

Senate Bill No. 204—Senators Spearman, Woodhouse,
Parks; D. Harris and Ohrenschall

CHAPTER.....

AN ACT relating to mental health; requiring a policy for the prevention of suicide to be adopted for each public and private school in this State; requiring certain plans and outreach to address the needs of pupils who are at a high risk of suicide; requiring the Department of Education to adopt a model policy for responding to suicides; requiring a plan for response to a crisis, emergency or suicide at a school to include certain provisions related to suicide response and intervention; requiring all pupils and school staff to receive training in the prevention of suicide; requiring a course in health to include instruction concerning mental health; revising the contents of certain suicide prevention training provided to certain law enforcement agencies; authorizing the denial or revocation of a license to operate a private school for failure to adopt such a policy; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law requires the Department of Education to develop a model plan for the management of a suicide, crisis or emergency. (NRS 388.253) Existing law requires: (1) the board of trustees of a school district or the governing body of a charter school or private school to establish a development committee; and (2) the development committee to develop a plan to be used by the public schools in the district or the charter or private school, as applicable, in responding to a crisis, emergency or suicide. (NRS 388.241, 388.243, 394.1685, 394.1687) Existing law requires such a plan to include the plans, procedures and information included in the model plan developed by the Department. (NRS 388.243, 394.1687) **Section 7** of this bill requires the model plan to include procedures for: (1) responding to a suicide or attempted suicide; (2) providing counseling and other appropriate resources to pupils and school staff who have contemplated or attempted suicide; (3) outreach to persons and organizations in the community that may be able to assist with response to a suicide; and (4) addressing the needs of pupils at high risk of suicide.

Sections 2 and 10 of this bill require the board of trustees of a school district, the governing body of each university school for profoundly gifted pupils and the governing body of each charter school or private school that provides instruction to pupils in grades 7-12 to adopt a policy for the prevention of suicide. **Sections 2 and 10** require each such policy to include: (1) procedures for the prevention of suicide and intervention with a pupil who is at risk of suicide; (2) procedures for outreach to persons and organizations in the community that may be able to assist with such prevention and intervention; and (3) required training for teachers and pupils concerning the prevention of suicide. **Section 2** requires such a policy established for a public school to address the needs of groups of pupils at high risk of suicide. **Section 10** makes it optional in the policy of a private school. **Section 4** of this bill requires outreach provided by the Office for a Safe and



Respectful Learning Environment concerning suicide to also address the needs of such pupils.

Sections 11 and 12 of this bill authorize the State Board of Education to deny or revoke a license to operate a private school if the holder has failed to adopt a policy for the prevention of suicide. **Section 13** of this bill authorizes a person aggrieved by the failure of a private school to adopt such a policy to file a complaint with the Superintendent of Public Instruction. **Section 6** of this bill makes a conforming change.

Existing law defines the term “school resource officer” to mean a peace officer who is assigned to duty at one or more schools, interacts directly with pupils and whose responsibilities include providing guidance and information to pupils, families and educational personnel concerning the avoidance and prevention of crime. (NRS 388.2358) Existing law authorizes the board of trustees of a school district to employ, appoint or contract for the provision of school police officers. (NRS 391.281) **Sections 3 and 9** of this bill require school resource officers and school police officers to receive training in the prevention of suicide.

Existing law requires the Department to establish a program of training for administrators in the prevention of violence and suicide. (NRS 388.1342) **Section 5** of this bill: (1) requires such training to be available to all school district and school personnel; and (2) broadens the scope of such training to include the prevention of all violence and suicide, regardless of whether the violence or suicide is associated with bullying or cyber-bullying.

Existing law requires the Council to Establish Academic Standards for Public Schools to establish standards of content and performance for courses of study in health. (NRS 389.520) **Section 8** of this bill requires the standards established for such courses to include mental health and the relationship between mental health and physical health.

