

**MINUTES OF THE MEETING  
OF THE  
ASSEMBLY COMMITTEE ON EDUCATION**

**Seventy-Fourth Session  
April 30, 2007**

The Committee on Education was called to order by Chair Bonnie Parnell at 3:47 p.m., on Monday, April 30, 2007, in Room 3142 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4406 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. Copies of the minutes, including the Agenda ([Exhibit A](#)), the Attendance Roster ([Exhibit B](#)), and other substantive exhibits are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at [www.leg.state.nv.us/74th/committees/](http://www.leg.state.nv.us/74th/committees/). In addition, copies of the audio record may be purchased through the Legislative Counsel Bureau's Publications Office (email: [publications@lcb.state.nv.us](mailto:publications@lcb.state.nv.us); telephone: 775-684-6835).

**COMMITTEE MEMBERS PRESENT:**

Assemblywoman Bonnie Parnell, Chair  
Assemblywoman Debbie Smith, Vice Chair  
Assemblyman Bob Beers  
Assemblyman David Bobzien  
Assemblyman Mo Denis  
Assemblyman Joseph P. (Joe) Hardy  
Assemblyman Ruben Kihuen  
Assemblyman Garn Mabey  
Assemblyman Harvey J. Munford  
Assemblyman Tick Segerblom  
Assemblyman Lynn D. Stewart

**GUEST LEGISLATORS PRESENT:**

Senator Barbara K. Cegavske, Clark County Senatorial District No. 8



**STAFF MEMBERS PRESENT:**

Kristin Roberts, Committee Counsel  
Carol M. Stonefield, Committee Policy Analyst  
Denise Dunning, Committee Secretary  
Rachel Pilliod, Committee Manager

**OTHERS PRESENT:**

James Hager, Co-Director, Center for Educational Policy, University of Nevada, Las Vegas  
Denise Miller, Nevada Director, R & R Partners  
Catherine Levy, Government and Public Affairs Public Relations, R & R Partners  
Gloria Dopf, Deputy Superintendent, Instructional Research and Evaluative Services, Department of Education  
Nancy Alamo, Co-Director, English Language Learners Program, Clark County School District  
Norberta Anderson, Co-Director, English Language Learners Program, Clark County School District  
John Wagner, Representative, The Burke Consortium  
Bryn Lapenta, Representative, Washoe County School District  
Craig Kadlub, Director of Government Affairs, Clark County School District  
Raymond Flynn, Assistant Sheriff, Las Vegas Metropolitan Police Department  
Phil Gervasi, President, Police Officers Association, Clark County School District

**Chair Parnell:**

[Meeting called to order at 3:47 p.m. Roll called. Quorum present.]

I would like to make note that we have Dr. Hager here today. Dr. Hager, can you come to the table and introduce your group and tell us why you are in the building today?

**James Hager, Co-Director, Center for Educational Policy, University of Nevada, Las Vegas:**

Thank you for the invitation. Dr. Bob McCord and I are co-teaching a class called Education Policy, Politics, and Community Engagement. We thought being here for two days to observe the legislative process would be beneficial to us in teaching our class.

**Chair Parnell:**

We have three bills to hear this afternoon. I will welcome Senator Cegavske who has sponsored two of the bills.

**Senate Bill 264 (1st Reprint):** Revises provisions governing the licensure of teachers. (BDR 34-910)

**Senator Barbara K. Cegavske, Clark County Senatorial District No. 8:**

[Read from prepared testimony ([Exhibit C](#)).]

**Denice Miller, Nevada Director, R & R Partners:**

We are passing out some material to give you a little background on the program ([Exhibit D](#)). I would like to emphasize that the American Board for Certification of Teacher Excellence (ABCTE) is just one more tool that the State may want to employ to address the teacher shortage. Applicants tend to be career changers. They are people who perhaps cannot afford to take off the time that they need to do their student teaching. This enables them to go through a program, see if teaching is for them, pass the exams, and then go through a rigorous mentoring program.

**Assemblyman Munford:**

So are you saying that this eliminates student teaching?

**Denice Miller:**

They would not be required to do student teaching, but they would go through a mentoring program.

