provide support to:

(1) Pupils who have experienced a crisis or emergency by using trauma-informed and age-appropriate resources; and

(2) Members of the faculty and staff who have experienced a crisis or emergency by using trauma-informed resources;

(l) A plan to ensure that members of the faculty and staff and a pupil's parents or legal guardians are notified of the occurrence, development and conclusion of a crisis or an emergency through any communication method established by a school, including, without limitation, communicating through text message or electronic mail;

(m) A plan to inform, at least twice each academic year, a pupil's parent or legal guardian of any state requirement related to the storage of firearms, including, without limitation, the crimes and penalties described in subsection 5 of NRS 202.300 and 202.3623; and

(n) A plan for immediately responding to a medical emergency involving the heart, including, without limitation, a person in cardiac arrest.

3. Each emergency operations plan development committee shall provide for review a copy of the plan that it develops pursuant to this section to the board of trustees of the school district that established the committee or the governing body of the charter school that established the committee.

4. The board of trustees of the school district that established the committee or the governing body of the charter school that established the committee shall submit for review to the Office of Emergency Management within the Office of the Governor the plan developed pursuant to this section.

5. Except as otherwise provided in NRS 388.249 and 388.251, each public school must comply with the plan developed for it pursuant to this section.

6. As used in this section:

(a) "Active assailant movement techniques" means any training in the technical and tactical skills necessary for school police officers to respond to a crisis or emergency concerning an active assailant.

(b) "Active assailant training" means any training in responding to a crisis or emergency concerning an active assailant that is necessary to evacuate or secure the school.

Sec. 2. NRS 388.245 is hereby amended to read as follows:

388.245 1. Each emergency operations plan development committee shall, at least once each year, review and update as appropriate the plan that it developed pursuant to NRS 388.243. In reviewing and updating the plan, the emergency operations plan development committee shall consult with the director of the local organization for emergency management or, if there is no local organization for emergency management, with the Chief of the Office of Emergency Management within the Office of the Governor or his or her designee. ***The review conducted pursuant to this subsection must include, without limitation, at least one tabletop exercise focused on responding to behavioral health crises or emergencies and suicide, assisting pupils and staff in recovering from such incidents and coordinating roles, responsibilities and procedures for providing behavioral health services during and after such incidents. The emergency operations plan development committee and representatives of the organizations identified pursuant to paragraph (d) of subsection 2 of NRS 388.243 must participate in any tabletop exercises conducted pursuant to this subsection.***

2. On or before August 1 of each year, each emergency operations plan development committee shall provide an updated copy of the plan to the board of trustees of the school district that established the committee or the governing body of the charter school that established the committee.

3. On or before August 15 of each year, the board of trustees of the school district that established the committee or the governing body of the charter school that established the committee shall submit for review to the Office of Emergency Management within

the Office of the Governor the plan updated pursuant to subsection 1.

4. The board of trustees of each school district and the governing body of each charter school shall:

(a) Post a notice of the completion of each review and update that its emergency operations plan development committee performs pursuant to subsection 1 on the Internet website maintained by the school district or governing body and by each school in the school district or by the charter school, as applicable;

(b) File with the Department a copy of the notice posted pursuant to paragraph (a);

(c) Post a link to NRS 388.229 to 388.266, inclusive, on the Internet website maintained by each school in its school district or by the charter school;

(d) Retain a copy of each plan developed pursuant to NRS 388.243, each plan updated pursuant to subsection 1 and each deviation approved pursuant to NRS 388.251;

(e) Provide a copy of each plan developed pursuant to NRS 388.243 and each plan updated pursuant to subsection 1 to:

(1) Each local public safety agency in the county in which the school district or charter school is located; and

(2) The local organization for emergency management, if any;

(f) Upon request, provide a copy of each plan developed pursuant to NRS 388.243 and each plan updated pursuant to subsection 1 to a local agency that is included in the plan and to an employee of a school who is included in the plan;

(g) Provide a copy of each deviation approved pursuant to NRS 388.251 as soon as practicable to:

(1) The Department;

(2) A local public safety agency in the county in which the school district or charter school is located;

(3) The Office of Emergency Management within the Office of the Governor;

(4) The local organization for emergency management, if any;

(5) A local agency that is included in the plan; and

(6) An employee of a school who is included in the plan; and

(h) At least once each year, provide training in responding to a crisis and training in responding to an emergency to each employee of the school district or of the charter school, including, without limitation, training concerning drills for evacuating and securing schools.

