

GOVERNOR'S STATEWIDE SCHOOL SAFETY TASK FORCE
AUGUST 27, 2018 9:00 AM

Meeting Locations:

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St.	Carson City	Board Room

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 9:03 AM
- Chair Erquiaga led the Pledge of Allegiance

Agenda Item II: Roll Call

Task Force Members in Attendance:

In Las Vegas:

- **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**
- **Judge William Voy - Juvenile Justice**
- **Yvanna Cancela - State Senator**
- **Dr. Leon Ravin - Dept. Health and Human Services**
- **Laura Hernandez - Parent**

In Carson City:

- **Dale Erquiaga, Chair - President/CEO Communities in School**
- **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**
- **Traci Davis - Washoe County Superintendent**

DEPARTMENT STAFF PRESENT:

In Las Vegas:

- **Diana Hollander**

In Carson City:

- Christy McGill, Director of the Office for Safe and Respectful Learning Environments
- Amber Reid
- Sylvia Verdugo, Executive Assistant to the Superintendent of Public Instruction
- Gabriel Hill, Assistant to the Deputy Superintendent of Student Achievement

LEGAL STAFF PRESENT:

In Carson City:

- Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

- Tiara Bergquist
- Lisa Cates
- Brian Scroggins
- Juan Moreno
- Randy Moreno
- Ryan Moreno
- Mary Gibbs
- Tom Greene
- Mitch Chait
- Cassidy Chait
- Andrew Post
- Melissa Gutierrez
- Michael Yoder
- Robert Tuttle
- Volenie Gunn (?)
- Jessica Sasso
- Lesley Pittman
- Laura Hernandez
- Alexis Jenkins
- Arianna Loya
- Kimberly Meza Martinez
- Della Frank
- Tyler Hamilton
- Funan Inferrera
- Davina Cordery-Uhlenhopp
- Nyssa Silva

Carson City:

- Andrew Clinger
- Melinda Mort
- Kevin Valladares
- Jack W. Heinemann
- Lea Cartwright
- Valerie Padorani (?)
- Caleb Cage
- Esmeralda Perez
- Allyssa Corpuz
- Samantha Clements
- Malea Hoffman
- Addison Woelfle

- **Najeh Abduijalil**
- **Michelle Hammond**
- **Melissa Cook Stanford**
- **Trisha White**
- **Gregg Katz**
- **Cindy Hernandez**
- **Kohlin Sliger**
- **Holly Welborn**
- **Amelie Palmer**
- **Noelani Morales**
- **Vinnie Pooi**
- **Mackenzie Beukeith(?)**
- **Kennedy Savant**
- **Kaitlyn Rodriguez**
- **Micags (?) Gerardin Frai**

Agenda Item III: Public Comment #1

Carson City:

- Holly Welborn, policy director for the ACLU of Nevada, applauded a lot of the work of the Task Force, particularly the material coming out of the Student Well-Being Work Group. However, the ACLU has concerns about additional SROs, expanding their jurisdiction, and the funding suggestions regarding infrastructure needs. The ACLU has opposed the use of armed police in schools for a variety of reasons; in particular, it will result in students feeling less trust in schools. Students of color and those with disabilities are disproportionately likely to have run-ins with the police. There has been an effort to get away from having SROs in schools, and while body cameras and data collection is important, there needs to be more accountability. The task force should not lose sight of the comprehensive gun reform measures asked for by students.

Agenda Item IV: Opening Remarks

- Chair Erquiaga remarked that the meeting would be primarily informational in nature with vendors and students presenting. Vendors will be presenting solutions ranging from the hardening of schools to SEL programs. The task force already made recommendations to the governor; this is a chance to look at what else is available. Chair Erquiaga noted that students will be present as well, and that he had found the previous testimony by students to be quite moving. He asked members to pay attention to any comments about social media made by these students as that is not something the task force has addressed. With all the presentations, the Chair noted that it would be a fairly lengthy day. There will be only one more meeting, and there the Task Force will need to agree on the final 10 recommendations that will be submitted to the governor-elect. The governor-elect will be taking up Governor Sandoval's bills and will consider what to continue. In this case, less is more as to not overwhelm the new governor. It's best to be narrow and detailed rather than broad. The vice-chairs should refine their recommendations so that each working group is only presenting five recommendations to the main task force.

