

**GOVERNOR’S STATEWIDE SCHOOL SAFETY TASK FORCE**  
**JULY 13, 2018 9:00 AM**

**Meeting Locations:**

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Meeting Room</b>
Grant Sawyer Building	555 E. Washington Ave #5100	Las Vegas	Room 4401
Legislative Council Bureau	401 South Carson St.	Carson City	Room 3138

**SUMMARY MINUTES OF THE REGULAR MEETING**

*(Video Conferenced)*

**Agenda Item I: Call to Order; Pledge of Allegiance**

- Chair Dale Erquiaga called the meeting to Order at 9:00 AM
- Member Voy led the Pledge of Allegiance

**Agenda Item II: Roll Call**

**Task Force Members in Attendance:**

**In Las Vegas:**

- Dale Erquiaga, Chair - President/CEO Communities in School
- Mike Barton - Clark County Superintendent (designee)
- Zach Robbins - Principal, Cheyenne High School
- Katherine Dockweiler - Health Care Professional
- Anthony Petrosino - Wested (non-voting member)
- James Ketsaa - Law Enforcement
- Derek Krallman - Teacher Mack Middle School
- Ashley Macias - Student Representative, State Board of Education
- David Jensen - Humboldt County Superintendent
- Traci Davis - Washoe County Superintendent
- Judge William Voy - Juvenile Justice
- Yvanna Cancela - State Senator
- Steve Canavero Ph.D, Superintendent of Public Instruction

**In Carson City:**

- Jill Tolles, Vice Chair - State Assemblywoman
- Jason Trevino - Law Enforcement
- Pilar Biller - Teacher, Damonte Ranch High School
- Pat Hickey - Charter School Association
- Brianne Thoreson - Principal, Bishop Manogue Catholic High School
- Steve Canavero - State Superintendent of Public Instruction
- Caryn Swobe - Parent
- Katherine Loudon - Health Care Professional
- Bridget Peterson - School Board Trustee

**DEPARTMENT STAFF PRESENT:**

**In Las Vegas:**

- **Amber Reid**

**In Carson City:**

- **Sylvia Verdugo, Executive Assistant to the Superintendent of Public Instruction**
- **Greg Bortolin, Public Information Officer**
- **Roxanne Starbuck, Nevada Department of Education**

**LEGAL STAFF PRESENT:**

**In Carson City:**

- **Greg Ott, Deputy Attorney General**

**AUDIENCE IN ATTENDANCE:**

**In Las Vegas:**

- **Bill Garis**
- **Meghin Delaney**
- **Jackie Valley**
- **Kevin Childs**
- **Ed Gonzalez**
- **Alison Clark**
- **Rex Reed**

**Carson City:**

- **Joey Orduna Hasting**
- **Jeff Church**
- **Trish Shaffer**

**By Phone**

- **Melissa Schlinger**

**Agenda Item III: Public Comment #1**

**Las Vegas:**

- Ed Gonzales spoke about the need to continue SB 178 funding from the 2017 session and potentially looking at AB 1 from the 2016 special session for stable funding for school police.
- Alison Clark spoke about the need to have MTSS and talented educators to create a strong school climate. This can comprehensively address the needs of students and creating a safe environment. There is a need for more mental health human capital. MTSS works because it is preventative, proactive, evidence based, and it can hold administrators accountable.
- Kevin Childs spoke about the need to put more teeth into the bullying policy. Parents and children should be required to take courses if they are being punished for bullying. Better surveillance systems are necessary (for all schools it might be as much as \$540 million). There needs to be an officer in each school. It will be expensive, but we should not skimp on security. Perhaps a \$10,000 grant to each school could be used to improve physical infrastructure.

**Carson City:**

- Jeff Church provided a lengthy comment. See Item A.
- Trish Schafer spoke about the need for preventative work. Washoe County has partnered with a collaborative to institute Social and Emotional Learning (SEL). When SEL is implemented, students succeed. WCSD has seen strong results from implementing SEL from both students and teachers. Students tell teachers that they cannot manage emotions that they experience on a weekly or daily basis. They do not know how to reach out to peers or others. SEL teaches students the skills they need to manage emotions and seek/offer help. SEL needs to be a priority to

teach students the skills they need to be adults.

#### **Agenda Item IV: Opening Remarks**

- Chair Erquiaga noted that this session of the working group would be a work session. He thanked the members of the two working groups for the work they did. An interim report is due to the governor by August 1<sup>st</sup>, and a final report cannot have more than ten recommendations. The priorities for this meeting are for Bill Draft Requests for the legislature, items that have a budgetary impact, and immediate changes that could be done before the start of the 2018-19 school year.

#### **Agenda Item V: Approval of May 3, 2018 meeting minutes**

- Chair Erquiaga asked for a motion to approve the minutes.
  - Member Cancela made the motion.
    - Member Davis seconded.
    - The motion passed unanimously.

#### **Agenda Item VI: Presentation and Discussion regarding programs of the National Council of Juvenile and Family Court Judges (NCJFCJ) related to school safety. (Information/Discussion)**

- Chair Erquiaga introduced NCJFCJ President Joey Hastings.
  - President Hastings shared an overview of the National Council. Juvenile and family court judges are at the forefront of making decisions that influence children on a daily basis. The NCJFCJ works nationally to educate and train individuals (judges, teachers, and others) on juvenile and family law and is based in Reno. They have “laboratories for change”/courts where judges and others use data driven/evidence based practices to implement best practices and improve justice. A variety of issues can cause individuals to enter the court system. The School to Justice Partnership is one program that affects students and school safety. Harsh/inappropriate reactions to truancy or other issues removes students from supportive environments and disproportionately affects LGBQ and minority students. The need is to address underlying issues and keep children in school and out of the court system. NCJFCJ provides practical tools that could be used in courts and/or in schools via the School to Justice Partnership pipeline. Increasing the use of evidence based practice that provide an alternative to arrest, improving school climate, addressing bullying, and the home life of students is ideal.
  - Chair Erquiaga noted that President Hastings repeated many themes similar to those already addressed by the Task Force.
    - Member Canavero referred to the disproportionality of school discipline and the physical infrastructure committee’s recommendation regarding the disaggregation of data. He asked if President Hastings had proactive suggestions for eliminating harsh responses that impact students of color? President Hastings responded that progressive vs. zero tolerance policies are ideal and mentioned teen courts, peace circles, and other topics.
    - Member Barton thanked President Hastings for her work and asked about reentry strategies. President Hastings noted the need for multi-disciplinary teams, including school counselors, and working with parents prior to re-entry.
    - Member Voy noted that “progressive response” would be the more correct term vs. “progressive discipline”.
    - Member Tolles noted that the Student Well-Being group had recommendations regarding restorative practices.

#### **Agenda Item VII: Presentation and discussion regarding the role social emotional learning plays in school climate. (Information and Discussion)**

- Chair Erquiaga transitioned to Melissa Schlinger, Vice President of Practice and Programs for the

Collaborative for Social Emotional Learning (CASEL).