Existing law creates the Statewide Program for Suicide Prevention. (NRS 439.511) Existing law requires the Program to employ at least one person to act as a trainer for suicide prevention and facilitator for networking for Southern Nevada. Existing law requires such a trainer to provide information and training relating to suicide prevention to law enforcement agencies. (NRS 439.513) **Section 14** of this bill requires such training to include training concerning the prevention of suicide by pupils in schools and other educational settings.

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

WHEREAS, According to 2016 data from the United States Centers for Disease Control and Prevention of the United States Department of Health and Human Services, suicide is the second leading cause of death for youth and young adults between the ages of 10 and 24 years; and

WHEREAS, School personnel, who interact with children and teenagers on a daily basis, are well-situated to identify the warning signs of suicide and make appropriate referrals for help; and

WHEREAS, There are resources available to help persons, including lesbian, gay, bisexual, transgender or questioning youth, who are experiencing suicidal ideation; and



WHEREAS, Having at least one supportive adult in the life of a child or teenager, including a lesbian, gay, bisexual, transgender or questioning child or teenager, can reduce the risk of suicide for that child or teenager; and

WHEREAS, It is important to ensure that a child or teenager at risk of suicide has the support of his or her community, including churches or other religious institutions, clubs and nonprofit organizations; now, therefore,

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

Section 1. Chapter 388 of NRS is hereby amended by adding thereto the provisions set forth as sections 2 and 3 of this act.

Sec. 2. 1. *The board of trustees of each school district, the governing body of each charter school that provides instruction to pupils in grades 7 to 12, inclusive, and the governing body of each university school for profoundly gifted pupils shall, in consultation with pupils, parents or guardians of pupils, school employees, persons who provide mental health services to pupils, persons and organizations with expertise in the prevention of suicide and other interested persons and entities:*

(a) Adopt a policy for the prevention of suicide in grades 7 to 12, inclusive; and

(b) Review the policy at least once every 5 years and update the policy as necessary.

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

(a) Procedures for the prevention of suicide and intervention with a pupil who is at risk of suicide;

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

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

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

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

(II) Other persons and organizations in the community in which the school is located, including, without limitation,



religious and other nonprofit organizations, that may be able to assist with the response to a suicide.

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

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

- (a) Pupils affected by a suicide;*
- (b) Pupils with disabilities, mental illness or substance use disorders;*
- (c) Pupils who reside in settings other than a traditional home, including, without limitation, foster care and homelessness;*
- (d) Lesbian, gay, bisexual, transgender or questioning pupils; and*
- (e) Any other group that scientific research indicates to be at a high risk of suicide.*

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

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

- (a) Boards of trustees of school districts and governing bodies of charter schools and university schools for profoundly gifted pupils in the adoption of policies pursuant to subsection 1; and*
- (b) Governing bodies of private schools in the adoption of policies pursuant to section 10 of this act.*

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

Sec. 3. *The board of trustees of a school district, governing body of a charter school or governing body of a university school for profoundly gifted pupils shall:*

- 1. Ensure that each school resource officer receives training in the prevention of suicide; and*



2. Allow a school resource officer to complete the training required by subsection 1 electronically and during working hours.

Sec. 4. NRS 388.1323 is hereby amended to read as follows:

388.1323 1. The Office for a Safe and Respectful Learning Environment is hereby created within the Department.

2. The Superintendent of Public Instruction shall appoint a Director of the Office, who shall serve at the pleasure of the Superintendent.

3. The Director of the Office shall ensure that the Office:

(a) Maintains a 24-hour, toll-free statewide hotline and Internet website by which any person can report a violation of the provisions of NRS 388.121 to 388.1395, inclusive, and obtain information about anti-bullying efforts and organizations; and

(b) Provides outreach and anti-bullying education and training for pupils, parents and guardians, teachers, administrators, coaches and other staff members and the members of a governing body. The outreach and training must include, without limitation:

(1) Training regarding methods, procedures and practice for recognizing bullying and cyber-bullying behaviors;

(2) Training regarding effective intervention and remediation strategies regarding bullying and cyber-bullying;

(3) Training regarding methods for reporting violations of NRS 388.135; and

(4) Information on and referral to available resources regarding suicide prevention and the relationship between bullying or cyber-bullying and suicide ~~is~~, ***including, without limitation, resources for pupils who are members of groups at a high risk of suicide. Such groups include, without limitation, the groups described in subsection 3 of section 2 of this act.***

4. The Director of the Office shall establish procedures by which the Office may receive reports of bullying and cyber-bullying and complaints regarding violations of the provisions of NRS 388.121 to 388.1395, inclusive.

