

SCHOOL SAFETY FUNDING LEGEND

	SWxS Enhancement¹ (SB 528 and SB 555)	SRO's/SPO's² (SB 528 and SB 555)	FACILITY IMPROVEMENTS (SB 551 and SB555)	SEAD SB 528
Purpose:	block grants to school districts/charter schools for contract or employee social workers or other licensed mental health workers	grants to public schools to employ & equip SRO's/SPO's	grants for school safety facility improvements to school districts and charter schools	funding to support the implementation of a program of social, emotional, & academic development (SEAD)
Eligible schools?	- all public & charter schools	- all public & charter schools	- SB551: all public & charter schools - SB 555: excludes Washoe & Clark	- all public & charter schools
Demonstration of need?	- in schools with identified needs	- in schools with identified needs	- utilizing a competitive grant process based on demonstrated need	- throughout public schools statewide
Other indicators	- climate survey data - special populations - discipline data, including violence, weapons, alcohol/drugs, habitual truancy/discipline, & bullying/cyberbullying	- discipline - violence - climate survey data - vulnerability - the ability to hire	- needs must be identified or recommended in a current school facility safety audit	

Source:	SWxS SB 528	SWxS SB 555	SRO SB 528	SRO SB 555	FACILITY SB 551	FACILITY SB 555	SEAD SB 528
Amount: FY 20	\$1,358,455	\$3,403,788	\$2,750,000	\$1,500,000	\$8,340,845	\$7,500,000 ³	\$2,350,000
Amount: FY 21	\$1,358,455	\$6,879,301	\$2,750,000	\$3,000,000	\$8,404,930		\$2,350,000
Carry forward?	No	Across fiscal year only	Across fiscal year only	No	Across fiscal year only	Across fiscal year only	No

¹ “For purposes of the allocations of sums for the block grant program described in subsection 2, eligible licensed social workers or other mental health workers include the following: (a) Licensed clinical social worker; (b) Social worker; (c) Social worker intern with supervision; (d) Clinical psychologist; (e) Psychologist intern with supervision; (f) Marriage and family therapist; (g) Mental health counselor; (h) Community health worker; (i) School-based health centers; and (j) Licensed nurse.” [Senate Bill 528 (2019) and Senate Bill 555 (2019)]

² “The money transferred pursuant to subsection 2: (a) Must be accounted for separately from any other money received by the school districts and charter schools of this State and used only for the purposes specified in subsection 2. (b) May not be used to settle or arbitrate disputes between a recognized organization representing employees of a school district and the school district, or to settle any negotiations. (c) May not be used to adjust the district-wide schedules of salaries and benefits of the employees of a school district.” [Senate Bill 528 (2019) and Senate Bill 555 (2019)]

³ This is a one time appropriation which carries across fiscal years until funds are expended.

School Resource Officers

Budget Note: \$4,250,000 for FY20 and \$5,750,000 for FY21

Why: Increase school safety and strengthen relationships between law-enforcement officers and students.

Goal: Increase the ratios of SROs or Police Officers in Local Education Agencies. Districts must show an increase of SROs or Police Officers from 2019 to 2020 to 2021.

- Be prepared to show why districts choose the schools based upon school safety and climate data (we will supply charts with your RFA).

- Begin speaking with your school police department or local law enforcement agencies to determine budget, and capacity to hire within the first and second year. NOTE: these funds do not roll over, so please only ask for what is possible to hire.
- Your school police department or local law enforcement agency MUST sign intent to hire for the additional officers.

School Safety Facility Improvements

Budget Note: \$7,500,000 one-time spending across the biennium for rural districts. \$8,340,845 for FY 20 and \$8,340,845 for FY 21 open to all districts.

Goal: One time School Safety Facility Improvements

Considerations:

- Conduct or use existing School Safety Audits by approved vendor/contractor/employee
- Fund improvements based upon the school safety audit prioritized list

School Safety Professionals (Social Workers in Schools) Enhancement Funding

Budget Note: \$4,762,243 for FY20 and \$8,237,756 for FY21

\$1.3 does NOT carry between the fiscal year and none of the funding carries across the biennium. NDE will ensure the \$1.3 is spent first. Be prepared to submit a two year budget--noticing the amount increases in the second year.

Why: School safety (mental and behavioral health support) professionals will increase positive school climate, strengthen relationships, and increase support services to students as part of a comprehensive school safety initiative.

Goal: Increase the ratios of school safety professionals in Local Education Agencies that result in better school climates and more support services to students. Schools must show an increase of school support professionals from 2019 to 2020 to 2021.

- Be prepared to speak to how you will leverage this funding to support sustaining and expanding mental health supports in your schools, including the utilization of Medicaid as well as district level plans to scale up ratios of Specialized Instructional Support Personnel (SISP), as required by Senate Bill 89.
- Be prepared to make an argument for an increase in personnel based on the climate of the school and the needs of the students and families the school serves, including a description of how any additional services made possible through an award would be coordinated with existing student supports in the school.
- Be prepared to provide a plan for how you would use the additional mental/behavioral health support person, including a description of services, anticipated benefits, and any potential challenges or barriers as well as how you plan to address them.

Social, Emotional, and Academic Development Funds (SEAD)

Budget Note: \$2,235,000 for FY20 and \$2,250,000 FY21

Why: Social and emotional and academic development (SEAD) requires rethinking the school experience for students and adults so that social, emotional, and academic dimensions of learning are mutually reinforcing in practice, and infused into every aspect of the school and student experience thus strengthening preventive practices daily.

Goal: Enact SEAD in practices by 1) explicit instruction in understanding and applying social-emotional competencies; (2) embedded opportunities to practice these competencies during academic instruction; and (3) a learning environment that is infused with healthy relationships and that models safety, belonging, and purpose so that students can invest their whole selves in learning (The Aspen Institute).

Considerations:

- If applying for district/school Implementers or coaches please check [District-level SEL](#) and [Integrating SEAD](#) These documents can assist your district in creating a short two year action plan of how these people will work with partners to: 1) Build foundational support and plan for SEAD 2) Strengthen adult SEL/SEAD competencies and capacity 3) Promote SEL/SEAD for students 4) Practice continuous improvement (CASEL). 5) Integrate SEL/SEAD with districts' Multiple Tiered Systems of Support (MTSS).

- If applying for SEAD or SEL curriculum please ensure evidence based, and decide the curriculum that best supports the needs of your school. If you need support with what is available check here: [CASEL Program Guides](#).
- If applying for Restorative Practices curriculum please ensure evidence based, and decide the curriculum that best supports the needs of your school and integrates with your districts MTSS processes.

References

The Aspen Institute: [The Aspen Institute](#)

The Aspen Institute School Leadership Action Guide: [Integrating SEAD](#)

CASEL - The Collaborative of Academic, Social, Emotional Learning: [CASEL](#)

CASEL District-Level Resources [District-level SEL](#)