- CASEL is a nonprofit that tries to make SEL a part of American education for pre-K through 12<sup>th</sup> grade. They have a variety of branches, including researchers. Ms. Schlinger highlighted the role of SEL in understanding the need to manage and understand emotions, empathy, and authentic relationships. CASEL is thinking beyond a curriculum and really about a systemic approach that would permeate the school environment and encourage students to struggle, fail, and succeed in a safe environment. This also affects adults in that they need to build trust with students and one another. A supportive discipline policy is greatly needed. A restorative approach to discipline is much more successful rather than zero tolerance policies. MTSS has support for everyone with some getting more than others. Partnerships with families are essential as well. These tools result in higher student well-being and academic success. These results were maintained for years. Other studies have demonstrated the long-term importance of SEL and employers want individuals who can collaborate and problem solve as well. CASEL partners with districts to develop systemic approaches to SEL. This includes WCSD. These districts have seen improvement in climate, academics, and reduced suspensions. Using restorative practices requires social/emotional competency among both students and adults. CASEL Representative also provided some anecdotes regarding the ineffectiveness of metal detectors, and the role of SEL in dealing with societal issues re. violence. 14 states have developed their own standards and guidelines for SEL.
- Chair Erquiaga asked for questions.
  - Member Swobe asked for a comment on the role of technology in disrupting SEL. Ms. Schlinger noted a high level of anxiety and depression linked to cell phone usage. SEL could be a part of the solution.
  - Member Thoreson asked for data on SEL and a decrease in school violence. Ms. Schlinger noted that different districts measure “violence” differently, and that was not a part of previous studies.
  - Member Dockweiler commented that SEL has a positive influence on students. What are the main barriers? Ms. Schlinger noted that the focus on test scores has decreased and SEL has come to the fore. However, they lack expertise on how to actually do the work. It’s a mind shift for many folks to move away from “rigor”. Perception that this is an additional “thing” is incorrect; this is the base that other academics can be built on.
  - Member Davis noted that WCSD has been very diligent in implementing SEL and partnering together to implement these programs. This is receiving national attention as well.

**Agenda Item VIII: Information, Discussion and Possible Action on current state law regarding school safety. Task force members will hear recommendations from the Chairman for a Bill Draft Request to amend Nevada Revised Statutes requiring school safety plans and other matters related thereto.**

- Chair Erquiaga moved to Agenda Item VIII and referred members to [Attachment 8](#). He went through the notes and minutes in order to compile all the recommended changes to NRS 388. NRS 388 sets forth frameworks for school safety, the Office for Safe and Respectful Learning Environments, and other issues. Various suggestions were made about school safety planning by various individuals and working groups and they were gathered together by the chair in a single document. Recommendation #1 was that school safety teams should include representatives from law enforcement and school psychologists/mental health professionals. This recommendation would expand the membership of safety teams. #2, safety teams should take an assessment of at risk behaviors. #3, school crisis plans should undergo drills at various times of the day. #4, districts should allow for individual plans for each school (if needed) rather than districts mandating a single plan for all schools. #5, district crisis plans should include representation of a mental health professional. #6, district crisis plans should have a recovery plan. #7, annual plans should be filed by December 31<sup>st</sup> by public, private, and charter schools. #8, the right of chief of the Department of Emergency Management to randomly audit plans. #9, required the governor to

create committee on school safety going forward. This would probably be housed in the Department of Education.

- Member Voy wanted to make sure that, once the recommendations are sent to LCE and turned into a proposed legislation, the Task Force will get to review that language and make any changes necessary. Chair Erquiaga noted the bills might be submitted after the Task Force ceased to exist.
- Member Canavero noted the overlap and potential contradiction between the recommendations of the Working Groups and these. How should the overlap be dealt with? Chair Erquiaga expressed openness to changing his recommendations. Member Canavero focused on #7 and the Physical Infrastructure Coordination (PIC) Working Group's recommendation of July 1<sup>st</sup>. Chair Erquiaga accepted that recommendation, noted that, given the timeline, this might mean that plans would be due June 1<sup>st</sup>, 2020, and modified his original recommendation. Member Canavero focused on #8 and noted that the PI Working Group agreed that active review was necessary but thought it necessary to approve the plans. Chair Erquiaga modified his proposal to read "approve and randomly audit".
  - Member Voy wondered about making the bill effective on passage in order to, potentially, make plans due in July 2019, and Chair Erquiaga referred to a superintendent. Member Davis replied that it might not be possible to complete the necessary work in that time, and Chair Erquiaga noted this would be an issue for the governor, legislator, and districts to address.
  - Member Cancela asked if a student representative should be included on a safety team suggested under #1. Chair Erquiaga was fine with it, and Member Davis sought clarification on that when dealing with elementary schools. Chair Erquiaga clarified his #1 by including student voice (when possible). Member Cancela asked if these plans were publicly accessible, and Chair Erquiaga responded that they were not. Member Cancela asked if it was necessary to include consequences for missing the deadline. Member Canavero responded that the PI Working Group had considered making an approved plan be necessary before receiving funds from the taskforce. Chair Erquiaga noted that it would be addressed later.
    - Member Voy noted that if a principal failed, the whole school would lose funding and suggested the need for alternative methods of enforcement.
  - Member Jensen noted concerns for rural districts in fulfilling these proposals. Representation from law enforcement might be difficult. In #2, what would an assessment of at risk behaviors look like exactly, and how would it be conducted since rural schools might lack the capacity to do that? #6 might be difficult as well unless NDE provided guidance on what a recovery plan would look like.
    - Chair Erquiaga noted that, in #1, an exception could be made for rural schools. As for #6, a recommendation would be coming on that topic. As for #2, a recommendation from the Student Well Being would address that and he referred to Member Tolles.
      - Member Tolles asked for clarification, and Member Jensen noted the lack of qualified personnel to do an at risk assessment.
      - Member Canavero suggested waiting until Agenda Item X had been dealt with.
      - Member Voy suggested using standardized form or tools that could be performed by a non-licensed individual, and Chair Erquiaga agreed with the need for that sort of tool. He asked Member Canavero for comment, and Member Canavero asked for clarification as to if the individual threat assessment was the same as the assessment of at risk behavior. Member Tolles suggested that there would be funding mentioned later to address Member Jensen's concerns. Member Canavero suggested changing the language to be an individual threat assessment.
  - Member Ketsaa noted that #3 ties into NRS 392.450 and that #4 might already be allowed by NRS.