5. The Director of the Office or his or her designee shall investigate any complaint that a teacher, administrator, coach or other staff member or member of a governing body has violated a provision of NRS 388.121 to 388.1395, inclusive. If a complaint alleges criminal conduct or an investigation leads the Director of the Office or his or her designee to suspect criminal conduct, the Director of the Office may request assistance from the Investigation Division of the Department of Public Safety.



Sec. 5. NRS 388.1342 is hereby amended to read as follows:

388.1342 1. The Department, in consultation with persons who possess knowledge and expertise in bullying and cyber-bullying, shall establish a program of training:

(a) On methods to prevent, identify and report incidents of bullying and cyber-bullying for members of the State Board.

(b) On methods to prevent, identify and report incidents of bullying and cyber-bullying for the members of a governing body.

(c) For school district and school personnel to assist those persons with carrying out their powers and duties pursuant to NRS 388.121 to 388.1395, inclusive.

(d) For ~~administrators~~ *school district and school personnel* in the prevention of violence and suicide, *including, without limitation, violence and suicide* associated with bullying and cyber-bullying, and appropriate methods to respond to incidents of violence or suicide. *Such training must include, without limitation, instruction concerning the identification of:*

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

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

(e) For school district and school personnel concerning the needs of persons with diverse gender identities or expressions.

(f) For school district and school personnel concerning the needs of pupils with disabilities and pupils with autism spectrum disorder.

2. Each member of the State Board shall, within 1 year after the member is elected or appointed to the State Board, complete the program of training on bullying and cyber-bullying established pursuant to paragraph (a) of subsection 1 and undergo the training at least one additional time while the person is a member of the State Board.

3. Except as otherwise provided in NRS 388.134, each member of a governing body shall, within 1 year after the member begins his or her service on the governing body, complete the program of training on bullying and cyber-bullying established pursuant to paragraph (b) of subsection 1 and undergo the training at least one additional time while the person is a member of the governing body.

4. Each administrator of a school shall complete the program of training established pursuant to paragraphs (d), (e) and (f) of subsection 1:



- (a) Within 90 days after becoming an administrator;
- (b) Except as otherwise provided in paragraph (c), at least once every 3 years thereafter; and
- (c) At least once during any school year within which the program of training is revised or updated.

5. Each program of training established pursuant to subsection 1 must, to the extent money is available, be made available on the Internet website maintained by the Department or through another provider on the Internet.

6. The governing body may allow school personnel to attend the program established pursuant to paragraph (c), (d), (e) or (f) of subsection 1 during regular school hours.

7. The Department shall review each program of training established pursuant to subsection 1 on an annual basis to ensure that the program contains current information.

Sec. 6. NRS 388.229 is hereby amended to read as follows:

388.229 As used in NRS 388.229 to 388.266, inclusive, unless the context otherwise requires, the words and terms defined in NRS 388.231 to 388.2359, inclusive, *and sections 2 and 3 of this act* have the meanings ascribed to them in those sections.

Sec. 7. NRS 388.253 is hereby amended to read as follows:

388.253 1. The Department shall, with assistance from other state agencies, including, without limitation, the Division of Emergency Management, the Investigation Division, and the Nevada Highway Patrol Division of the Department of Public Safety, develop a model plan for the management of:

- (a) A suicide; or
- (b) A crisis or emergency that involves a public school or a private school and that requires immediate action.