Agenda Item V: Approval of July 13, 2018 meeting minutes

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

Agenda Item VI: Approval of a flexible agenda

- Chair Erquiaga asked for a motion to approve a flexible agenda to prioritize students.

- Member Ravin made the motion.
 - Member Davis seconded.
 - The motion passed unanimously.

Agenda Item VII: Vendor Presentations

- Chair Erquiaga moved to the vendor presentations.
 - Andrew Post, representing INVO Progressus Health Care, thanked the Task Force for their work and for allowing him to present. He noted that he comes from Florida, which has dealt with these issues and passed similar programs. He then proceeded to go through a presentation (marked [Item #7A](#)). The IMPACT program was designed to help children who had high ACEs (referring to abuse, neglect, and household dysfunction). He argued that IMPACT would help children avoid in-school problems and the school-to-prison pipeline. They are preparing to work with schools in Henderson NV with multi-disciplinary teams. He argued that the preliminary data (presented on the slides) is very promising.
 - Member Ravin asked about their ability to recruit professionals and what kind of oversight was offered. Mr. Post noted that they have recruiters across the country and have not had issues filling positions in the past. A central data system and licensed supervisors provide oversight of curriculum delivery and data collection.
 - Member Dockweiler asked about Tier 1 supports and the role of teachers. Mr. Post noted that this is a Tier 3 program (with a fringe Tier 2 element). They have used a team approach to work with teachers to develop behavior plans. School districts do lesson planning and curriculum, but they help with understanding behaviors in the classroom. That is their Tier 1 approach, working with teachers to work with 30+ students at a time. Member Dockweiler asked about cost, and Mr. Post noted that it could range from \$1,500-2,000 per student, per year. If implemented on a larger scale, that cost could come down a bit. Member Dockweiler noted that would be about \$30m, and Mr. Post noted that some of the cost could be offset by Medicaid reimbursement and suggested \$7.5m of which some could be offset by Medicaid.
 - Member Loudon noted previous experience at the staffing/recruitment level and asked about the capacity for recruitment (particularly in northern Nevada), support for school districts in implementation, and retention rates. Mr. Post noted that they would put individuals in charge that could support the program. Resources are not a concern. He expressed uncertainty about the numbers for recruiting in northern Nevada, but he noted they have used a variety of licensing techniques. They see an 18% attrition rate in a year (in comparison to national average of 45-50%). Member Loudon wondered about pre-authorization rules in Medicaid and if that might be a barrier. Mr. Post noted there are regulations and that gap funding from the legislature or another agency would be necessary.
 - Melinda Mort with Secure Exit Shade noted that she was a Nevada teacher and introduced Kohlin Sliger or Sliger Designs from Sparks. She stated that protocols in Code Yellow or Code Red are the same throughout the country, but there is nothing to cover windows, so teachers use boards, cloth, or construction paper. She designed the exit shade. It stays above the window and folds down in cases of emergency. She played a [video](#) illustrating use of the product, and referred the task force to the [handout](#). Mr. Sliger noted that Sliger Designs is a sheet metal company that is based in Sparks Nevada. They have had feedback from various districts, but they are interested in getting information from individuals in Nevada itself.
 - Member Tolles asked if the product was being used in schools. According to Mr. Sliger, they were providing samples to schools in California, and they had received interest from some private schools. Member Tolles asked about cost per unit. Ms. Mort quoted \$149.00 per shade, and she noted that Bishop Manogue High School in Reno had expressed interest in the product.
 - Member Voy wondered about getting a deal because of the Nevada connection. In