- Member Billar asked for clarification on #2, and Member Canavero noted that it would be for all but particularly for individual students. Member Voy expressed concern noting that some school shooters did not exhibit any outward signs. He wondered if a threat assessment could be done on all students (in 5<sup>th</sup> grade for example). Early identification of mental health identification might help mitigate the school-prison pipeline. Member Dockweiler noted that the Student Well-Being Group had recommendations on prevention. #2 would help create state-wide screening processes.
  - Member Thoreson expressed concern that school safety teams should also be assessing at risk behavior. After a comment by Member Canavero, Chair Erquiaga removed #2 from his recommendation and stated that a threat assessment would be dealt with in the recommendations of the Working Groups.
- Chair Erquiaga asked for a motion that would include a BDR that would clean up NRS by dealing with eight items. #1 would be amended to include flexibility for rural districts and include middle/high school representation where possible. Previously numbered #3 (now #2) would include reference to NRS 392.450. Previously numbered #4 (now #3) would include a note to search for previous statutes. Previously numbered #7 (now #6) plans would be required to be complete/final by July 1<sup>st</sup>. Previously numbered #8 (now #7) would allow the chief to approve and audit submitted plans.
  - Member Cancela made the motion.
    - Member Tolles seconded.
    - With no discussion, the motion passed unanimously.

**Agenda Item IX: Information, Discussion and Possible Action regarding recommendations from the Student Well-being Working Group.**

- Chair Erquiaga turned the meeting over to Member Tolles to go through the recommendations of the Student Well-Being Working Group.
  - Member Tolles provided a brief comment noting that the challenge facing the Task Force is a great opportunity to improve school safety. The working group accumulated a great deal of research and materials. The top five recommendations to be discussed with the group are not the only recommendations of the group. Member Tolles noted that the Working Group divided up the main topics among the nine members and went through the previous two working groups meetings. One of the main takeaways for the working group was that students usually told someone before an act of violence. There needs to be a safe place/environment for students to report acts of violence and allow for peaceful intervention and connection with students. Chair Tolles then went through the top five recommendations of the working group that can be seen in the [Student Well Being Working Group Short Term Recommendations](#) presentation and [document](#). Recommendation #1 was the SEL BDR to promote school safety. This included integrating SEL into all schools, require statewide Social-Emotional-Behavioral program as a part of MTSS and establish accountability standards to ensure that it is being carried out on every campus, encourage the use of restorative practices, promote and fund instruction to promote inclusion, and fund 1 new FTE to create a school climate and equity framework at the state level.
    - Member Voy noted that “encouraging” in c and d should be changed to “required”. Member Davis thought that “required” was a strong word, and it might not be possible to do so in rural districts. Member Voy wondered about putting a population limit on the requirement? Member Jensen noted that “require” was a strong goal. Perhaps making restorative practices a part of the district improvement plans would be better for rural areas.
    - Member Tolles suggested requiring the development of a state-wide framework for the use of restorative practices in schools. Districts and schools would be encouraged to use that framework. Member Voy noted that a framework has already been developed by the School to Justice partnership for schools and law enforcement, and that the word “framework” would fit well with what has already



been developed. Member Barton noted that the MTSS model that is being rolled out is a heavy lift for some schools and that it would take funding and staffing to do this appropriately. Member Voy noted that implementation language could provide a timeline that would allow schools and districts to phase in such frameworks. Without making it a “requirement”, it’s easy to toss out ideas that lack teeth. Member Swobe noted that the Student Well-Being Work Group thought that a six year timeline might be required because it will involve all individuals within districts.

- Member Tolles suggested keeping the majority of recommendation #1 the same but revising language to strike out “encourage” in c and replace it with “require a framework for, and encourage the use of”. In d, “encourage” would be kept. There would be both a framework and encouragement to use that framework. Member Tolles made a motion to that effect.
  - Member Thoreson seconded.
  - With no discussion, the motion passed unanimously.
- Member Tolles moved to Recommendation #2: a BDR to meet the recommended ratios for behavioral health professionals over 15 years. While Member Tolles was reluctant to put specific numbers on this, it could require doubling the current budget by an additional \$11 million. That could combine state, grant, and Medicaid funding, and while it was not included in the recommendation, \$11 million was the number suggested by NDE staff.
  - Member Jensen noted his background in school psychology. However, “requiring” additional behavioral health professionals will require more money. The currently \$11 million only funds half of the salary of a behavioral health professionals. An additional \$11 million would fully fund those positions, but it would not necessarily add more staff. Would there be additional money? Member Tolles referred to the original recommendations of the Office for Safe and Respectful Learning Environments in reply.
    - Member Dockweiler noted that they had also considered expanding to included school psychologists.
    - Members Davis and Barton expressed concerns about funds.
    - Member Thoreson wondered if the Task Force could include “pending funding” at the end. Member Loudon responded by noting that the Student Well-Being Work Group was interested in accessing new funds and sources of revenue.
  - Member Tolles suggested including the language of the recommendation to include a specific requirement of \$11 million, but Member Swobe expressed some concerns about that and a motion was not made.
  - Member Tolles asked that a motion be to accept the recommendation as written. Member Voy asked for clarification, and it was provided.
    - Member Canavero made a motion to accept the recommendation as written.
      - Member Hickey seconded.
      - With no discussion, the motion passed with Member Jensen voting no.
- Member Tolles moved to Recommendation #3: a BDR and budget request to include school nurses, psychologists, and counselors in the category eligible for Medicare billing and 1 FTE position at NDE to help with this process. The ratios in Nevada are far below recommended averages.
  - Member Jensen noted that he was in favor of this proposal but noted the need to have more individuals go into these fields so that they could fill open positions.
  - Member Dockweiler agreed with Member Jensen’s comment and noted that this could be a significant source of revenue that could fund Recommendation #2 as well.
  - Member Barton asked for specifics on how exactly this would reduce the ratios mentioned by Member Tolles.
  - Member Tolles moved to accept Recommendation #3 as written.

- Member Jensen seconded.
  - With no discussion, the motion passed unanimously.
- Member Tolles moved to Recommendation #4; an executive order to medical boards requiring medical professionals to take at least 2 hours of continuing education courses on gun safety, self-harm, and risk reduction. This would not mandate discussion with patients, just education.
  - Member Jensen wondered if this was an appropriate area for the Task Force to be addressing. Member Tolles responded that this dealt with parent/family involvement. Providing evidence-based practices can help educate parents/family members and prevent accidental or intentional injury.
  - Member Voy wondered if the language was overly broad. He wondered if there was a standing curriculum that could be used here. Member Thoreson noted that the Brady Campaign did have the “Ask Campaign” that could address raising children with knowledge about gun safety.
  - Chair Erquiaga noted that this would be an executive order and the medical boards would need to both accept that order and rewrite it.
  - Member Tolles made a motion to accept Recommendation #4 as written.
    - Member Hickey seconded.
    - Without discussion, the motion passed unanimously.
- Member Tolles moved to Recommendation #5: an executive order for the Task Force/NDE to write and distribute a document about school safety before the start of the 2018 school year. It would provide information on SEL, early warning signs, additional resources, and various other topics.
  - Member Trevino asked about the requirement to include school safety precautions, and Member Tolles noted that it would not include any confidential/shielded information.
  - Member Hickey noted that the genesis of this was remarks made by the Chair and his desire to produce something that would provide direct support to families. For example, it could be used at back-to-school meetings as an optional document that would provide additional materials.
  - Member Tolles moved to adopt Recommendation #5 as written.
    - Member Hickey seconded.
    - Without discussion, the motion passed unanimously.
- Member Tolles moved to the honorable mention recommendations. The first was to conduct a survey/add to existing surveys questions in order to include staff, family, students, and others in order to collect information. The second would be a letter to the State Board to recommend that improvement plans include climate and family engagement.
  - Member Canavero moved to accept these recommendations.
    - Member Davis seconded.
      - Member Cancela wondered if this could be housed with the NDE’s Parental Engagement Taskforce.
    - The motion passed unanimously.

