

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

**Seventy-Fourth Session  
April 4, 2007**

The Committee on Education was called to order by Chair Bonnie Parnell at 3:53 p.m., on Wednesday, April 4, 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

**STAFF MEMBERS PRESENT:**

Kristin Roberts, Committee Counsel  
Carol M. Stonefield, Committee Policy Analyst  
Kelly Troescher, Committee Secretary  
Rachel Pilliod, Committee Manager  
Trisha Moore, Committee Assistant



**OTHERS PRESENT:**

Dan Klaich, Vice Chancellor, Nevada System of Higher Education  
Jim Richardson, Representing Nevada Faculty Alliance  
Janice Wright, Representing Office of the State Treasurer  
Ray Bacon, Representing Nevada Manufacturers Association  
Julie Whitacre, Director, Government Relations, Nevada State Education Association  
Carlos Barron, Special Education Teacher, Clark County School District  
Yolanda Barron, Special Education Teacher, Clark County School District  
Priscilla Rocha, Director, Adult English as a Second Language, Clark County School District  
Eddie Jackson, Second Grade Teacher of English as a Second Language, Clark County School District  
Keith Rheault, Superintendent, Public Instruction, Department of Education  
Isaac Barron, Teacher, Clark County School District  
Betty Hollman, Library Media Technician, Empire Elementary School  
Sandy Foley, Librarian, Carson Middle School  
Sam Santillo, Principal, Carson Middle School  
Ellen Fockler, Library Media Technology Coordinator, Washoe County School District  
Anne Loring, Representing Washoe County School District  
Craig Kadlub, Director, Government Affairs, Clark County School District  
Dotty Merrill, Representing Nevada Association of School Boards, Nevada Association of School Superintendents

**Chair Parnell:**

[Meeting called to order at 3:53 p.m. Roll called.] We have a quorum. I would like to welcome Mr. Dan Klaich to the table to present Assembly Bill 564.

**Assembly Bill 564: Creates and funds new scholarship programs for higher education. (BDR 34-277)**

**Assemblyman Bobzien:**

I would like to disclose pursuant to *Nevada Revised Statutes* (NRS) 281.501 that I am employed by the University of Nevada, Reno, which is an agency of the state government. I hold the position of Campus Webmaster. In that capacity, I direct the planning, development, and maintenance of the website of the University of Nevada, Reno. In addition, my wife, Lisa Kornze, is also employed by the University of Nevada, Reno, and holds the position of Management Assistant. It is my understanding that the Nevada System of Higher Education (NSHE), of which the University of Nevada, Reno, is part, is a

proponent of A.B. 564. Because the benefit or detriment accruing to the University of Nevada, Reno, as a result of the passage of this bill is not greater than that accruing to any of the various other schools within NSHE, I am required to make this disclosure, but am not required to abstain from voting on this bill.

**Assemblyman Kihuen:**

I would like to disclose pursuant to NRS 281.501 that I am employed by the Community College of Southern Nevada (CCSN), which is an agency of the state government. I hold the position of Academic Advisor. In that capacity, I advise students on their college education, including choosing a degree, setting up classes, and applying for financial aid. It is my understanding that NSHE, of which the CCSN is part, is a proponent of A.B. 564. Because the benefit or detriment accruing to the CCSN as a result of the passage of this bill is not greater than that accruing to any of the various other schools within the NSHE, I am required to make this disclosure, but am not required to abstain from voting on this bill.

**Dan Klaich, Vice Chancellor, Nevada System of Higher Education:**

The Board of Regents of the Nevada System of Higher Education has recognized, as one of its highest priorities for this biennium, the providing of scholarships in critical workforce areas identified by the State of Nevada. This bill identifies a number of those. In Section 2, there are scholarship programs established for students in science, technology, engineering, and mathematics (S-STEM). In Section 4, there are scholarships provided for nursing. In Section 5, there are scholarships provided for teachers.

These are significant grants. We have asked for grants in significant amounts because we think they are necessary to attract and keep these critical professions in Nevada. The scholarships I have identified are all need-based scholarships. The S-STEM scholarships correspond to federal Smart Grants. They also provide for fifth-year scholarships if needed to complete their programs.

The final is not a need-based scholarship. It is the Nevada Scholars Program. This program is in conformance with one of the critical goals of the NSHE master plan: to provide for centers of excellence in our various campuses. This is aimed at providing mentors on each end of the State to identify students who can qualify for key prestigious international scholarships, such as the Rhodes or Fulbright Scholars, and bring that reputation back to Nevada. I would stand for questions on the details of the bill. I also have some details written in prepared testimony ([Exhibit C](#)) that I will email to your staff.