- response, Mr. Sliger offered to cover a school in Washoe and Clark Counties at no cost in order to determine the effectiveness of the product. Member Hickey wondered about covering a charter school, but no response was provided.
- Member Ravin asked how durable the product was, and Mr. Sliger noted that it was intended to last 10-20 years.
 - Member Krallman commented he was in a hard lockdown on the first day of school and had to tape sheets of paper to the window. He asked about allowing intruders knowledge of a classroom's status via the color wheel. Ms. Mort noted that the wheel can be set to white in addition to more descriptive colors.
 - Member Robbins asked if this was a vinyl shade, and Mr. Sliger responded by detailing the weight and durability of the aluminum construction.
- Mike Yoder from WinTech LLC went through a [presentation dealing with ALICE](#), a self-service check-in kiosk for visitors. Its design helps free up employees since they will no longer have to screen visitors in person. It allows for self-registration, visitors will be checked against watch lists, and it can print out badges as well. They are a Nevada based company with corporate/government customers around the globe.
 - Member Ravin asked if the system could go down. Mr. Yoder responded that power outages would be the main reason for that. Member Ravin asked about privacy concerns, and Mr. Yoder provided details on how information was encrypted by WinTech and noted that the data could be stored by schools as well. Member Ravin asked how long it would take to register, and Mr. Yoder commented that it could take a couple of minutes. Member Ravin asked what would happen if individuals did not have an ID, and Mr. Yoder commented that not having an ID would be an issue for school districts to decide. Member Ravin concluded by asking about the advantages of this over other systems. Mr. Yoder noted the reliability of the system and the ability to search databases very quickly.
 - Member Gamboa asked about potential risks to staff. Mr. Yoder noted that nothing would appear on the screen; instead, the system would notify staff of an issue. It would be up to schools to implement their policies when those notifications appeared.
 - Member Voy asked about the databases to which WinTech has access. Mr. Yoder responded that they have access to the U.S. Consolidated Screening List, but they were working to get access to sexual offender lists. Member Voy asked if it would take agreements with states to create lists of individuals who were prohibited from owning firearms, and Mr. Yoder noted that it would be a possibility and they are open to exploring lists to meet the needs of schools.
 - Tom Green with the Foundation for Excellence in Education, a non-profit founded in Florida by Jeb Bush, presented. He referred members to a previously provided [presentation](#) and [handout](#), and he spoke generally about the Hope Scholarship Program. He commented on the importance of student-centered education systems, but students need to be safe for those systems to work. The recommendations of the task force are important, and they will make a dent in the bullying complaints. However, no system will catch every single incident. The Hope Scholarship Program ensures that any bullied student can go to a private school of their choice. In Florida, the program is funded by voluntary donation of taxes on motor vehicle purchases. Nevada has done some great work on creating a bullying policy and investigating incidents. Including choice is an important element for students. The Opportunity Scholarship Program could integrate bullied students, or a new program could be created for Nevada.
 - Member Cancela asked about data on the number of students who are in such a serious situation that they need to change schools. Mr. Green commented that some 47,000 cases in Florida are related to the criminal code. Member Cancela asked how many of those students wanted to switch schools, and Mr. Green noted that the program had just started. Member Cancela asked about funding in Nevada. Mr. Green responded that the Opportunity Scholarship Program was an existing, operational program that could be used. Member Cancela asked if that would mean the Opportunity Scholarship would then need to be expanded since it

is already serving impoverished students, and Mr. Green noted that expanded funding would be ideal. Otherwise, hard decisions would need to be made.