**Agenda Item X: Information, Discussion and Possible Action regarding recommendations from the Physical Infrastructure Coordination Working Group**

- Chair Erquiaga moved to Member Canavero to present on behalf of the PIC Working Group’s recommendations.
  - Member Canavero directed the attention of members to the [handout](#) containing the recommendations of the work group and outlined the first recommendation of the group. #1 would clarify that school police officers are included in the definition of SRO’s; it would categorize school police officers as Category I peace officers; it would include school police departments in the definition of a law enforcement agency; and it would expand the jurisdiction of school police officers.
    - After no discussion, Member Canavero made a motion to accept recommendation



#1 as written.

- Member Davis seconded.
  - Member Tolles asked about possible concerns regarding the use of personal recording devices around minors. Member Ketsaa asked for clarification, and Member Tolles wondered if privacy was a concern. Member Ketsaa responded that there had been no issues over the past 3 years.
  - The motion passed unanimously.
- Member Canavero moved to recommendation #2, but he removed items 1 and 2 since they had been dealt with by the Chair. This recommendation would require a report to the legislature by the Division of Emergency Management, require that plans address extracurricular activities, ensure building plans are shared among and across law enforcement jurisdiction, and establish clear incident command hierarchy in an emergency. These would amend NRS 388.
  - After no discussion, Member Canavero made a motion to accept the recommendation.
    - Member Davis seconded.
    - The motion passed unanimously.
- Member Canavero moved to Recommendation #3 (excluding the recommendation's fourth element) that would require NDE to develop a model plan to incorporate a model threat assessment, include a behavioral health disaster response element, and require annual exercises of plans including external response agencies. These would revise NRS 388.
  - After no discussion, Member Canavero made a motion to that effect.
    - Member Barton seconded.
    - After no discussion, the motion passed unanimously.
- Member Canavero moved to Recommendation #4 that would ensure the sustainability of Safe Voice by changing the name in NRS 388.1455 from Safe-to-Tell, and making sure that, if students provide their own contact information, law enforcement will be able to see that and provide it to schools and local law enforcement (this would eliminate the current time lag in responding during off hours). Member Canavero also suggested that the task force recommend that the governor take emergency action to this effect now.
  - Member Ketsaa confirmed that "Law Enforcement" would be the Department of Public Safety. He also asked that School Police or SRO be added as individuals that could be informed alongside school and local law enforcement.
  - Member Hickey commented that FERPA needs to be explored so that the Task Force could create recommendations within the boundaries of the law.
  - Member Loudon noted that districts which lack 24 hour police support, it is the principals, school counselors, and others who receive calls in the middle of the night that need to follow up on these issues. The Office of Safe and Respectful Learning Environments is trying to deal with this, but it is a serious issue.
  - Member Canavero made a motion to accept the recommendation with the addition of Member Ketsaa and his own suggestion for an emergency action.
    - Member Tolles seconded.
    - With no discussion, the motion passed unanimously.
- Member Canavero moved on to Recommendation #5 that would require school discipline data to be disaggregated by race/ethnicity and reported annually.
  - Chair Erquiaga asked who this was aimed at, and Member Canavero clarified that this would change statute accordingly.
  - Member Tolles asked about the scope, and Member Canavero replied that it would be all public schools (including SPCSA schools).
  - Member Petrosino asked about including LGBTQ and students with disabilities. Member Canavero noted that it would be possible to include students with disabilities but not LGBTQ students.
  - Member Canavero moved to require school discipline data to be disaggregated by race/ethnicity as well as disability and reported annually.
    - Member (unidentified) seconded.

- With no discussion, the motion passed unanimously.
- Member Canavero moved on to his final recommendation. It would provide funding for training for districts and charter schools for matters related to school safety plans; it would provide funding for 1FTE for Safe Voice within NDE; it would provide funding to expand access to SROS by establishing a categorical fund at the state for this that applications should be made through Districts/the SPCSA in conjunction with school police or local law enforcement; it would also establish a categorical fund at the state to enhance school building safety with applications for funding from Districts/SPCSA based on school safety assessments that are aligned with state standards and which would be distributed based on a “guided autonomy” model (dollars would be distributed on a block + per pupil basis).
  - Chair Erquiaga noted that these recommendations would involve the hardening of school facilities.
  - Member Dockweiler noted that there are various school safety assessments and that sometimes staffing and well-being fall into those assessments (frameworks for student well-being for example). Would that be a part of these categorical funds in addition to physical structures? Member Canavero responded that student well-being was not considered by the work group.
  - Member Davis asked if SROs and School Police would be considered together, and Member Canavero noted that the distinction would be moot if the first recommendation passed. If those changes are not approved, it could be expanded to include School Police and others.
  - Member Canavero made a motion to recommend all the PIC Working Group’s funding recommendations (3 categorical funds for building safety, expanding access to SROs, and training) .
    - Member Hickey seconded.
    - The motion passed unanimously.
- Member Canavero noted that he had two additional points. The first was non-policy and non-budgetary in nature. The first would be a memo from the governor or NDE to encourage charter and private schools to enter into an agreement with local school police or law enforcement in order to provide school safety support. The second would be for NDE to develop evidence-based resources for schools/districts including but not limited to threat assessment, standards for assessments, partnerships with EMS, resources to improve the physical safety of buildings, and improve communication between schools (principals in particular) and law enforcement. Finally, he suggested a further clarification of the definition of bullying to ensure appropriate identification and investigation.
- Chair Erquiaga suggested making a motion on the first two recommendations, and Member Canavero made the motion.
  - Member Robbins seconded.
  - The motion passed unanimously.

**Agenda Item XI: Information, Discussion and Possible Action regarding the preparation of an interim report to Governor Sandoval. Task Force members will discuss the information to be included in the report due to the Governor no later than August 1, 2018**

- Chair Erquiaga proposed that he send a letter to a governor by August 1<sup>st</sup> transmitting the 3 documents (as amended). Three documents (as amended) would allow the governor and his staff to deal with budgets, bill drafts, and letters accordingly.
  - Member Voy made a motion to that effect.
    - Member Davis seconded.
    - Member Jensen asked if the task force members would receive a copy as well, and the Chair confirmed that they would.
    - The motion passed unanimously.