2. The model plan must include, without limitation, a procedure for:

- (a) In response to a crisis or emergency:
 - (1) Coordinating the resources of local, state and federal agencies, officers and employees, as appropriate;
 - (2) Accounting for all persons within a school;
 - (3) Assisting persons within a school in a school district, a charter school or a private school to communicate with each other;
 - (4) Assisting persons within a school in a school district, a charter school or a private school to communicate with persons located outside the school, including, without limitation, relatives of pupils and relatives of employees of such a school, the news media and persons from local, state or federal agencies that are responding to a crisis or an emergency;



(5) Assisting pupils of a school in the school district, a charter school or a private school, employees of such a school and relatives of such pupils and employees to move safely within and away from the school, including, without limitation, a procedure for evacuating the school and a procedure for securing the school;

(6) Reunifying a pupil with his or her parent or legal guardian;

(7) Providing any necessary medical assistance;

(8) Recovering from a crisis or emergency;

(9) Carrying out a lockdown at a school; and

(10) Providing shelter in specific areas of a school;

(b) Providing specific information relating to managing a crisis or emergency that is a result of:

(1) An incident involving hazardous materials;

(2) An incident involving mass casualties;

(3) An incident involving an active shooter;

(4) An outbreak of disease;

(5) Any threat or hazard identified in the hazard mitigation plan of the county in which the school district is located, if such a plan exists; or

(6) Any other situation, threat or hazard deemed appropriate;

(c) Providing pupils and staff at a school that has experienced a crisis ~~or~~ emergency ~~or suicide~~ with access to counseling and other resources to assist in recovering from the crisis ~~or~~ emergency ; ~~or suicide; and~~

(d) Evacuating pupils and employees of a charter school to a designated space within an identified public middle school, junior high school or high school in a school district that is separate from the general population of the school and large enough to accommodate the charter school, and such a space may include, without limitation, a gymnasium or multipurpose room of the public school ~~or~~ ;

(e) Responding to a suicide or attempted suicide to mitigate the effects of the suicide or attempted suicide on pupils and staff at the school, including, without limitation, by making counseling and other appropriate resources to assist in recovering from the suicide or attempted suicide available to pupils and staff;

(f) Providing counseling and other appropriate resources to pupils and school staff who have contemplated or attempted suicide;

(g) Outreach to persons and organizations located in the community in which a school that has had a suicide by a pupil, including, without limitation, religious and other nonprofit



organizations, that may be able to assist with the response to the suicide; and

(h) Addressing the needs of pupils at a school that has experienced a crisis, emergency or suicide who are at a high risk of suicide, including, without limitation, pupils who are members of the groups described in subsection 3 of section 2 of this act.

3. In developing the model plan, the Department shall consider the plans developed pursuant to NRS 388.243 and 394.1687 and updated pursuant to NRS 388.245 and 394.1688.

4. The Department shall require a school district to ensure that each public school in the school district identified pursuant to paragraph (d) of subsection 2 is prepared to allow a charter school to evacuate to the school when necessary in accordance with the procedure included in the model plan developed pursuant to subsection 1. A charter school shall hold harmless, indemnify and defend the school district to which it evacuates during a crisis or an emergency against any claim or liability arising from an act or omission by the school district or an employee or officer of the school district.

5. The Department may disseminate to any appropriate local, state or federal agency, officer or employee, as the Department determines is necessary:

(a) The model plan developed by the Department pursuant to subsection 1;

(b) A plan developed pursuant to NRS 388.243 or updated pursuant to NRS 388.245;

(c) A plan developed pursuant to NRS 394.1687 or updated pursuant to NRS 394.1688; and

(d) A deviation approved pursuant to NRS 388.251 or 394.1692.

6. The Department shall, at least once each year, review and update as appropriate the model plan developed pursuant to subsection 1.

Sec. 8. NRS 389.520 is hereby amended to read as follows:

389.520 1. The Council shall:

(a) Establish standards of content and performance, including, without limitation, a prescription of the resulting level of achievement, for the grade levels set forth in subsection 4, based upon the content of each course, that is expected of pupils for the following courses of study:

- (1) English language arts;
- (2) Mathematics;
- (3) Science;



(4) Social studies, which includes only the subjects of history, geography, economics and government;

(5) The arts;

(6) Computer education and technology, which includes computer science and computational thinking;

(7) Health;

(8) Physical education; and

(9) A foreign or world language.