**Assemblywoman Smith:**

We heard about the Silver Scholars in the joint subcommittee when we have discussed the budget. I do not remember hearing about these other programs. Is Silver Scholars, or any other scholarship, in the budget?

**Dan Klaich:**

The only one of these in the Governor's recommended budget is identified in Section 3—the Nevada Scholars. There was no recommended funding for the nursing, teaching, or S-STEM grants.

**Assemblywoman Smith:**

That is what I thought, but I wanted to make sure.

**Chair Parnell:**

I believe there is something on the Senate side that is similar to this. Can you tell me how this is different? I believe Senator Cegavske has the scholarship for teaching and nursing.

**Dan Klaich:**

Senator Cegavske has a bill which is a Millennium Scholarship supplement for special education and math. Mr. Bacon tells me it is also for science. It is for teachers of math, science, and special education. That was introduced as a supplement to Millennium, so it is sort of a "Millennium Plus" scholarship.

**Chair Parnell:**

One of the ways this is different is yours does not interfere with the existing Millennium Scholarship, correct?

**Dan Klaich:**

This is not at all the Millennium Scholarship. As I indicated with respect to the S-STEM, nursing, and teaching, these are all need-based scholarships for which you must demonstrate a financial need and must also achieve a 3.0 grade point average (GPA) or better to qualify.

**Assemblyman Stewart:**

I noticed in the original NRS that it talks about the community college. Are you going to have to change that, or does the new college come under a state college?

**Dan Klaich:**

I wish I could specifically answer that question. The Truckee Meadows Community College (TMCC) did not change its name, nor did either CCSN or Western Nevada Community College (WNCC) change their missions. We were

very clear in the actions taken by the Board that these community colleges would still be continuing to be comprehensive entities. In its discussion, the Board of Regents noted there was some confusion created by the action it has taken. We have yet to resolve that.

**Chair Parnell:**

It is probably fairly obvious to the members of the Committee that this has been concurrently referred to both this Committee and the Ways and Means Committee.

**Assemblyman Denis:**

This is a one-time appropriation?

**Dan Klaich:**

Yes.

**Assemblyman Denis:**

Are we using this to get something going so that in the future it will continue? Is this to be used for matching funds?

**Dan Klaich:**

The Section 2 scholarships are matching. We hope to get this going, but we understand that you have limits on your ability to forward future legislative action.

**Chair Parnell:**

I am sure you have already read Assemblyman Christensen's Millennium loan bill. The problem is the initial money is needed to get it started, even though the program eventually pays back. It is a great program once it gets paid back, but then there is the initial time where you have the money out with nothing offsetting the cost.

**Dan Klaich:**

We will look forward to testifying when Mr. Christensen's bill is scheduled back before this Committee and in Ways and Means.

**Chair Parnell:**

There is an awful lot of legislation this time that has the same idea. It will be interesting to see the final package.

I am going to call Jim Richardson and Janice Wright to the table. You may want to come up and say what role you have.

**Jim Richardson, Representing Nevada Faculty Alliance:**

I would like to go on record in support of this concept. I realize the money problem is facing all of us, but it is a great concept. I am particularly enthusiastic about Section 3. We have needed to do something like this for decades—put more emphasis on letting some of our brightest and best compete for some of these international scholarships.

**Janice Wright, Representing Office of the State Treasurer:**

We administer the Millennium Scholarship. I am here to provide any information if the Committee has any questions.

**Chair Parnell:**

You would not be directly involved in this since it does not have anything to do with the Millennium, is that correct? Would the University administer this, contrary to how it is now?

**Janice Wright:**

You are correct.

**Assemblyman Beers:**

What is the total amount of funds being asked for?

**Dan Klaich:**

Section 6 of the statute appropriates \$700,000 for the Nevada S-STEM Scholarship; \$150,000 for the Nevada Scholars Program; \$20,000 for educational beneficial activities for the recipients; \$2.7 million for the Nevada nursing scholarship; and \$2.5 million for the Nevada teaching scholarship—roughly \$6 million.

**Chair Parnell:**

That is clear reason why it will be rereferred to the Ways and Means Committee.

**Ray Bacon, Representing Nevada Manufacturers Association:**

You are dealing with one of the critical policy issues. Nevada does not have the capability of producing enough college graduates which we need in many areas across the State. The University system is attempting to address critical shortages in a way that, hopefully, will entice some of our best and brightest students to go into fields needed in the State.