- Chair Erquiaga commented that the task force would continue to hear vendor presentations until 10:45am. At that point, the task force would transition to students and would finish the vendor presentations once the students had finished testifying.
 - Robert Tuttle, representing VOLO, gave a quick overview of his technology. This type of emergency notification technology is something that schools are looking at more and more in recent years. VOLO provides the ability to launch communication scenarios to all administrators, staff, SWAT, and other resources with the push of a single button. There is no hardware to purchase. It can integrate other technologies, for example it can incorporate video from cameras as well. He then transitioned to a [video outlining VOLO's main resources and tools](#). Mr. Tuttle noted that situational awareness is critical to survival, and VOLO can communicate directly with teachers and staff to give them real-time information. In addition, once shooters are confronted with armed response, loss of innocent life ends. VOLO can provide emergency responders with easy-to-understand messages.
 - Member Ravin asked about false alerts. Mr. Tuttle noted that they are not common but higher than actual alerts. In one case, 2 false alerts occurred in a district. Member Ravin asked about the disruption caused by false alerts, and Mr. Tuttle commented that false alarms can be easily identified because microphones in the phone used to trigger the alert are activated to gain more information about the situation. Member Ravin asked about permissions around using personal cell phones for work purposes, and Mr. Tuttle noted that was indeed an issue that would need to be addressed. Provided smartphones would be an acceptable alternative perhaps.
 - Member Voy asked about cost. Mr. Tuttle noted that cost is determined by number of employees/administrative staff. For individual schools, it could be \$100 per individual. If an entire district was to sign up, it could be 40-50% less per individual. Member Voy asked about deals for a district the size of Clark County, and Mr. Tuttle stated that specifics could be worked out.
 - Member Krallman asked about the tip center mentioned in the video. Who would be receiving those calls and determining the next step? Mr. Tuttle noted that it was configurable for individual schools. Tips could be sent to guidance counselors or other administrative staff. All individuals are notified when a tip is provided. Member Krallman sought clarification that it would be staff responding, and Mr. Tuttle noted that it was. Tips are usually around changing behavior or unusual behavior. This is school based, not state based, so there is a better sense of local control or that teachers who students know are listening.
 - Member Hickey noted that assailants often communicate their desires with someone. Does the tip center have any data on it being an effective early warning system? Mr. Tuttle noted that it has only been recently rolled out to schools. It has been used successfully in hospital and corporate environments. However, those are situations in which outsiders come into a building, so the tip center is just being developed.
 - Member Biller asked for a comparison on price and logistics with the current SafeVoice system. Member Canavero noted that he did not know price information but that SafeVoice is state based rather than site based. He noted that the two systems might be able to work together. Mr. Tuttle noted that they were not looking to replace SafeVoice. VOLO would attract a different audience.
 - Member Loudon noted the time spent supporting SafeVoice and other, local, programs. Would individuals become confused as to when to use these various systems? Mr. Tuttle acknowledged the potential for confusion and noted that they could tailor VOLO to individual schools based on systems already in place.
 - Member Voy noted that communication of information by students is very important. Any way to develop that communication is necessary since it will help create safer schools.

- Chair Erquiaga exercised the flexible agenda to move on to students. He also encouraged members to read the materials provided by Nancy Willard ([Item #71](#)).

Agenda Item VIII: Discussion with students to hear their perspective and recommendations on issues related to school safety and the Task Force’s interim recommendations to the Governor.

- Chair Erquiaga noted that they would be transferring back and forth between Carson City and Las Vegas. This is a time for student voice; clarifying questions were allowable, but he encouraged Task Force members to gain information from the students.
 - Adison Woelfle and Samantha Clements both noted the anxiety that drills can cause and the need for more clarification around how they should be done. Member Canavero asked for clarification, and he asked for suggestions on how to ease that anxiety. Ms. Woelfle discussed the need to clarify what is a drill and what is not. Ms. Clements disagreed and discussed having medical professionals present to help individuals with anxiety.
 - Tyler Hamiltan noted that he survived a mass shooting. While preventative measures are necessary, arming teachers might be a solution. Nyssa Silva addressed pre-locked doors and shaded windows. Funding should be set aside to include social workers and psychiatrists in schools. Campus guards need to be armed and should protect students. Students should be informed what is going on and when threats have occurred. Member Voy wondered if therapists would suffice and received an affirmative from Ms. Silva.
 - Najeh Abduljalil referred to an article and asked members to keep it in mind. Vinnie Pooi noted that limiting hats and relocating fire alarms could be useful.
 - Randy Moreno noted the positive culture of American Preparatory Academy and that drills are clearly identified as drills. Teachers and security are strong even though it is a charter school. Mary Gibbs spoke from the heart about feeling safe at her school since they have programs that help students bond.
 - Jack Heinemann noted the lack of action from legislators regarding school safety. The suggestions made by the task force and vendors do not deal with the most important issues of gun reform and communication. Trisha White noted the need for students who can help calm down students who might suffer from mental illness. Students with mental illness need to be understood and helped rather than shot.
 - Alexia Jenkins noted that identification of students via lanyards with student information is important. Putting phones away during class, and having students involved as hall monitors helps create a safe environment. Kimberly Meza Martinez noted the need for communication between staff and students. Golf carts to allow quick transportation around campus would be ideal. Member Canavero asked for a clarification on exit monitors were selected and supported, and it was provided.
 - Kevin Valladares suggested providing more emphasis on community and participation to help individuals feel safer. Having fun at school and being involved is important and keeps them from getting involved in gangs and other organizations. Students should feel like they belong in school. Cindy Hernandez suggested there should be more emphasis on students and their emotional state. A set class emphasizing this would be a way of emphasizing it in school. Teaching students to control their emotions is ideal. She mentioned the “We Dine Together” club at North Valleys High School. Members Tolles and Davis asked for clarifications, and it was provided.
 - Member Macias commented that students don’t know what SafeVoice is and might need to be explained/promoted in more depth. Drills and conflicts after school should be practiced for as well. Fights occur after school, but students are uncertain of what to do.
 - Malea Hoffman stated that arming teachers is deeply problematic. Mental health is important, but students should not be able to get guns in the first place. Bullying is not as much of an issue as it might seem. Gang violence might cause fights but not shootings. Amilie Palmer noted that the need for gun reform. Door locks and psychiatric assistance are useful, but there is a difference between students being bullied and those who shoot up schools.
 - Tyler Hamiltan came to the stand again and commented on the need to discuss arming teachers. It’s controversial, but we need to come together and talk about it as an issue. If