5. The board of trustees of each school district and the governing body of each charter school may apply for and accept

gifts, grants and contributions from any public or private source to carry out the provisions of NRS 388.229 to 388.266, inclusive.

6. As used in this section, "tabletop exercise" means a discussion-based exercise in which participants respond to a simulated crisis to facilitate discussion, identify strengths and areas for improvement and evaluate or propose changes to the plan developed pursuant to NRS 388.243.

Sec. 3. NRS 388.256 is hereby amended to read as follows:

388.256 1. The board of trustees of each school district, the governing body of each charter school that provides instruction to pupils ***enrolled*** in ***kindergarten and*** grades ~~[7]~~ ***1*** to 12, inclusive, and the governing body of each university school for profoundly gifted pupils shall, in consultation with pupils, parents or guardians of pupils, school employees, persons who provide mental health services to pupils, persons and organizations with expertise in the prevention of suicide and other interested persons and entities:

(a) Adopt ~~[a]~~ ***an age-appropriate*** policy for the prevention of suicide in ***kindergarten and*** grades ~~[7]~~ ***1*** to 12, inclusive; and

(b) Review ***and update*** the policy at least once every 5 years ~~[and update the policy as necessary.]~~ ***based on the results of activities designed to evaluate and improve the quality and effectiveness of the policy.***

2. The policy adopted pursuant to subsection 1 must include, without limitation:

(a) Procedures ***consistent with emerging, evidence-based practices*** for the prevention of suicide and intervention with a pupil who is at risk of suicide ***.*** ~~[;]~~

(b) Procedures for outreach to persons and organizations in the community in which the school is located, including, without limitation, religious and other nonprofit organizations, that may be able to assist with the prevention of suicide or intervention with a pupil who is at risk of suicide ***.*** ~~[; and]~~

(c) Required training for teachers and pupils concerning the prevention of suicide. Such training:

(1) Must include, without limitation, instruction concerning the identification of:

(I) Appropriate mental health services at the school and in the community in which the school is located and when and how to refer pupils and their families for such services; and

(II) Other persons and organizations in the community in which the school is located, including, without limitation, religious and other nonprofit organizations, that may be able to assist with the response to a suicide ~~[.]~~ ***;***

(2) ***Must provide evidence-based instruction, as applicable, concerning mental illness, emotional distress and suicide, including, without limitation, instruction on:***

(I) Indicators, symptoms and risk factors associated with mental illness, emotional distress, suicide and other concerns relating to mental health;

(II) Factors that protect and promote the mental health, well-being and resilience of pupils;

(III) Strategies for identifying and responding to pupils experiencing emotional distress;

(IV) Procedures for referring pupils to behavioral health services and crisis resources available at the school and in the community;

(V) Procedures for responding to pupils experiencing a behavioral health crisis;

(VI) The use of the number 988 which may be dialed to access the hotline established for persons who are considering suicide or otherwise in a behavioral health crisis, or any successor number for a hotline established pursuant to the National Suicide Prevention Lifeline program;

(VII) Trauma-informed practices and the use of appropriate language when interacting with pupils;

(VIII) Responses to adverse childhood experiences and positive childhood experiences;

(IX) Methods for preventing and responding to bullying;

(X) The safe and responsible use of social media;

(XI) The identification of indicators that a pupil may be experiencing problems related to gambling; and

(XII) Strategies for creating safe, supportive and inclusive environments for pupils participating in extracurricular and athletic activities; and

(3) May include, without limitation, the review of appropriate materials concerning the prevention of suicide or participation in the program of training established pursuant to paragraph (d) of subsection 1 of NRS 388.1342.