**Agenda Item XII: Information and Discussion regarding any outstanding research requests or new information provided to the Task force since its last meeting on May 3, 2018, and the process for making additional requests.**

- Chair Erquiaga asked Member Petrosino if there were any outstanding items or research requests.
  - Member Petrosino replied that he was a resource and non-voting member. His goal was to connect with nationally known experts and connect them to the Task Force and Working Groups. There were some research requests that were outstanding. The Education Commission of the States was also willing to help compile policies of other states on these issues.

#### **Agenda Item XIII: Next meeting, Future Meeting Agenda Items and Action Items in the Interim**

- Chair Erquiaga noted that the next meeting would be on August 27<sup>th</sup>. It will start at 9:00 and be quite long. He was contemplating introducing more student voice at that point. There are also various private individuals, businesses, and nonprofits that could be heard at that point. The Student Well-Being Work Group has provided a great deal of research for members of the Task Force to read. The final report should have ten recommendations.
  - Member Hickey wondered about connecting individuals/non-profits with the task force, and Chair Erquiaga noted that they should be sent directly to him.
  - Member Tolles asked about the possibilities of including parent voice as well, and Chair Erquiaga noted he was happy to include them.
- After the 27<sup>th</sup>, there would be about 2 months to finalize discussions so that the October meeting would be the final meeting.

#### **Agenda Item XIV: Public Comment #2**

- Chair Erquiaga asked for public comment.
  - There was none

#### **Agenda Item XV: Adjourn**

- Chair Erquiaga adjourned the meeting.

Self: Jeffrey Church

Retired Reno PD SGT, former San Diego Deputy Sheriff, retired USAF LT Col. Intelligence, Counter Terrorism Training and experience, two college degrees and former Nevada Certified firearm instructor Post, Security and CCW.

Here to present research papers on school safety. However appalled that committee refusing to accept input from public or experts unless they attend in person.

I emailed the committee with my research papers, copy of the 2018 Texas school study and photos of secure facilities.

Having no response I called and left a message and no response. Finally I get a response from your lawyer that the only way to submit is to attend. I am at a loss to understand why the committee would not accept input via email or mail.

My research that you may want to look at is two prong. The first is on the complex subject of firearms, not just yes or no but the Ohio study, and issues such as holsters, calibers, etc.

The second is on school safety in general but concentrating on technology.

I'm limited to 3 minutes and had to spend most complaining about the illogical refusal to accept and pass on citizen input and suggest you change that ridiculous policy but...

Imagine an active shooter enters a school. Reacting quickly the security tech in a secure booth pushes a few buttons activating modern defensive measures to disorient the attacker. The tech is able to track the attacker and give loud speaker advice to students and staff to shelter in place or safe evacuation routes. As practiced and trained the tech is joined by staff they multi task to notify law enforcement etc. Qualified volunteer staff retrieve long guns and identifying ballistic vests from the safe and coordinate their approach to neutralize the attackers. All saving many lives

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## GUNS IN SCHOOLS

About the Author: Sgt Jeff Church is a retired Reno Police Sergeant, a retired USAF LtCol (Intelligence-Including Terrorism Analyst) and a former rangemaster / firearm instructor previously certified for Nevada CCW, Security, and POST. He holds all POST certificates including Advanced and Management.\* [Renocop@earthlink.net](mailto:Renocop@earthlink.net)

POST: Peace Officers Standards and Training

CCW: Term applying to citizens that have obtained a Concealed Carry Permit.

INTRODUCTION: Unfortunately this is not an easy issue. I address the who, type training, type weapon, type ammunition, type holster, and other factors involved in the on-campus debate. Who, when how? Staff, visitors, etc.

The issue of guns in school, a small part of the issues of school safety is addressed below.

The issue is complicated. Once we settle the Yes or No, many other issues need to be addressed.

In my opinion and per NRS 202.350 qualified Peace Officers (Active and Retired) are authorized to carry firearms and have received the extensive training. Almost all if not all have had School First Responder training as have I (usually more than once).

Note: Nevada officers do NOT require what is commonly called LEOSA or HR219 Cards under NRS 202.350 (out of state officers do) nor are they prohibited from carrying in government buildings under NRS 202.3673 as that only applies to CCW. Absent an NRS otherwise, it would seem that these qualified Peace Officer personnel cannot be denied the concealed carry right.

Remember too the Open Carry is legal in Nevada unless otherwise prohibited. Private property, presumably including schools would have the right to order the person off property unless they cease the carry.

We should address the issue of schools having lock boxes for the placement of firearms by such persons.

Regulations should address compliance with all constitutional, federal, state, local and tribal laws that may apply.

Remember too we are talking about schools that range from one room school houses as in Yomba, Nevada- that one being possibly on Federal Property, to mega-schools.

The next issue being would regulations apply to private schools or Charter Schools?

In looking at those that may be allowed we next deal with if this should be a statewide legislative decision, that of the Sheriff or that of the school board and likewise the specific details of the concealed or open carry. I believe currently the decision is up to the school board creating a mix of decisions subject to change at anytime. In places like Reno that means K-12 vs TMCC vs UNR and satellite campuses.

Once we determine who may authorize the carry, next we have to look at the training, caliber authorized, type bullet, holster and other factors.

First, may I say I oppose Open Carry although again that may be a choice of the local school board. Paradise Valley being different than Clark County, Las Vegas.

Training: As a former CCW instructor, I believe that Nevada's CCW qualification is grossly inadequate to allow on campus carry.

The Nevada requirement for Security Officers, commonly called PILB, are good and in my opinion adequate. Of course POST approved is better and a role play/ scenario based additional training for PILB should be considered.

Also as far as I know under open carry or CCW the type holster, if any, is undefined. A person with an unsecured gun in their waistband is unacceptable.

Remember to the threat that the holder could be disarmed by a violent student or other.

Penetration of the projectile a factor which is based on the cartridge, commonly called bullet, caliber and the actual bullet. Bullet is the part of the cartridge or round that is actually expelled from the gun. Would a copper bullet .44 Mag be allowed? Unfortunately or in some cases fortunately the 9mm does penetrate while a .223 rifle not as much. The barrel length and rifling/ twist adds a small factor to penetration. Lots of experts with different opinions and lots of studies ad nauseam.

My Opinion on Caliber: Experts will argue that a smaller caliber decreases the chances of "stopping power" although the #1 factor in stopping an attacker is hitting the target and then hitting the target in a critical area. Having survived actual shooting encounters, the type round being fired at you is not an issue. It gets your attention and that alone may deter some attackers. Likewise being shot may be enough to stop an attacker. But for the dedicated, unbalanced or drugged; a killing/100% disabling shot may be all that works.

Attackers maybe wearing body armor which will usually stop most handguns but not rifles. For example, a small simple .22 fired by a handgun would likely be stopped by standard vests but that same round in a rifle would likely penetrate. Same with a 9mm round- a grey area of debate and depending on the actual projectile.

However my opinion is that .22 and especially .22 magnum rounds and up to .380 (with proper cartridge) would be good for school security by non-peace officers. 9mm and up present penetration issues but again the type projectile is a crucial factor.