- shooters knew they were going to be met with force, it might deter them.
- Esmeralda Perez spoke about the need for SEL training. It can help teachers and students understand the study body. School police are there to build relationships with students and helps students feel safer. A large campus can be a bit difficult and students are unaware of what to do if drills happen. Allyssa Corpuz noted the need for drills during passing periods as well as during class time. Fire drills are important, but there should be more drills on issues that are actually of concern to students (i.e. code red or shooting drills). Student representatives should have access to staff radios to report suspicious activity. Town halls happen once a month per class, which allows them to implement a mental wellness activity.
- Vinnie Pooi also noted the need to eliminate blind spots in cameras. Najeh Abduljalil wanted to speak from the heart about the solution being with students. A crisis model with four steps would be a way of being helpful to teachers and students. He asked that task force members review the study. Anxiety during drills can be helped by confidence in schools and state policies. Chair Erquiaga asked that it be entered into the record (it was later provided by Amber Reid: [Leuschner, Vincenz, et al., "Prevention of Targeted School Violence by Responding to Students' Psychosocial Crises: The NETWASS Program"](#)).
- Adison Woelfle spoke again and noted her familiarity with guns and proper gun safety and expressed her strong opposition to armed teachers. Guns in schools would just add another threat. She noted that barricading doors would be problematic for students in the hall, and that she saw the value in VOLO since anonymous reporting is quite important.
- Funan Inferera spoke about construction and build up in traffic as students are leaving and getting picked up. Member Voy asked a question for clarification and it was provided.
- Chair Erquiaga thanked the students for their time and thoughts. He thanked them for their bravery in coming in and overcoming their anxiety. He asked for a round of applause for the students, which was provided.

Agenda Item VII: Vendor Presentations

- Chair Erquiaga returned to Agenda Item VII to finish the vendor presentations.
 - Mitch Chait from Leather Back Gear went through a presentation ([Item #7F](#)). Panic, fear, and confusion are important elements that afflict students in any shooting event. BeReady is designed to be a first and last line of defense. BeReady includes a variety of tools that are based on items used by students and staff every day. Technology services (a phone app for example) are free to use. The backpack provides front and back protection and can provide protection from handguns and assault rifles. Some include listening devices and other tools that could be used to monitor the environment of a campus. Gearboxes can be provided to schools. They store vests, door shims, blackout clings, and other items. Listening devices and cameras activate when the box is opened to notify authorities. Apps are customized to schools or institutions. They are fully integrated with boxes and other devices. It can provide directions and maps letting people know where to go.
 - Member Voy asked about the "free" element of the presentation. Mr. Chait noted that providing API is for free but that all the elements (backpacks, gearboxes, etc.) have a cost associated with them.
 - Gregg Katz, representing RFI Enterprises, promised to make his presentation short. He praised the holistic approach of the Task Force. Every school is different and has a different environment. Districts need to have a large part in deploying technology. It's important to work with companies that have a track record and can support systems. Testing security systems is important. Panic alarms need to be tested since they are not used or tested. End user experience is important. Low maintenance is necessary. Companies (like RFI) can offer repair and maintenance packages that they would otherwise not be able to do on a regular basis. Working with local systems integrators would be able to walk schools and talk to teachers to work together and ensure security of school campuses.
 - Chair Erquiaga asked for clarification on organizations that were mentioned, and Mr. Katz mentioned the Electronic Security Association and the PSA and ASIS.