**Assemblyman Munford:**

What would a mentoring program consist of? Would they be in a classroom or would this be a group of teachers getting together?

**Denice Miller:**

The bill was amended in the Senate to address some concerns that the Senators had concerning the mentoring program. The amendment states that the Commission on Professional Standards in Education can prescribe the mentoring program. The Commission might decide that they were to work with a mentor. The ABCTE also has their own mentoring program if the Commission were to choose to supplement the regular mentoring program.

**Assemblyman Munford:**

Is this a person who has a degree but it might not be in education? Is this a fast route to get into the classroom?

**Denice Miller:**

It is not a fast track to teaching. Typically applicants take up to 18 months to complete the program. They are required to take two tests and are required to pass all of the tests outlined in a particular statute. It is intended to be one more tool that this State can use to address the teacher shortage. It is in no way intended to replace the current system of alternative licensing or the colleges of education.

**Assemblyman Denis:**

How fast can they actually do this?

**Denice Miller:**

In 10 months.

**Assemblyman Denis:**

Is the mentoring done within the 10 months?

**Denice Miller:**

The mentoring happens after the 10 months.

**Assemblyman Denis:**

How much does it cost?

**Catherine Levy, Government and Public Affairs Public Relations, R & R Partners:**

It is between \$500 and \$600 for the test. The idea is that these are people with careers. The average age of people pursuing this is 38 years old. They are not in a position to take six months off to do student teaching.

**Assemblyman Denis:**

They do not have to take any additional classes?

**Catherine Levy:**

That is right.

**Assemblyman Denis:**

Is the instruction in a classroom, online, or what?

**Catherine Levy:**

It is online.

**Assemblyman Beers:**

Is one of the tests given in the Praxis series for certification?

**Denice Miller:**

No, it is not the Praxis test. There are a number of tests that they are required to take, but not the Praxis.

**Assemblyman Beers:**

Do you have sample tests?

**Denice Miller:**

I am sure we could provide one to you at a later date.

**Chair Parnell:**

We have a clarification on page 3 of the bill, line 24, where it says "passes each examination required by NRS 391.021." That would be the Praxis, correct, Mrs. Roberts?

**Kristin Roberts, Committee Counsel:**

Yes, the Praxis test is mandatory per the regulations.

**Assemblyman Stewart:**

Where do the mentors come from? Are they teachers currently practicing?

**Denice Miller:**

Again, the mentoring program would be prescribed by the Commission so I cannot give you any details about what they would prescribe.

**Assemblyman Stewart:**

It sounds like a great idea, but I think they need time in the classroom.

**Catherine Levy:**

Presently, other states have at least six weeks of observation in the classroom before they start teaching.

**Assemblyman Stewart:**

I would still recommend that they actually do the teaching and not just observe.

**Catherine Levy:**

It is my understanding that it currently is working that way.

**Chair Parnell:**

Should we look at the language in the student-teaching bill and see where this is going, since these are similar issues?

**Senator Cegavske:**

You are right. I think we have seen that with the number of substitutes in the classrooms and the lack of teaching going on because of that. I would like to see us include something for substitute teachers.

**Assemblyman Segerblom:**

Is this similar to "fast tracking"?

**Senator Cegavske:**

There are similarities, but I do not know all of the details about it. From what I understand, the "fast tracking" for the school district has some issues.

**Chair Parnell:**

I do not show anyone signed in to testify either in support or in opposition. I will close the hearing on S.B. 264 (R1) and open the hearing on Senate Bill 398.

**Senate Bill 398: Provides for a pilot program of English immersion in certain public schools. (BDR S-940)**

**Senator Cegavske:**

[Read from prepared testimony ([Exhibit E](#)).]

**Gloria Dopf, Deputy Superintendent, Instructional Research and Evaluative Services, Department of Education:**

This is our fastest-growing student population, and it is a population that under federal law has to participate in our state assessment process. Their scores count with Adequate Yearly Progress (AYP). The need for bringing this population up to quick proficiency is a daunting one. There is a program within the school districts called Sheltered Instruction Observation Protocol (SIOP) and we have provided it to the state. It is an electronic program and Clark County has it. This program provides training and support for the general education classroom teacher, as well as the English Language Learner (ELL) teacher. It provides that the children are educated within the general classroom. This would have a co-teaching model as part of the immersion.