(b) Establish a schedule for the periodic review and, if necessary, revision of the standards of content and performance. The review must include, without limitation, the review required pursuant to NRS 390.115 of the results of pupils on the examinations administered pursuant to NRS 390.105.

(c) Assign priorities to the standards of content and performance relative to importance and degree of emphasis and revise the standards, if necessary, based upon the priorities.

2. The standards for computer education and technology must include a policy for the ethical, safe and secure use of computers and other electronic devices. The policy must include, without limitation:

(a) The ethical use of computers and other electronic devices, including, without limitation:

(1) Rules of conduct for the acceptable use of the Internet and other electronic devices; and

(2) Methods to ensure the prevention of:

(I) Cyber-bullying;

(II) Plagiarism; and

(III) The theft of information or data in an electronic form;

(b) The safe use of computers and other electronic devices, including, without limitation, methods to:

(1) Avoid cyber-bullying and other unwanted electronic communication, including, without limitation, communication with on-line predators;

(2) Recognize when an on-line electronic communication is dangerous or potentially dangerous; and

(3) Report a dangerous or potentially dangerous on-line electronic communication to the appropriate school personnel;

(c) The secure use of computers and other electronic devices, including, without limitation:

(1) Methods to maintain the security of personal identifying information and financial information, including, without limitation, identifying unsolicited electronic communication which is sent for



the purpose of obtaining such personal and financial information for an unlawful purpose;

(2) The necessity for secure passwords or other unique identifiers;

(3) The effects of a computer contaminant;

(4) Methods to identify unsolicited commercial material; and

(5) The dangers associated with social networking Internet sites; and

(d) A designation of the level of detail of instruction as appropriate for the grade level of pupils who receive the instruction.

3. The standards for social studies must include multicultural education, including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds. The Council shall consult with members of the community who represent the racial and ethnic diversity of this State in developing such standards.

4. *The standards for health must include mental health and the relationship between mental health and physical health.*

5. The Council shall establish standards of content and performance for each grade level in kindergarten and grades 1 to 8, inclusive, for English language arts and mathematics. The Council shall establish standards of content and performance for the grade levels selected by the Council for the other courses of study prescribed in subsection 1.

~~5.~~ 6. The Council shall forward to the State Board the standards of content and performance established by the Council for each course of study. The State Board shall:

(a) Adopt the standards for each course of study, as submitted by the Council; or

(b) If the State Board objects to the standards for a course of study or a particular grade level for a course of study, return those standards to the Council with a written explanation setting forth the reason for the objection.

~~6.~~ 7. If the State Board returns to the Council the standards of content and performance for a course of study or a grade level, the Council shall:

(a) Consider the objection provided by the State Board and determine whether to revise the standards based upon the objection; and

(b) Return the standards or the revised standards, as applicable, to the State Board.

➔ The State Board shall adopt the standards of content and performance or the revised standards, as applicable.



~~7.7~~ 8. The Council shall work in cooperation with the State Board to prescribe the examinations required by NRS 390.105.

~~8.7~~ 9. As used in this section:

(a) "Computer contaminant" has the meaning ascribed to it in NRS 205.4737.

(b) "Cyber-bullying" has the meaning ascribed to it in NRS 388.123.

(c) "Electronic communication" has the meaning ascribed to it in NRS 388.124.

Sec. 9. NRS 391.281 is hereby amended to read as follows:

391.281 1. Each applicant for employment or appointment pursuant to this section or employee, except a teacher or other person licensed by the Superintendent of Public Instruction, must, before beginning his or her employment or appointment and at least once every 5 years thereafter, submit to the school district:

(a) A full set of the applicant's or employee's fingerprints and written permission authorizing the school district to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant or employee and for submission to the Federal Bureau of Investigation for its report on the criminal history of the applicant or employee.