- Member Canavero asked for clarification on testing systems. Don't drills test systems? Mr. Katz noted that sometimes systems are not actually set on test, but often they are not. All panic systems need to be tested on a regular basis.
- Melissa Gutierrez wanted to talk about a MTSS that was free and utilized resources schools already have. Behaviors in classrooms were problematic. She referred members to a circular graphic that had been provided in advance (Item #7H). Teachers are highlighted since they need support since they are implementing the program. She also referenced a triangle model that went through the tiers of support (Item #7H). Students can be identified and then school psychologists and counselors would be able to step in. Social emotional programming is available via Sanford Harmony. Implementing the program does not cost any money and can be done with existing resources.
 - Member Hickey asked for clarification on the cost of Sanford Harmony and the nature of the curriculum. Ms. Gutierrez noted that the kits are free. Teachers in every grade level were able to pilot the program and there was no cost or training.
- Chair Erquiaga called a recess for lunch at 12:45 and asked the members to reconvene at 1:30.

Agenda Item IX: Presentation and Discussion related to the definition of “Bullying” pursuant to NRS 388.122 and “Cyber-bullying” pursuant to NRS 388.123.

- Chair Erquiaga called the meeting back to order at 1:40 and referred the members to the presentation provided by Christy McGill ([Item #9](#)).
 - Director McGill noted that her proposals were a starting point for discussion. It's a complex and difficult topic. They asked schools for feedback and received a great deal of feedback. The schools brought up three big areas for discussion. Bullying has gone down, but cyberbullying needs to be worked on. Investigations need to be cleaned up since schools are going back after law enforcement makes a decision. Safety plans need to be put into place after a law enforcement investigation and that should count as a school's bullying investigation. Special Education has particular rules for investigations, and that could count as a bullying investigation as well. Support plans need to be in place for children. Parents want to be contacted and they want to work with schools so that children can return to schools. The plan should support the physical/emotional well-being of the victims and aggressors. Conflict is a human condition; if mutual behavior had occurred avoid the label of bullying and institute restorative practices. If child is under 10, they might not be able to appreciate the consequences of the actions and should avoid the label of bully.
 - Chair Erquiaga asked if there was a BDR for this, and Member Canavero noted that it would need to fit into the recommendations of the Task Force or find a legislator to sponsor the item.
 - Member Gamboa asked if this meant that there were no bullies in elementary school. Director McGill noted that it would depend on the developmental ability of the child and it would be up to the school to provide a label.
 - Member Dockweiler asked about contacting parents before investigations. Director McGill commented that it was currently a requirement to contact parents, but it would reiterate that point.
 - Member Gamboa wondered about including a recommendation to a parent to get a further assessment.
 - Member Ravin asked who would be in charge of assessing the developmental abilities of the child. Would standardized testing or a professional be a part of that? Would there be a delay in an investigation if parents did not respond or could not be contacted? Director McGill noted that it would be the school team who were responsible. Member Ravin wondered about “bullying-like behavior” or another phrasing.
 - Member Voy wondered about “subparagraph a” and for clarification as to what that meant. Director McGill noted that sometimes conflict can be mutual vs. being an aggressor and victim incident where one child should be labeled as a bully. Member Voy noted that this would leave it up to the school to label and deal with

the situation, and Director McGill responded.