**Chair Parnell:**

If we were looking at all of the second-grade classrooms across the State, are most of those students limited in English speaking—if we are just looking at a generic, across-the-board classroom?

**Gloria Dopf:**

Yes, you would. Some districts have some intense language acquisition classes for the children, which is part of their program.

**Chair Parnell:**

When you talk about the SIOP program, is that something that school districts have to purchase? Is this a program that they will have to use? That concerns me a little bit. Bringing that in and having all districts be uniform under a program that has to be purchased concerns me. Could you explain that?

**Gloria Dopf:**

If I misled you on this, I apologize. The SIOP program is one that, through our Title III, we have brought into the districts. All districts are utilizing it, and it is a teacher training program—a program of preparation that has a research base behind it. You will find that the SIOP program is used widespread throughout the school districts. It would not require the school districts specifically to attach to this program. I was merely stating that this is currently in place in the school districts. The Department of Education has trained toward it. We have purchased some of the software, and it has been provided to the school districts.

**Chair Parnell:**

Would there be a cost to the district to use that training program?

**Gloria Dopf:**

Currently it is provided through the Title III and through our efforts. We do provide the SIOP training. There is some packaging of it that is an additional cost, but that is something that is already done by the school districts. This would not create a mandate for them to purchase SIOP or to do anything different than they are currently doing except to set up the program in a co-teaching model.

**Assemblyman Kihuen:**

What happens to a student who does not succeed in the program? I feel that with this bill you are putting a student in a position to either sink or swim. What happens to a student who is not successful in this program?

**Senator Cegavske:**

I do not know because I have not had anyone fail. I would think that they would stay in the program longer. In Minnesota they saw that some children at different ages were able to go out in three months. For some it took six months, and some it took nine months. Nobody is thrown into a classroom

if they cannot be successful. There is no set time to learn the language. When you are ready, then you go into a regular classroom.

**Assemblyman Kihuen:**

I feel that the students go through English immersion every day. Just by going to school they learn it because everything is taught in English. I am opposed to it. If you put someone in the pool, you will not just throw him in and make him swim—you have to give him a life vest, let him swim around for a while, and when he is ready, you let him go. This bill throws him into the cold water and tells him to do this, or he will sink. I want to hear more information about this. If it was not for ELL classes, I would not be here right now. I feel that we need to properly fund ELL classes so more students can become successful.

**Assemblywoman Smith:**

I think we have some muddy waters here. Senator, I am confused when you say that they would not be put out of the program. I am seeing the program as the regular classroom. So, what is it that they would not be thrown out of?

**Senator Cegavske:**

I was referring to the programs that exist. When the students are not ready to leave the ELL or English as a Second Language (ESL) classes, you do not remove a child if he is not prepared to go into a regular classroom. This program puts the student into a regular classroom and then has assistants come into the classroom.

**Assemblywoman Smith:**

At a prior meeting the speaker asked the question about ELL funding. The question was asked about whether we basically practice immersion now because we do not really have stand-alone or bilingual programs. The answer was yes. I am trying to figure out the difference between what we are talking about here versus what the districts actually do. I saw an article in the paper saying that Washoe County was doing a pilot program with some bilingual activity going on, but generally I thought we were doing immersion.

**Senator Cegavske:**

We still have the ELL and the ESL classes where kids are put into a different classroom. We do not have many ELL and ESL teachers anymore. We are using substitutes. The benefit is what? I think that you are doing more harm to the student than not. So to have a regular classroom where you are putting all of the students and then having assistance for those who need it is what we are looking at.



**Gloria Dopf:**

I would like to respond to the question relative to immersion. The programs of immersion that are supported and research-based are ones that provide support to the students. It is not a program the student is thrown into without any support. The program that we are talking about gives the students the support from the ELL teacher or the language expert while he is in the class. It is resource neutral, so the concerns relative to funding remain in existence whether this bill exists or not. This bill does not create any further fiscal demands. It merely creates a co-teaching model.

**Nancy Alamo, Co-Director, English Language Learners Program, Clark County School District:**

[Read from prepared testimony ([Exhibit F](#)).]