(b) Written authorization for the board of trustees of the school district to obtain any information concerning the applicant or employee that may be available from the Statewide Central Registry and any equivalent registry maintained by a governmental entity in a jurisdiction in which the applicant or employee has resided within the immediately preceding 5 years.

2. In conducting an investigation into the background of an applicant or employee, a school district may cooperate with any appropriate law enforcement agency to obtain information relating to the criminal history of the applicant or employee, including, without limitation, any record of warrants for the arrest of or applications for protective orders against the applicant or employee.

3. The board of trustees of a school district may use a substantiated report of the abuse or neglect of a child, as defined in NRS 392.281, or a violation of NRS 201.540, 201.560, 392.4633 or 394.366 obtained from the Statewide Central Registry or an equivalent registry maintained by a governmental agency in another jurisdiction:

(a) In making determinations concerning assignments, requiring retraining, imposing discipline, hiring or termination; and



(b) In any proceedings to which the report is relevant, including, without limitation, an action for trespass or a restraining order.

4. The board of trustees of a school district:

(a) May accept any gifts, grants and donations to carry out the provisions of subsections 1 and 2.

(b) May not be held liable for damages resulting from any action of the board of trustees authorized by subsection 2 or 3.

5. The board of trustees of a school district may employ or appoint persons to serve as school police officers. If the board of trustees of a school district employs or appoints persons to serve as school police officers, the board of trustees shall employ a law enforcement officer to serve as the chief of school police who is supervised by the superintendent of schools of the school district. The chief of school police shall supervise each person appointed or employed by the board of trustees as a school police officer, including any school police officer that provides services to a charter school pursuant to a contract entered into with the board of trustees pursuant to NRS 388A.384. In addition, persons who provide police services pursuant to subsection 6 or 7 shall be deemed school police officers.

6. The board of trustees of a school district in a county that has a metropolitan police department created pursuant to chapter 280 of NRS may contract with the metropolitan police department for the provision and supervision of police services in the public schools within the jurisdiction of the metropolitan police department and on property therein that is owned by the school district and on property therein that is owned or occupied by a charter school if the board of trustees has entered into a contract with the charter school for the provision of school police officers pursuant to NRS 388A.384. If a contract is entered into pursuant to this subsection, the contract must make provision for the transfer of each school police officer employed by the board of trustees to the metropolitan police department. If the board of trustees of a school district contracts with a metropolitan police department pursuant to this subsection, the board of trustees shall, if applicable, cooperate with appropriate local law enforcement agencies within the school district for the provision and supervision of police services in the public schools within the school district, including, without limitation, any charter school with which the school district has entered into a contract for the provision of school police officers pursuant to NRS 388A.384, and on property owned by the school district and, if applicable, the property owned or occupied by the charter school, but outside the jurisdiction of the metropolitan police department.



7. The board of trustees of a school district in a county that does not have a metropolitan police department created pursuant to chapter 280 of NRS may contract with the sheriff of that county for the provision of police services in the public schools within the school district, including, without limitation, in any charter school with which the board of trustees has entered into a contract for the provision of school police officers pursuant to NRS 388A.384, and on property therein that is owned by the school district and, if applicable, the property owned or occupied by the charter school.

8. The board of trustees of a school district shall ensure that each school police officer receives training in the prevention of suicide before beginning his or her service as a school police officer.

Sec. 10. Chapter 394 of NRS is hereby amended by adding thereto a new section to read as follows:

1. The governing body of each private school that provides instruction to pupils in grades 7 to 12, inclusive, shall, in consultation with pupils, parents or guardians of pupils, school employees, persons who provide mental health services to pupils, persons and organizations with expertise in the prevention of suicide and other interested persons and entities:

(a) Adopt a policy for the prevention of suicide in grades 7 to 12, inclusive; and

(b) Review the policy at least once every 5 years and update the policy as necessary.