- Member Ravin asked if this could be phrased as “conflict driven” or “personality driven” (which would be more of a bullying nature). Director McGill agreed with this suggestion.
- Member Gamboa wondered how this was different from existing regulations and requirements. Is it just labeling? Member Robbins noted that labeling children “bullies” can make parents quite aggressive and upset about that label before any investigation had been done. Director McGill noted that individuals can be quite shy about using the term bully and this would lead to more restorative rather than disciplinary processes. These were suggestions based on teachers.
- Member Davis wondered about the consistency across districts here. Would there be a protocol to determine development, or would it be subjective. Director McGill stated that these comments were why these suggestions were brought before the task force.
- Member Canavero asked a question about the large number of reported cases in 2016-17 and the lack of determination to be bullying in the same period as seen on slide 2 of the presentation. Director McGill responded that there could be multiple reports on a single event and training has become more sophisticated as well. Member Canavero also asked the changes to language and sought confirmation from DAG Ott that the language would allow a special education investigation to take the place of the bullying investigation. DAG Ott responded in the affirmative. Member Canavero also asked for legal clarification on the punishment of children under 10 according to the law, and DAG Ott provided it.
- Member Ravin suggested slightly different language in order to discuss the appreciation of the child for the actions in order to focus on a reasonable degree of development.
- Member Loudon noted that the last thing needed is more confusion. Perhaps working in SEL language into the law might help inform schools and tie in safety and support planning.
- Chair Erquiaga noted that this is more about process rather than school safety. The Task Force is beyond the point where they can request a BDR, and this is beyond the concerns of the Task Force. Nothing here would improve the safety of individual children.

Agenda Item X: Review and possible approval of Task Force recommendations in the July 20 Interim report to the Governor.

- Chair Erquiaga moved to a report on the omnibus bill and asked member Canavero for an update.
 - Member Canavero noted the presence of Andrew Clinger, representative of Governor Sandoval, in the audience. He stated that the bill’s language was being fleshed out and that the details were drawn directly from the report of the Task Force.
 - Chair Erquiaga noted that the draft bills would be given to the governor and would be able to be edited in the future. This is a non-budgetary bill, but he asked if there were any policy recommendations or other elements that members would like to add.
 - Member Thoreson noted the need to test security systems annually. Chair Erquiaga agreed and asked that the Governor’s office and Member Canavero include that in the bill draft.
 - Member Canavero wondered about requiring active shooter drills. Is there a need to differentiate or include those in addition to fire drills? Member Biller expressed a similar concern and noted that fire drills are the easiest to do which is why they are the default type of drill. An actual “Active Shooter Drill” specifically might be problematic with student anxiety levels. Code Red Drills, accompanied by SEL conversations, might be safer. Member Davis echoed those words and noted that WCSD requires multiple kinds of drills and those will need to be documented. Member Trevino noted that this was being expanded this year and that schools were no longer able to only do fire drills according to current law. The only need for additional clarification might be regarding variance in when drills are done.

- Member Voy noted that there needs to be a drill that would prepare students for dealing with an active shooter even if it was not specifically labeled as such. Reality has changed, and we should not sugar-coat the truth too much.
- Member Macias noted the need for teachers to practice the drills. Even though they get written information they should be required to go through them to prepare.
- Member Thoreson commented on consistency in classroom. Teachers might need to have a classroom safety plan that they could communicate with students. Chair Erquiaga agreed and noted the need to communicate among adults, parents, and students without giving anything away.
 - Member Gamboa noted that this would help teachers mentally prepare for a situation. She also mentioned more materials on SafeVoice, a PSA for example, that could be shown to students/parents. Chair Erquiaga noted that there was potential money for SafeVoice and that might be used for such purposes. He also thanked Mr. Clinger for taking the time to attend the meeting.
- Member Ravin asked for clarification and item #4b on pg. 5 in order to echo the language that was in #4a to clarify the type of medical education that was required.
 - Chair Erquiaga noted that Member Tolles had brought this to his attention and that, since a representative of the governor was present, he hoped the clarification would be noted in any executive order on this topic.
- Member Canavero noted that the emergency regulations on pg 3, recommendation 4, had been issued by the governor.

Agenda Item XI: Next Meeting, Future Meeting Agenda Items and Action Items in the Interim.

- Chair Erquiaga noted that the next meeting was scheduled for October 25th starting at 9am. Before then, the work groups will need to convene to prioritize long term recommendations. One recommendation has already been made (passage of the omnibus school safety bill), so there are 9 remaining items. That will be the only action taken at that meeting. The vice-chairs should come with concise and detailed recommendations.

Agenda Item XII: Public Comment #2

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

Agenda Item XIII: Adjourn

- Chair Erquiaga adjourned the meeting at 2:43pm.