



HOUSE BILL 75: School Safety Funds, Programs, and Reports.

2019-2020 General Assembly

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| Committee: | | Date: | January 29, 2020 |
| Introduced by: | | Prepared by: | Kara McCraw* Staff Attorney |
| Analysis of: | S.L. 2019-222, Secs. 2.1, 3.1, 4.1, 5.1, 6.1 | | |

OVERVIEW: *S.L. 2019-222 appropriates funding and makes changes to programs and reports related to school safety.*

Section 2.1: Census of School Resource Officers

Section 2.1 of S.L. 2019-222 directs the Center for Safer Schools (Center) to conduct an annual census of school resource officers located in each public school unit. The Center must submit this information to the Joint Legislative Education Oversight Committee by March 1 annually. The report must include the following information:

- *The total number of school resource officers in the State and in each public school unit.*
- *Data regarding school resources officers' education levels, years as sworn law enforcement officers, and years as school resource officers.*
- *Training required of school resource officers and training actually completed by school resource officers, including training specific to the position of school resource officer and other advanced or additional training.*
- *The funding source for all school resource officers.*
- *The location of school resource officers, differentiated by grade levels and type of public school unit.*
- *The percentage of school resource officers assigned to more than one school.*
- *The law enforcement affiliation of school resource officers.*

Section 3.1: School Safety Grant Programs

Section 3.1 of S.L. 2019-222 codifies grants for school resource officers and provides additional nonrecurring grants in 2019-2020 for students in crisis, training to increase school safety, and safety equipment in schools.

Section 4.1: School Mental Health Crisis Response Program

Section 4.1 of S.L. 2019-222 directs the Department of Public Instruction (DPI) and the Center for Safer Schools, in consultation with the Department of Health and Human Services and the Department of Public Safety, Division of Emergency Management, to develop a recommended program to facilitate the transfer of school mental health support personnel between school districts during or after a crisis. By no later than March 15, 2020, DPI is required to submit a report on the recommended program to the Joint Legislative Education Oversight Committee and the Joint Legislative Oversight Committee on Health and Human Services that includes, at a minimum, all of the following information:

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- *A suggested protocol for receiving and relaying requests for additional school mental health support personnel.*
- *Any anticipated costs associated with temporary transfers of personnel.*
- *Information about any similar programs in other states.*
- *Any additional recommendations for improving how local school administrative units can share school mental health support personnel.*

Section 5.1: School Mental Health Support Personnel Reports and Funds

Section 5.1 of S.L. 2019-222 requires annual local and statewide reports on differences in the number of school mental health support personnel in the State from year to year. Additionally, the section appropriates \$20 million for the 2019-2020 fiscal year and \$23 million for the 2020-2021 fiscal year to the Instructional Support Allotment, with the intent that these additional funds be used for additional school mental health support personnel.

Section 6.1: School Psychologists and School Counselor Position Study

Section 6.1 of S.L. 2019-222 directs the Department of Public Instruction (DPI) to study and report on school psychologists and school counselor positions. The study and report must include a review of at least the following:

- *The number of school psychologist and school counselor positions in the State and in each local school administrative unit (LEA).*
- *The allocation of school psychologists and school counselors in each LEA among schools within those units.*
- *The methodology each LEA uses to determine the allocation of school psychologists and school counselors within the LEA.*
- *The density of school psychologists and school counselors in each geographic region of the State.*
- *The number, percentage, and average salary of school psychologist and school counselor positions funded with State dollars and funded with non-State dollars.*
- *The extent to which LEAs provide school psychologists and school counselors with local salary supplements and the amounts of those salary supplements.*
- *Job descriptions posted for school psychologist and school counselor positions as compared to actual duties of school counselors.*

DPI must submit a survey to LEAs no later than November 1, 2019, on any topics identified above that can be answered by an LEA. LEAs must respond to the survey by January 31, 2020. DPI must consolidate the information reported by the LEAs, provide context and analysis, as necessary, and report the results of its study to the Joint Legislative Education Oversight Committee and the Fiscal Research Division no later than April 1, 2020.

This act became effective July 1, 2019, except as otherwise provided in the act.

BILL ANALYSIS: Section 3.1(a) of S.L. 2019-222 codifies a recurring grant program providing matching grant funds to public schools of \$2 in State funds for every \$1 of local funds for school resource

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officers serving in elementary and middle schools. The program is administered by the Superintendent of Public Instruction, who must report annually by April 1 on the program to Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, the Joint Legislative Oversight Committee on Justice and Public Safety, the Joint Legislative Commission on Governmental Operations, and the Fiscal Research Division on the grant recipients and recommendations for the implementation of additional effective school safety measures. \$3 million recurring is provided for 2019-2020, and \$6 million recurring is provided for 2020-2021 for this grant program.

Section 3.1(b) provides nonrecurring funds for the School Safety Grant Program (Program) to improve safety in public school units by providing grants for services for students in crisis, school safety training, and safety equipment in schools. The Program is administered by the Superintendent of Public Instruction (Superintendent), who must develop criteria and guidelines for administration and use of the grants by November 1, 2019.

- Students in Crisis Grants – In consultation with the Department of Health and Human Services (DHHS), up to \$4.5 million in nonrecurring funds must be used for grants to contract with community partners to provide the following crisis services:
 - Crisis respite services for parents or guardians of an individual student to prevent more intensive or costly levels of care.
 - Training and expanded services for therapeutic foster care families and licensed child placement agencies that provide services to students who need support to manage their health, welfare, and safety and have cognitive or behavioral problems, developmental delays, or aggressive behavior.
 - Evidence-based therapy services aligned with targeted training for students and their parents or guardians.
 - Any other crisis service, including peer-to-peer mentoring, that is likely to increase school safety (limited to no more than 10% of these funds).
- Training to Increase School Safety Grants – In consultation with DHHS, up to \$4.5 million in nonrecurring funds must be used for grants to contract with community partners to address school safety by providing training to help students develop healthy responses to trauma and stress. The training must be targeted and evidence-based and must include any of the following:
 - Counseling on Access to Lethal Means training for school mental health support personnel, local first responders, and teachers on the topics of suicide prevention and reducing access by students to lethal means.
 - Training for school mental health support personnel on comprehensive and evidence-based clinical treatments for students and their parents or guardians.
 - Training for students and school employees on community resilience models to improve understanding and responses to trauma and significant stress.
 - Training for school mental health support personnel on Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct problems.
 - Any other training, including training on the facilitation of peer-to-peer mentoring, that is likely to increase school safety (limited to no more than 10% of these funds).

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- Safety Equipment Grants – In consultation with DHHS, up to \$6.1 million in nonrecurring funds must be used for grants for the purchase of safety equipment for school buildings, including charter schools, and training associated with the use of that safety equipment.
- Reports – By April 1, 2020, the Superintendent must report on the Program to the Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, the Joint Legislative Oversight Committee on Justice and Public Safety, the Joint Legislative Commission on Governmental Operations, and the Fiscal Research Division. The report must include the identity of each entity that received a grant, the amount of funding provided, the use of funds, and recommendations for the implementation of additional effective school safety measures.

EFFECTIVE DATE: This act became effective July 1, 2019, except as otherwise provided in the act.

**This summary was substantially contributed to by the following Staff Attorneys: Drupti Chauhan, Brian Gwyn, and Samantha Yarborough*