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

(a) Procedures for the prevention of suicide, intervention with a pupil who is at risk of suicide and responding to a suicide or attempted suicide to mitigate the effects of the suicide or attempted suicide on pupils and staff at the school;

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

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

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



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

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

(2) May include, without limitation, the review of appropriate materials concerning the prevention of suicide.

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

(a) Pupils affected by a suicide;

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

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

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

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

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

5. Each private school that maintains an Internet website shall post on the Internet website a link to the Internet or network site maintained by the Coordinator of the Statewide Program for Suicide Prevention pursuant to NRS 439.511.

Sec. 11. NRS 394.251 is hereby amended to read as follows:

394.251 1. Each elementary or secondary educational institution desiring to operate in this State must apply to the Superintendent upon forms provided by the Department. The application must be accompanied by the catalog or brochure published or proposed to be published by the institution. The application must also be accompanied by:

(a) Evidence of the required surety bond or certificate of deposit and payment of the fees required by law; and

(b) Documentation of the actions the institution has taken to comply with the requirements prescribed in NRS 394.16065, 394.1607 and 394.16075 ~~§~~ **and section 10 of this act.**

2. After review of the application and any further information required by the Superintendent, and an investigation of the applicant



if necessary, the Board shall either grant or deny a license to operate to the applicant. The Board must deny a license to operate to an applicant who does not provide the documentation required by paragraph (b) of subsection 1.

3. The license must state in a clear and conspicuous manner at least the following information:

(a) The date of issuance, effective date and term of the license.

(b) The correct name and address of the institution licensed to operate.

(c) The authority for approval and conditions of operation.

(d) Any limitation of the authorization, as considered necessary by the Board.

4. Except as otherwise provided in this subsection, the term for which authorization is given must not exceed 2 years. A provisional license may be issued for a shorter period of time if the Board finds that the applicant has not fully complied with the standards established by NRS 394.241. Authorization may be given for a term of not more than 4 years if:

(a) The institution has been licensed to operate for not less than 4 years preceding the authorization; and

(b) The institution has operated during that period without the filing of a verified complaint against it and without violating any provision of NRS 394.201 to 394.351, inclusive, or any regulation adopted pursuant to those sections.

5. The license must be issued to the owner or governing body of the applicant institution and is nontransferable. If a change in ownership of the institution occurs, the new owner or governing body must, within 10 days after the change in ownership, apply for a new license, and if it fails to do so, the institution's license terminates. Application for a new license because of a change in ownership of the institution is, for purposes of NRS 394.281, an application for renewal of the institution's license.

6. At least 60 days before the expiration of a license, the institution must complete and file with the Superintendent an application form for renewal of its license. The renewal application must:

(a) Be reviewed and acted upon as provided in this section; and

(b) Include documentation of the actions the institution has taken to comply with the requirements prescribed in NRS 394.16065, 394.1607 and 394.16075 ~~§~~ **and section 10 of this act.**

7. An institution not yet in operation when its application for a license is filed may not begin operation until the license is issued. An institution in operation when its application for a license is filed



may continue operation until its application is acted upon by the Board, and thereafter its authority to operate is governed by the action of the Board.

Sec. 12. NRS 394.301 is hereby amended to read as follows:

394.301 1. The Board may revoke or make conditional a license to operate or an agent's permit after its issuance if it reasonably believes that the holder of the license or permit has violated the Private Elementary and Secondary Education Authorization Act or any regulations adopted under it ~~it~~ *or has failed to comply with the requirements of section 10 of this act.* Prior to the revocation or imposition of conditions, the Superintendent shall notify the holder by certified mail of facts or conduct which warrant the impending action and advise the holder that if a hearing is desired it must be requested within 10 days of receipt of the notice letter.

2. If an agent's permit is revoked or conditions imposed, the Superintendent shall, by certified mail, notify the institutions which the agent represented in addition to the agent and any other parties to any hearing.