**Norberta Anderson, Co-Director, English Language Learners Program, Clark County School District:**

I concur with Dr. Alamo. Our students are progressing very nicely in language proficiency as well as with their academic standards. Our teachers are working very closely with our model of high quality, sheltered instruction, and we will continue to provide that training for teachers currently serving our students.

**Chair Parnell:**

Do you use the SIOP program?

**Nancy Alamo:**

Yes, the high quality, sheltered instruction that we do is based on the SIOP protocol.

**Assemblyman Denis:**

Why do we need this bill if some of the districts are already doing this? What does this bill do? Do they already have the ability to do these types of programs?

**Senator Cegavske:**

One of the issues is the shortage of teachers. There are a few more requirements in this bill that the Department is not currently doing. We need to see how this works and have it reported back to us.

**Assemblyman Denis:**

The way I understand it, you would have a teacher who roams around the classroom as a resource. What would be the ideal class make-up for the teachers? What I mean is—if you go into a classroom and 70 percent of the students need language as opposed to another class that may only have four or

five students with that need—what is the ideal thing you are looking for in this type of program?

**Senator Cegavske:**

Hopefully, the school would not have one classroom that has so many more kids than another classroom. From what I have seen in the decision making, you can allocate so many kids into a classroom and use the services of those teachers who go into the classroom based on how many kids are in there. Some of the schools with a higher number of ELLs might need more resources. It would be up to the school to decide what resources they need and how many teachers they need. I do not think the bill needs to be specific about that. When the Department of Education puts this together, they can evaluate those things.

**Assemblyman Denis:**

I am wondering if in the pilot program, there is something specific you are looking for? I know the importance of learning English as I had to learn English in kindergarten.

**Senator Cegavske:**

We do not want the kids to fail. In some of the measures, we look for the areas of successes. Minnesota has used this program, and it has been very beneficial to them. That is why I wanted to try to bring it here. There are many different languages being spoken, and we need to try to meet the needs of all of the students so they can learn. We do want the kids to be successful. That is our main goal.

**Assemblyman Mabey:**

I met with a principal at one of the middle schools in my district and was told that there was a Russian student who, after a few months, was able to speak English. He was able to take an examination with the other students. Will the kids who need to learn English be in a class with mainly English speaking children?

**Gloria Dopf:**

We have an interspersing of non-English and English speaking students within any given classroom. There is a substantive amount of students who are non-English speaking.

**Assemblyman Mabey:**

It seems to me that these kids should be put in with mainly English-speaking kids. I do not think that they will ever fail. These kids are very talented and will be able to learn the language and excel academically.

**Assemblyman Segerblom:**

Can you explain what will be different if this bill were passed?

**Nancy Alamo:**

Right now, the support and services that we are offering the students are within the general education classroom with English speaking only peers. Having a roaming teacher would kind of take away from the services currently being provided in Clark County.

**Assemblyman Segerblom:**

Can you explain what you mean by that?

**Norberta Anderson:**

Currently in our schools we provide the English language instruction within the classrooms of ELL students. The Department also provides language support for many of our schools by an ELL specialist. We are already doing the co-teaching in Clark County. I do not see where this particular bill will change the structure that we are using in our district.

**Assemblyman Beers:**

Immersion is not submersion. The way I understand this, you already have a number of ongoing language-instruction programs, correct?

**Gloria Dopf:**

Yes, the districts do have those programs.

**Assemblyman Beers:**

This would not be replacing any of those programs? This would be a pilot to be studied in addition to those programs?

**Gloria Dopf:**

I think it would take those programs, and with this particular construct would study those programs.

**Assemblyman Beers:**

I like this idea because not all children learn the same way. They learn at their own pace and in their own way. How many schools will be involved in the pilot?

**Gloria Dopf:**

There is no particular number set in the bill. It will be up to the district to nominate sites for that.

**Assemblyman Bobzien:**

Could you talk a little about the study design that you put in place? What are you measuring and are you benchmarking this against other alternative programs?