(d) Training for educational personnel and athletic staff, including, without limitation, a coach, assistant coach, director of in-school or extracurricular activities, manager or other person associated with a school athletic activity in the school district, charter school or university school for profoundly gifted pupils. Such training:

(1) Must consist of at least 6 hours of evidence-based instruction to be completed before a person who is required to receive the training pursuant to this paragraph interacts with

pupils enrolled in the school district, charter school or university school for profoundly gifted pupils;

(2) Must provide each person receiving the training with the knowledge and skills necessary to:

(I) Identify indicators that a pupil may be at risk of suicide and risk factors associated with suicide among pupils;

(II) Respond appropriately when a pupil may be at risk of suicide;

(III) Refer a pupil who may be at risk of suicide to a qualified mental health professional, as defined in NRS 458A.057;

(IV) Engage in age-appropriate discussions with pupils concerning suicide and the prevention of suicide; and

(V) Follow procedures established by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils for the prevention of suicide; and

(3) May be completed through professional development training provided by the board of trustees of the school district or governing body of the charter school or university school for profoundly gifted pupils, the Department through the program of training established pursuant to subsection 6 or a regional training program for the professional development of teachers and administrators created pursuant to NRS 391A.120.

3. The policy adopted pursuant to subsection 1 must address the needs of groups of pupils at a high risk of suicide, including, without limitation:

(a) Pupils affected by a suicide;

(b) Pupils with disabilities, mental illness or substance use disorders;

(c) Pupils who reside in settings other than a traditional home, including, without limitation, foster care and homelessness;

(d) Lesbian, gay, bisexual, transgender or questioning pupils; and

(e) Any other group that scientific research indicates to be at a high risk of suicide.

4. The policy adopted pursuant to subsection 1 must not require or authorize a school employee to provide services which he or she is not licensed to provide, including, without limitation, services related to the diagnosis and treatment of mental illness.

5. The Department, in consultation with the Office for a Safe and Respectful Learning Environment created by NRS 388.1323 and the Statewide Program for Suicide Prevention created by NRS 439.511, shall develop a model policy on the prevention of suicide in ***kindergarten and*** grades ~~[7]~~ ***1*** to 12, inclusive, to provide guidance to:

(a) Boards of trustees of school districts and governing bodies of charter schools and university schools for profoundly gifted pupils in the adoption of policies pursuant to subsection 1; and

(b) Governing bodies of private schools in the adoption of policies pursuant to NRS 394.1693.

6. ***The Department shall establish a program of training for educational personnel concerning evidence-based instruction on the prevention of suicide and methods for identifying indicators that a pupil may be at risk of suicide and risk factors associated with suicide among pupils.***

7. The Department, each school district and each public school that maintains an Internet website shall post on the Internet website maintained by the Department, school district or public school, as applicable, a link to the Internet or network site maintained by the Coordinator of the Statewide Program for Suicide Prevention pursuant to NRS 439.511.

8. As used in this section:

(a) "National Suicide Prevention Lifeline program" has the meaning ascribed to it in NRS 433.702.

(b) "School athletic activity" has the meaning ascribed to it in NRS 391.092.

(c) "Social media" means any electronic service or account or electronic content, including, without limitation, videos, photographs, blogs, video blogs, podcasts, instant and text messages, live chat, mobile applications, online services or Internet website profiles.

Sec. 4. A person described in paragraph (d) of subsection 2 of 388.256, as amended by section 3 of this act, who serves in his or her position at a school district, charter school or university school for profoundly gifted pupils on or before October 1, 2027, and who is required to complete the training prescribed by paragraph (d) of subsection 2 of NRS 388.256, as amended by section 3 of this act, must complete such training on or before August 1, 2029, to continue his or her employment or service at the school district, charter school or university school for profoundly gifted pupils.

Sec. 5. The provisions of NRS 354.599 do not apply to any additional expenses of a local government that are related to the provisions of this act.

Sec. 6. 1. This section and sections 4 and 5 of this act become effective upon passage and approval.

2. Sections 1 and 3 of this act become effective:

(a) Upon passage and approval for purposes of adopting regulations and performing any other preparatory administrative tasks; and

(b) On October 1, 2027, for all other purposes.

3. Section 2 of this act becomes effective on October 1, 2027.

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