We are supportive of the concept. If this gets funded, we can take a look at the critical needs of the State and both the public and the private sectors of the workforce, and then modify the program and build it into an endowment that

really does what we need it to do. It is a step in the right direction. Even if the program passes at this time without funding per se, is put in place from a policy standpoint, and then is allowed to grow as funds become available in the future, it may be a way to get us started in the right direction. The program may not make any difference for ten years, but I do not think our shortages will be going away in the next five years.

**Chair Parnell:**

I do not see anyone else signed in, so at this time I will close the hearing on A.B. 564. It is concurrently referred, so we can move without recommendation to the Ways and Means Committee.

ASSEMBLYMAN SEGERBLOM MOVED TO REFER  
ASSEMBLY BILL 564 WITHOUT RECOMMENDATION TO THE  
WAYS AND MEANS COMMITTEE.

ASSEMBLYMAN BEERS SECONDED THE MOTION.

MOTION PASSED UNANIMOUSLY.

With that, I will open the hearing on Assembly Bill 432 and invite our member, Assemblyman Kihuen, to the table.

**Assembly Bill 432:** Revises provisions governing the suspension and termination of certain educational personnel for failure to maintain a valid license. (BDR 34-1192)

**Assemblyman Ruben Kihuen, Assembly District No. 11:**

[Spoke from prepared text ([Exhibit D](#)). Handed out amendments to A.B. 432 ([Exhibit E](#)).]

Essentially, if it is in the second or third month of the school year and a teacher's license expires, this bill would allow for the teacher to receive an extension of the license until the end of the school year. The teacher would not leave the children halfway through the school year.

[Continued speaking from prepared text ([Exhibit D](#)).]

**Julie Whitacre, Director, Government Relations, Nevada State Education Association:**

Assemblyman Kihuen said it very well, and we would like to echo his remarks and go on record in favor of A.B. 432. It is another innovative way to start

thinking about solving some of the teacher shortages and do what is best for the children of Nevada.

**Chair Parnell:**

While you are at the table, could you give a brief explanation of the amendment you have submitted?

**Julie Whitacre:**

The amendment essentially does what the original bill was proposing. It is a cleaner, more concise way of trying to say it. If a teacher's license lapses in the middle of the school year, or if for some reason a teacher does not get a regular license and they have a provisional license that lapses, this amendment allows them either 90 days or the end of the school year—whichever is longer—to try to fulfill those requirements to get a regular license. If they do not complete that by the end of the school year, then tough luck.

**Chair Parnell:**

I feel like I need to make a disclaimer because I am in this same situation. About a month into session I realized I was not sure when my license expires. It expires this June. It is going to be difficult to get six college credits while I am doing this job. I want to confirm that currently when teachers need to renew, they have to keep rechecking the renewal date because notices are not sent. Is that correct?

**Julie Whitacre:**

I spoke with Dr. Rheault yesterday, and he informed me that the Department voluntarily sends out a notice to all teachers six months before their license expires.

**Chair Parnell:**

I cannot say that did not happen because I moved in between that. It could have happened with a lapse of an address. It is now voluntary—they are not mandated to do it.

**Assemblyman Kihuen:**

I want to add that some of the teachers I have testifying in Las Vegas were in the same situation as you are—they never received a notice. This bill will also require the State Department of Education to send a notice any time between six months to a year to notify the teacher their license is about to expire. I think six months is enough for the teacher to do something to resolve the problem.



**Chair Parnell:**

Let me be a little bit of a devil's advocate: with a 12-month notice, I do not think the extension is needed. The teachers know in time and can take care of it. Now I can understand an extension if people are not being noticed in a timely fashion. Did you find a little bit of a conflict in that?

**Assemblyman Kihuen:**

There are situations in which a teacher is required to complete six credits within a five-year time span. Sometimes when the teacher has gone four years and they realize they have not had the six credits, a whole year may not be enough because the teacher has a family and they may be teaching five or six classes. It can get difficult for them. We are trying to be a little more flexible to make sure we have enough teachers to fill the classes.

**Assemblyman Hardy:**

In the teacher application for a license, is there something similar to a medical license? Is there any violation, law, legal accusation—pending, not pending, or tried—where a person is aware of the problem so he would purposely allow himself to go without a license for as long as possible in order to hide the fact that he is trying to keep past behavior secret?

**Chair Parnell:**

I could not answer that detailed of a question. Dr. Rheault will answer when he comes up to the table.

**Assemblyman Segerblom:**

This does not just apply to when the license expires; it also applies to when an individual is trying to reobtain his license or is on a provisional license and he is unable to pass the test. That often happens. He is doing everything he can to keep his license, and it just does not work out that way.