**Gloria Dopf:**

It is my understanding that it is the responsibility of the Board of Trustees to provide the evaluation data. At the current time, the school districts must provide data on all of the students. We would have data on the performance of those students in the Criterion Reference Test (CRT) and other assessments. In terms of the actual evaluation strategy, we would work to encourage the districts to have a consistent system so we can compare apples to apples. We are not necessarily going to design an evaluation that requires a significant amount of resources beyond what is currently being done. It would look at the students' achievement goals.

**Assemblyman Bobzien:**

Would that, in your opinion, give us an adequate picture of the immersion program against the other ESL programs? We need to know that at the end of this, we will have some good data to know whether this works or not.

**Gloria Dopf:**

As I understand the bill, it does not set up a comparative analysis or a comparative evaluation. It merely sets up an expectation of looking at the success and the achievement scores of the students in the programs.

**John Wagner, Representative, The Burke Consortium:**

When I lived in Sacramento, I had a neighbor who had her grandson come from France and he did not speak any English. This was at the beginning of the summer. By the end of the summer, he was speaking English very well. My grandfather came from Armenia in the early 1900s. There were no ELL classes then. He learned the language and spoke perfect English without any accent. I think the kids will adapt very well and very rapidly.

**Bryn Lapenta, Representative, Washoe County School District:**

We understand the intent of this bill is to provide instruction for ESL students. Washoe County School District (WCSD) provides this program through the SIOP. This bill describes an instructional program that currently exists in many elementary classrooms in the WCSD. ESL teachers currently co-teach to provide services to ESL students. We believe that we are already fulfilling the intent of this bill.

**Assemblyman Bobzien:**

So under this bill, you will not be doing anything differently?

**Bryn Lapenta:**

We would collect student achievement data.

**Assemblyman Stewart:**

Do you know how successful the programs are today?

**Bryn Lapenta:**

The SIOP protocol is a best practice, so that would be a successful program. I do not have numbers to show the success of the program. We could probably gather the numbers and put something together if you needed it.

**Gloria Dopf:**

The Title III federal law on the language acquisition programs requires very strict data collection. Those numbers are maintained and the Legislature has them through our Title III reports. That is done on a school basis. We do not compare the success with different programs.

**Chair Parnell:**

There is agreement that this does take place in many districts already, but if we do establish a pilot program as recommended in this legislation, I would think that we would want to amend the bill where it references a report to delete the word "may" and substitute it with the word "must." If we are going to do this, we want some hard data as to what you found with this program in place.

**Assemblyman Bobzien:**

This could be an opportunity to study this issue more broadly, and at the very least having some kind of reporting back to us would be good. It is important to remember that there are different learning models for every student out there.

**Assemblyman Segerblom:**

My concern is that the goal here is to address a primarily English speaking class with a few non-English speaking students in which teachers would come in and work with those non-English speaking students. The bill was designed for schools with high percentages of non-English speaking students, so it appears that we are using this model in the wrong place.

**Assemblyman Denis:**

Our kids learn English and if this bill is just about learning English, we do not need to waste our time. The kids will learn English just by watching television.

This is about knowledge—about being a good student and excelling for their future. If that is where this bill is leaning, then we should do this.

**Assemblyman Stewart:**

I think we are in the practice of adopting programs that have been proven successful in other states. If this was successful in other states like Minnesota, then I would be supportive of it.

**Chair Parnell:**

I will close the hearing on S.B. 398 and open the hearing on Senate Bill 534 and ask Dr. Kadlub to come to the table to present this bill.

**Senate Bill 534: Revises provisions governing the jurisdiction of school police officers. (BDR 34-410)**

**Craig Kadlub, Director of Government Affairs, Clark County School District:**

The bill is strictly about safety, nothing more. Last year we had approximately 35 students involved in incidents with vehicles—they were either walking, riding bikes, or skateboarding. Of those 35, there were 2 fatalities. This afternoon I received notice that another child had been hit. It is fairly common to have traffic a little out of control around schools. The bill is permissive and has no cost. If a school district would like to have its police force issue citations for traffic violations on streets contiguous to school-district property, then they may do so. There is no economic benefit to the district since the citations are processed in the manner that they are currently processed. The plan that our school district's police has outlined is not to immediately start citing people, but to advise parents that they will be cited in the future and that the school police have the authority to write citations. Our sole motivation is to increase student safety.