Cartridge: Generally copper bullets penetrate. There are many bullets, usually hollow point that the metal is designed to mushroom and limit penetration as may be used by Aircraft Flight Marshals, perhaps Secret Service, etc. So in my opinion that should be a factor.

WHO: Obviously some type background check is appropriate and may involve a basic cognitive/ mental health review. A plus if the individual has prior military training, CCW, etc but that alone is not adequate.



The issue of less lethal ammunition and weapons raises a whole other question but of course could be an option most would accept. I wouldn't want to be the person firing rubber bullets at an attacker(s) armed with rifle.

Age: 18? 21?

PARKING LOT/ VEHICLES: Another issue here. I suggest a regulation that loaded firearms may be stored in vehicles on campus in approved locked affixed containers.

SAFES: "The Ohio Method": States like Ohio have reportedly authorized the use of limited access safes for long guns to be utilized by properly trained and vetted staff. A great idea combined with other options.

HOLSTER: The method of carry is extremely important should the firearm fall or allow the carry person to be easily disarmed. Bear in mind cases of the gun being left in a rest room even by qualified officers are too numerous to mention.

Also there will be accidents where careless person mishandle weapons in violation of rules but the good outweighs the bad and should not be a basis for a total prohibition.

REVOLVER VS SEMI AUTO: Revolvers tend to be more reliable but usually lack safeties. A "safety" is a lever that can be carried "safety on" requiring it be moved to fire. That is a mistake you don't want to make and may happen in an emergency event. A Semi Auto usually allows more rounds and also allows the option of no round in the chamber. Again lots of expert opinions on this. Peace Officers almost universally carry round in the chamber and safety off to avoid any issues.

Would the carry person be required to notify staff/ campus police on each visit? Could be a headache.

If the regulation issue were delegated to the schools it would create too many different rules making carry almost impossible.

SUMMARY: In my opinion, based on legal and constitutional compliance on campus carry should:

Be limited to age 21 and up.

Be allowed as per NRS 202.350 for Nevada Peace Officers Active and Retired and out of state LEOSA/ HR218 officers.

Notifying the staff should not be required.

Caliber other than peace officers, should be limited to .380 (maybe 9mm- technically a .380 is a 9mm) and below (I know this will get the most opposition)

Cartridge/ Ammunition: Regulations should limit the type bullet to one designed to limit penetration.

For arming non-peace officer staff I favor: Consider a secured rifle even a .22 semi auto such as the cheap and popular Ruger. Any long guns would be secured in a place that qualified staff has emergency access to. Remember that the rifle offers a better chance of penetrating body armor. (Addressed too under my School Security plan). For handgun for staff I'm a big proponent of the .22 magnum, a potent

round with little penetration. Usually found only in a revolver, usually a six shot although a nine shot may be available. A .22 semi auto handgun is a good option with 10+ rounds and minimal penetration. The .22 offers minimal kick or recoil and 10+ rounds increases the chances of hitting your target. The .380 is a nice option too and can be found in revolvers although most are semi auto.

A secure holster or "belly bag" is a must under any regulation. A good safety holster or belly bag with belt loop but then with a firearm in a holster. I don't favor the carry of a firearm in a belly bag unholstered.

There should be a limit in the length of the CCW firearm, 6" barrel and overall length limit.

Schools should have lock boxes for persons otherwise legally carrying to store their firearm.

Finally I think that the legislature may allow the Attorney General (AG) to make regulations or allow the local sheriff to do so with the AG stepping in where the Sheriff failed to do so. Hopefully the Sheriffs and AG could promulgate statewide standards for the various issues for CCW on campus (training, firearm, holster, ammo, etc).

Training could be done by private qualified instructors as in the case of PILB or local police departments or Sheriffs would have the option of offering the training, especially the School Scenario based portion. The Nevada National Guard might be considered too as they have "drill weekend staff" plus full time staff and usually have the electric shoot/ don't shot firearm scenario systems (MILO being one) that don't use live ammunition.

CONCLUSION: I favor allowing qualified persons, staff or otherwise, carrying concealed handguns on a school campus but with limits and regulations on the type firearm, type ammunition and type holster. Those specific regulation would be delegated to the County (elected) Sheriff or by the Nevada Attorney General. Minimum training should meet Security PILB requirements + a minimum (i.e. 6 hour) scenario based course specific to schools. Secured rifles in school for qualified staff is suggested. A secured on campus rifle for qualified staff access should be an option.

The use of long guns in secured areas/ safes should be considered. (Ohio Method)

Regulation would only apply to government property, not private schools.

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July 11, 2018

## SCHOOL SAFETY INPUT

For: State of Nevada

Governors School Safety Task Force

Summary: Technology! Not Single Point of Entry. Please scroll down to conclusion

The Author: Sgt Jeffrey Church is retired from the Reno Police Department and from the USAF (Reserve) where he served as an intelligence officer. He has extensive counter-terrorism training. He is a former San Diego Deputy and started his career in a jail with a secure booth and hub design and communication system. He was a firearm instructor (police, CCW and Security ratings) and runs a Law Enforcement Consulting Business.

### DETAILS:

The issue of school safety is complex and in some cases no good answers. As seen recently attackers can shoot through or overcome in place protection. Attackers can initiate attacks outside the protected area as in the CIA attack. An armed attacker could shoot from a position outside the perimeter at students on a playground or similar. Attackers can throw weapons over a fence to another attacker or then climb the fence. Attackers can immobilize armed officers as in the case of the Missouri City Council Shooting and the recent school shooting. Too many attempts at defenses may bankrupt a system.

Schools also vary from one room school houses to large schools in metropolitan areas.

The issue of firearms is addressed in a separate document for review.

Based on my experience and research, I suggest digesting all available material including the recent Texas Schools study.  
<https://txssc.txstate.edu/pubs/practices/>

From (in part) the Nevada Attorney General:

Automate criminal record processing to ensure a more complete criminal background check repository, and consider funding a unified electronic records transmission system to keep the database up-to-date.

Make an exemption so that shared active-assailant response plans are confidential and not subject to disclosure through the public records law.

Ensure officers have active assailant training from the FBI. The report notes it will bring the FBI to its next law enforcement summit to provide training.

Establish working relationships between police and school principals, and have law enforcement request school emergency plans.

Fund a statewide system similar to Clark County's Family Tracs program that would ensure information about a student's behavioral and disciplinary history follows a student when they move from school to school.

The Legislature should evaluate whether more mental health-related information, such as medical diagnoses and Legal 2000 records, should be made available to law enforcement in real time.

The Legislature should study the effect of "red flag" laws in other states and consider enacting something similar in Nevada. Those laws allow police, family members or prosecutors to petition the courts for a civil order that would temporarily take away a person's firearms if they're deemed an immediate threat to themselves or others.