Sec. 13. NRS 394.311 is hereby amended to read as follows:

394.311 1. Any person claiming damage either individually or as a representative of a class of complainants as a result of any act by an elementary or secondary educational institution or its agent, or both, which is a violation of the Private Elementary and Secondary Education Authorization Act or regulations promulgated under it ~~it~~ *or section 10 of this act,* may file with the Superintendent a verified complaint against the institution, its agent or both. The complaint must set forth the alleged violation and contain other information as required by regulations of the Board. A complaint may also be filed by the Superintendent on his or her own motion or by the Attorney General.

2. The Superintendent shall investigate any verified complaint and may, as part of the investigation, cause an inspection of the elementary or secondary educational institution to be conducted. The Superintendent may attempt to effectuate a settlement by persuasion and conciliation. The Board may consider a complaint after 10 days' written notice by certified mail to the institution or to the agent, or both, as appropriate, giving notice of a time and place for a hearing.

3. If, after consideration of all evidence presented at a hearing, the Board finds that an elementary or secondary educational institution or its agent, or both, has engaged in any act which violates the Private Elementary and Secondary Education



Authorization Act or regulations promulgated under it ~~§~~ *or section 10 of this act*, the Board shall issue and the Superintendent shall serve upon the institution or agent, or both, an order to cease and desist from such act. The Board may also, as appropriate, based on the Superintendent's investigation or the evidence adduced at the hearing, or both, institute an action to revoke an institution's license or an agent's permit.

Sec. 14. NRS 439.513 is hereby amended to read as follows:

439.513 1. The Coordinator of the Statewide Program for Suicide Prevention shall employ at least one person to act as a trainer for suicide prevention and facilitator for networking for Southern Nevada.

2. Each trainer for suicide prevention:

(a) Must have at least the following education and experience:

(1) Three years or more of experience in providing education and training relating to suicide prevention to diverse community groups; or

(2) A bachelor's degree, master's degree or doctoral degree in social work, public health, psychology, sociology, counseling or a closely related field and 2 years or more of experience in providing education and training relating to suicide prevention.

(b) Should have as many of the following characteristics as possible:

(1) Significant knowledge and experience relating to suicide and suicide prevention;

(2) Knowledge of methods of facilitation, networking and community-based suicide prevention programs;

(3) Experience in working with diverse community groups and constituents; and

(4) Experience in providing suicide awareness information and suicide prevention training.

3. At least one trainer for suicide prevention must be based in a county whose population is 700,000 or more.

4. Each trainer for suicide prevention shall:

(a) Assist the Coordinator of the Statewide Program for Suicide Prevention in disseminating and carrying out the Statewide Program in the county in which the trainer for suicide prevention is based;

(b) Provide information and training relating to suicide prevention to emergency medical personnel, providers of health care, mental health agencies, social service agencies, churches, public health clinics, school districts, law enforcement agencies and other similar community organizations in the county in which the trainer for suicide prevention is based;



(c) Assist the Coordinator of the Statewide Program for Suicide Prevention in developing and carrying out public awareness and media campaigns targeting groups of persons who are at risk of suicide in the county in which the trainer for suicide prevention is based;

(d) Assist in developing a network of community-based programs for suicide prevention in the county in which the trainer for suicide prevention is based, including, without limitation, establishing one or more local advisory groups for suicide prevention; and

(e) Facilitate the sharing of information and the building of consensus among multiple constituent groups in the county in which the trainer for suicide prevention is based, including, without limitation, public agencies, community organizations, advocacy groups for suicide prevention, mental health providers and representatives of the various groups that are at risk for suicide.

5. Training provided to law enforcement agencies pursuant to paragraph (b) of subsection 4 must include, without limitation, training concerning prevention of suicide by pupils in schools and other educational settings.

Sec. 15. The provisions of subsection 1 of NRS 354.599 do not apply to any additional expenses of a local government which are related to the provisions of this act.

Sec. 16. 1. This section and sections 1 to 9, inclusive, 14 and 15 of this act become effective on July 1, 2019.

2. Sections 10 to 13, inclusive, of this act become effective on July 1, 2021.