**Chair Parnell:**

On page 2, where it extends the jurisdiction, is it just the streets surrounding the school? Where does their jurisdiction end?

**Craig Kadlub:**

It would only be the streets that touch the school property. If private property divides property, then they cannot go there. This is about parents that double and triple-park, make illegal u-turns, park in the crosswalks, et cetera. The officers would not be engaged in anything out in the community. If you think that it is not explicit enough, we would welcome a recommendation.

**Chair Parnell:**

We just needed to know where the jurisdiction would end.

**Assemblyman Denis:**

I need further clarification. The front of the school by my house touches the road but there is an exit in the back that the majority of the students use, and there is a crosswalk there. There is a row of houses between the school and the street. Would the school police be able to issue citations in the back, or only in the front of the school?

**Craig Kadlub:**

If there is private property between the school and the street, then this bill would not apply to that street.

**Assemblyman Denis:**

What if the school determines that there is a safety issue? Is there any way we could add that if there was a safety concern the school police could have jurisdiction there?

**Craig Kadlub:**

That is not what we envisioned. This is just to augment the regular police efforts.

**Assemblyman Mabey:**

It is a mess in front of my daughter's middle school. When I bring her to school I see many violations in a short period of time. My concern is, will the police officer be out there on foot with a pen pulling people over—will he be in a car? What will be the mechanism of issuing the citations?

**Craig Kadlub:**

They will not be pursuing people in vehicles. These are non-moving violations only. Many of the officers will not be in vehicles at all and may not even be out there every day. They would do the educational approach first.

**Assemblyman Mabey:**

I fully support this bill.

**Chair Parnell:**

Can someone be ticketed now on the school grounds?

**Craig Kadlub:**

Yes, they can be ticketed.

**Chair Parnell:**

So this just extends their jurisdiction to the street surrounding the school?

**Craig Kadlub:**

Yes.

**Chair Parnell:**

I am wondering if we should be more specific and say how many feet around the school building or facility, instead of using the word adjacent.

**Craig Kadlub:**

If there is some other language that captures the intent, we are amendable to that.

**Assemblyman Bobzien:**

Higher education police patrol the surrounding streets. I do not know where they got their authority from, but they are able to pull over and ticket people now.

**Assemblyman Stewart:**

I have picked up my grandchildren on many occasions and have seen the traffic problems. I would be very much in favor of this bill.

**Assemblyman Beers:**

I would love to see additional police presence near the schools.

**Assemblywoman Smith:**

Is there any opposition from law enforcement on this bill?

**Craig Kadlub:**

Not that I am aware of.

**Raymond Flynn, Assistant Sheriff, Las Vegas Metropolitan Police Department:**

We have been brought in since the beginning of the bill. We have no problem with it the way it is written, and we do support the bill. We are comfortable with the word "adjacent."

**Phil Gervasi, President, Police Officers Association, Clark County School District:**

We support any type of legislation that would make our children safe.



**Chair Parnell:**

Are there any further questions or comments? Seeing none, I will close the hearing on S.B. 534.

[Meeting is adjourned at 5:17 p.m.]

RESPECTFULLY SUBMITTED:

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Denise Dunning  
Committee Secretary

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Rachelle Myrick  
Transcribing Secretary

APPROVED BY:

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Assemblywoman Bonnie Parnell, Chair

DATE: \_\_\_\_\_

**EXHIBITS**

**Committee Name:** Committee on Education

**Date:** April 30, 2007

**Time of Meeting:** 3:45 p.m.

<b>Bill</b>	<b>Exhibit</b>	<b>Witness / Agency</b>	<b>Description</b>
	A		Agenda
	B		Attendance roster
S.B. 264 (R1)	C	Senator Barbara K. Cegavske, Clark County Senatorial District No. 8	Prepared statement
S.B. 264 (R1)	D	Denice Miller, Nevada Director, R & R Partners	Teacher certification program information
S.B. 398	E	Senator Barbara K. Cegavske, Clark County Senatorial District No. 8	Prepared statement
S.B. 398	F	Nancy Alamo, Co-Director, English Language Learners Program, Clark County School District	Prepared statement