For reasons stated above I'm no big fan of spending a lot of funds on a single point of entry that based on existing design is almost impossible, including on the sports field. I compare it to the early 2000s and the energy crisis and each candidate hailing "Ethanol" as the simple answer. That answer proved wrong. There are no simple answers ad single point of entry is an example.

Likewise the recommendation for an armed officer in each school is impossible. First the cost would bankrupt the state or school districts. Each school would need two to four officers to compensate for time off from days off to military leave, family leave, sick, training, etc. Peace Officers are typically paid over \$100,000 plus a 40% PERS contribution (and may rise). Having taught Recruiting nationwide I can tell you in this economy the warm bodies are not there. Existing agencies can't fill their vacant positions. It simply is not possible fiscally or in reality. Hence the advantage of the Control Center staffed by a CSO or Tech at half the cost. And past events have shown that the armed peace officer may prove ineffective: outgunned, not available, may be neutralized, and may not respond properly.

The biggest area that the AG missed along with others is technology. As a retired military intelligence officer I included a years old report but we really need to look at technology!

Similar to that used by cruise ships and merchant shipping, there is a variety and ever updating array of non-lethal options. Less Lethal weapons that are explicitly designed and primarily employed so as to incapacitate personnel while minimizing fatalities and permanent injury.

These include:

Chemical Agents

Optical Agents

Acoustic

Less Lethal Munitions

Restraining Mechanisms

Energy/Pulse/ EM Weapons

These should be explored as a primary means of defense.

At a reduced cost, picture if you will, a bullet resistant control room centrally situated with good field of sight, cameras and other technology, occupied not by a high paid police officer but a trained Security Technician (Tech)/ Community Service Officer (CSO).

The Tech maintains a watch over the campus for any behavior not just criminal activity. In the event of an attack, the Tech is in an attack resistant control room and has access to a variety of technology. Imagine the Tech can notify law enforcement and with said technology is able to give detailed info on any attackers, description location etc. Using the loud speaker system The Tech can warn staff and students of the location and nature of the threat and avenues of escape. Consistent with policy the room may have a safe with access of qualified personnel to long guns. But wait there's more: Imagine the Tech locates the attacker and then employs a few buttons among other options creating an optical defense (or strobe lights) and loud acoustics. Students would still be able to flee but any combination of said technology could distract attackers and minimize casualties. The room within limits could be a safe room for some as well. Imagine that per the Ohio model volunteer and trained staff respond to the control center, retrieve long

guns and ballistics vest and helmets identifying them as responders and assisted by direction from the security tech are able to confront and hopefully neutralize the attacker(s).

These booths already exist in federal buildings, military, and jails and prisons with a hub design.

Conclusion: Explore the possibilities of re-enforced resistant control rooms such as at entrances and with views of hallways with an array of technology and possibly weapons and an ability to communicate with students, staff and responding law enforcement. A single security monitor station could be located anywhere and monitor all district schools.

\*Photos attached or available upon request: [Renocop@earthlink.net](mailto:Renocop@earthlink.net)

Center for Strategy and Technology  
NON-LETHAL TECHNOLOGIES:  
IMPLICATIONS FOR MILITARY STRATEGY  
by Joseph Siniscalchi, Colonel, USAF  
Center for Strategy and Technology  
Air War College, Air University  
Maxwell Air Force Base, Alabama

NOTE: GREATLY EDITED AND SUMMARIZED:

Non-lethal weapons represent a shift from the increasingly lethal evolution of military arms. ... It will consider what non-lethal weapons bring to the fight,

Weapons that are explicitly designed and primarily employed so as to incapacitate personnel or material, while minimizing fatalities, permanent injury to personnel, and undesired damage to property and the environment. Non-lethal weapons are intended to have one or both of the following characteristics: 1) they have relatively reversible effects on personnel or material, 2) they affect objects differently within their area of influence.<sup>7</sup>

Non-lethal weapons, when properly employed, should significantly reduce lethal effects. However, there is no guarantee of zero fatalities or permanent Unintended lethal effects must be considered, and may modify, employment strategies and tactics.

Non-lethal weapons can be classified by either function or technology. Since the intent of this study is to build a road map for future research and development, it is more useful to describe emerging capabilities by function either as anti-material or anti-personnel. In these categories there are no absolutes.

Anti-Personnel. Anti-personnel, non-lethal capabilities target people by nondestructive means including paralyzing or disabling effects. The impact of the anti-personnel effects is generally temporary in nature or reversible with minimum lasting effects.

Chemical Agents. Non-lethal chemical capabilities generally include agents that induce sleep or produce irritation (calmative, neural inhibitors, irritants, and odor producing chemicals).



Chemical agents are not new. They have been used for combat in more lethal forms or in law enforcement to disrupt riots or crowds. As a result, there is considerable experience in the employment and delivery of chemical munitions as well as extensive experience in the protective measures. Many types of chemical agents, such as pepper spray, currently exist and are used for crowd and riot control.

Optical Weapons. ....and include disorientation, temporary or permanent optic nerve damage to humans, or blinding of optical sensors.

Acoustics. There has been considerable interest in using acoustics for potential non-lethal weapon. The acoustical weapons generate a low frequency sound (below 50Hz) that can disorient or cause nausea in personnel. The distress is reported to be temporary and stops when the acoustic source is stopped. At high power settings, these weapons may have an anti-material capability if tuned to the appropriate frequencies. Several limitations are notable. First, this capability requires large amplifiers and large volume speakers (or a phased array of speakers) that may limit the mobility of the weapon. In addition, the range of the weapon is limited as acoustic energy dissipates quickly. This creates a challenge to deliver the effects at extended range delivery from an air vehicle will require significant engineering advances

Directed Energy High Power Microwave (HPM). High powered microwaves are normally considered an anti-material weapon, but they may have significant anti-personnel capabilities as well. Some directed energy weapons, such as microwaves, are able to produce a variety of effects on humans to include increasing levels of pain, incapacitation, and disorientation. Research is on-going. If the range and power of a future capability is sufficient, a high-powered microwave weapon may be used for area denial or as a force protection capability.

Restraining Mechanisms. A variety of devices are being developed by a variety of agencies to restrain personnel. These include polymer adhesives or sticky foam, ensnaring nets, and ultra-slick liquids that can impede personnel movement. Most of the restraining technologies are being developed for tactical applications, but they may have some future use in a strategic role to disrupt personnel movement or deny the use of an area or facility.

Anti-Material. Anti-material applications produce the disruption or the limited destruction of equipment, vehicles, facilities, weapons, or supplies. The advantage of these weapons is the ability to achieve desired effects with minimal lethal risk. This grouping may have the greatest application for warfighting employment.<sup>13</sup>

Chemical and Biological Agents. Research is underway to create chemical or biological agents that have a variety of anti-material effects. Supercaustic agents, derived from chemical, biological, or biological enzymes, can rapidly deteriorate rubber, plastics, or spoil petroleum supplies. These are claimed to be millions of times more caustic than hydrofluoric acid and can be delivered as a liquid or aerosol. Liquid metal embrittlement agents are able to alter the molecular structure of metals making them weak and susceptible to structural failure. The embrittlement agents are normally formulated for a specific metal or alloy which may complicate the flexibility that is needed for combat employment. Polymer agents are extremely strong adhesives. Polymers, called stick-ems, can be applied as a liquid or foam to deny the mobility of equipment and personnel. Alternatively, super-lubricants ( slick-ems ) are being developed as an anti-traction capability that could disrupt the movement of vehicles. Finally, combustion inhibiting substances are being developed that will shut down the engines of ground and small maritime vehicles. Many of these agents have proven to be effective in a laboratory setting,

but have not been fully tested in the range of environmental conditions that will be experienced in a combat setting.

Electromagnetic Pulse (EMP) and High Powered Microwave (HPM) Weapons. This technology offers a significant capability against modern electronic equipment susceptible to damage by transient power surges. This weapon generates a very short, intense energy pulse producing a transient surge of thousands of volts that kills semiconductor devices. The conventional EMP and HPM weapons can disable non-shielded electronic devices including practically any modern electronic device within the effective range of the weapon. The effectiveness of an EMP device is determined by the power generated and the characteristic of the pulse. The shorter pulse wave forms, such as microwaves, are far more effective against electronic equipment and more difficult to harden against. Current efforts focus on converting the energy from an explosive munitions to supply the electromagnetic pulse. This method produces significant levels of directionally focused electromagnetic energy. Future advances may provide the compactness needed to weaponize the capability in a bomb or missile warhead. Currently, the radius of the weapon is not as great as nuclear EMP effects. Open literature sources indicate that effective radii of hundreds of meters or more are possible.<sup>14</sup> EMP and HPM devices can disable a large variety of military or infrastructure equipment over a relatively broad area. This can be useful for dispersed targets. A difficulty is determining the appropriate level of energy to achieve the desired effects. This will require detailed knowledge of the target equipment and the environment (walls, buildings). The obvious counter-measure is the shielding or hardening of electronic equipment. Currently, only critical military equipment is hardened e.g., strategic command and control systems. Hardening of existing equipment is difficult and adds significant weight and expense. As a result, a large variety of commercial and military equipment will be susceptible to this type of attack. It does appear that EMP and HPM weapons are emerging as the leading contender among the large and diverse assortment of non-lethal technologies.

#### Legalities

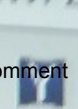
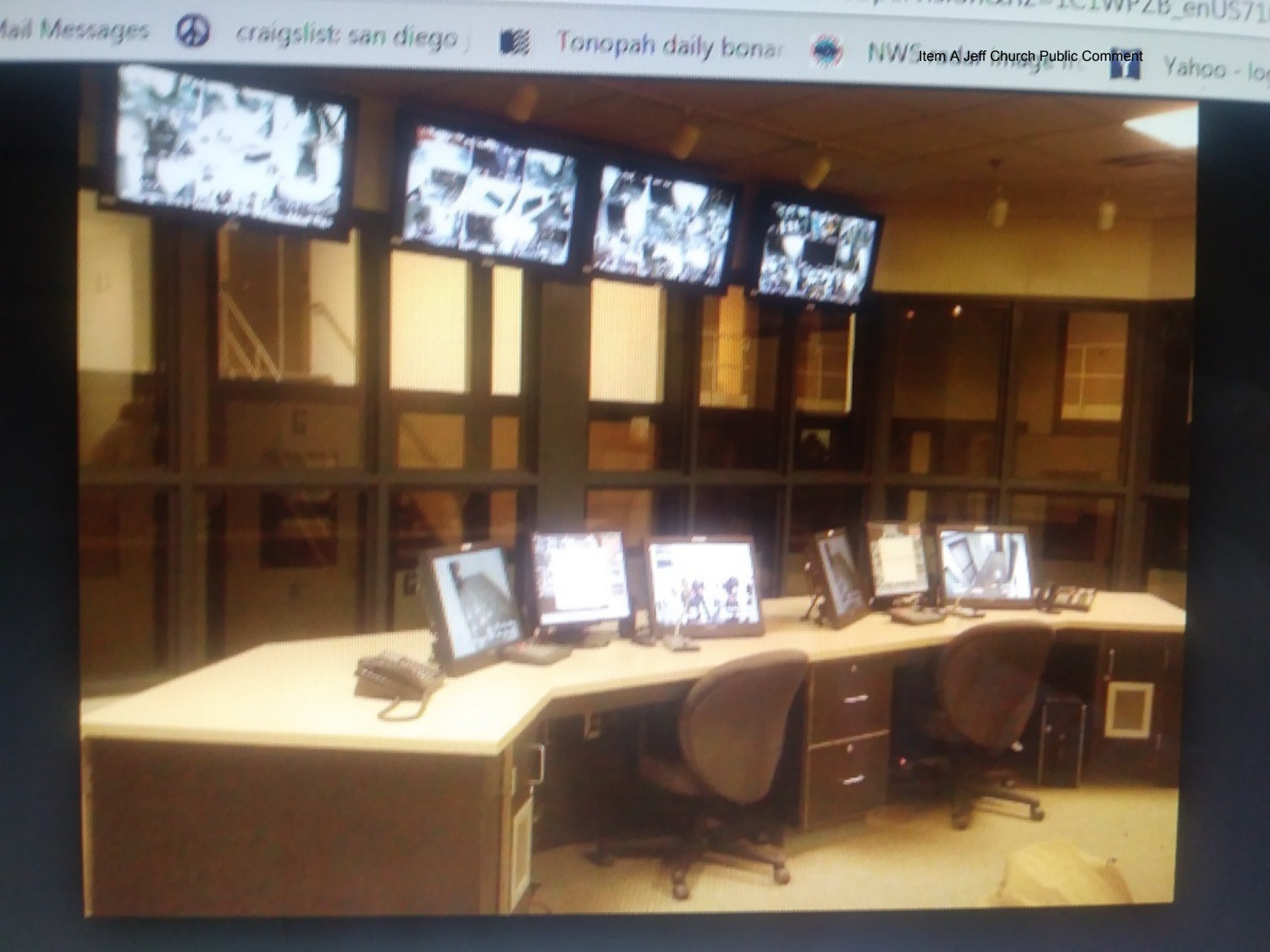
The employment of non-lethal technologies invites considerable legal discussion that may affect the development of specific technologies and limit the use of selected non-lethal weapons. Historically, the introduction of any new class of weapons introduces legal debate and non-lethal weapons are not only the Air Force and the defense community. Non-lethal technologies can have a revolutionary impact on warfare. The success of implementing non-lethal technologies will depend on our will to overcome the difficult but solvable obstacles inherent in applying a new class of technologies.











Item A Jeff Church Public Comment





Texas School Safety Action Plan

[https://gov.texas.gov/uploads/files/press/School\\_Safety\\_Action\\_Plan\\_05302018.pdf](https://gov.texas.gov/uploads/files/press/School_Safety_Action_Plan_05302018.pdf)