In addition to having the State Department of Education write the letter, I think the school district should be required to have the teacher sign something acknowledging that the license is going to expire in x-number of days or weeks. I have had situations where the school district waits until the last day, and then shows up to say, "Did you know your license expired today? See you later."

I also have a question on Section 3. The amendment states that if the employee's license lapses and there is no qualified or licensed person, then the school district kicks the teacher out. Could we eliminate that and not make the district have to look for somebody else who is qualified?

**Assemblyman Kihuen:**

I would definitely be in support of that. I think that this teacher is already qualified, and the district has already certified this teacher to become a teacher. Why not extend the license until the end of the school year instead of them spending the time and the money to look for someone else who is as qualified?

**Assemblyman Segerblom:**

I would like to point out that lawyers get credit for serving in the Legislature. I think the State Department of Education should give teachers credit toward their license for serving in the State Legislature.

**Assemblyman Stewart:**

I agree with Mr. Segerblom. I think that should be struck. I also think on Section 3, subsection 1(b), 90 days is good ([Exhibit E](#)). If somebody's license lapsed in September, he would be given clearance until the next year to renew it. I think that is being a bit too lenient. I think the 90 days is sufficient.

**Assemblyman Beers:**

I was noticing that the delivery method is First Class mail. I think all of us have had experiences with 39-cent stamp delivery, and it is not necessarily a guarantee that something of that import is going to get there.

**Assemblyman Stewart:**

I have been notified that Dr. Rheault's group does a good job in notification. The local school district usually notifies, also. There is plenty of notice, but sometimes getting the six credits in is the problem. The extra 90 days would be helpful.

**Chair Parnell:**

I would like to make more of a global comment that ties in with my student teacher bill. When we have such a shortage, especially in the critical, hard-to-fill classrooms, the thought that we would take a highly qualified teacher out of a classroom during the school year and put a substitute in their place because they did not get the six credits done in time, with or without the kind of time to get that completed, is not something our State needs to be doing. It seems contrary to everything we talk about in this Committee.

**Assemblywoman Smith:**

I agree with that, but I also want to hear from Dr. Rheault to find out how big of a problem this is and what the downside may be. Do we have situations where it is a big problem and we have people who are not going out and getting their credits and doing what they need to do to stay on top of things? I need to hear that there is not something we are not thinking about.

**Assemblyman Hardy:**

How many years is a license valid?

**Chair Parnell:**

Five years. Then a teacher has to recertify.

**Assemblyman Hardy:**

Six credits in five years is required. Why is there a problem?

**Chair Parnell:**

I am abstaining from this.

We have some teachers in Las Vegas to come to the table.

**Carlos Barron, Special Education Teacher, Clark County School District:**

I want to say that we are forgetting about the children. That is what we are here for. I work in the Special Education department, and I have seen teachers come and go. It boils down to the fact that the children are losing out, especially in Special Education where children get accustomed to a teacher. When the teacher is asked to leave with a notice of one day, the children end up losing. For Special Education children, losing their teacher is very traumatic. To have someone who is not licensed and does not know anything about the children is a disservice.

Teachers who come in as a long-term substitute are not aware of any procedures or the capabilities of the children. They are unaware of the activities of the children on which they judge and grade them.

**Yolanda Barron, Special Education Teacher, Clark County School District:**

[Spoke from prepared text ([Exhibit F](#)).]

**Priscilla Rocha, Director, Adult English as a Second Language, Clark County School District:**

I am here to speak on behalf of this bill because I have had teachers from Clark County School District contact me. I am a constituent in Assemblyman Kihuen's district. They come to me and ask me for help. I serve on the Nevada State Board of Education. I know who I can call, so I am usually calling Dr. Rheault for support.

I am here to talk about the Praxis. When I was a classroom teacher, I had to take the Praxis.

**Chair Parnell:**

I have to stop you. The issue of the Praxis exam is not what this bill is about.

**Priscilla Rocha:**

Okay. Let me wrap it up. The teachers who have come to me are being pulled out of the classroom because they have not passed the Praxis. That is the main reason. If you are a new teacher, you have three years to renew your license and to take the six credits you are required to take. If you are a veteran teacher, you have five years to take the six credits. The Praxis is the main problem. They are not passing the Praxis, so they are being yanked out of the classroom. Many of the teachers know their responsibilities. Many are completing their six hours in a timely fashion because they know that is what they have to do. It is mostly the Praxis they are having problems with.

**Eddie Jackson, Second Grade Teacher of English as a Second Language, Clark County School District:**

I am a new teacher. Essentially, I am saying the same thing. The core problem of the shortage is the Praxis. I failed the Praxis I several times, and I had to take course work on the mathematic portion of the test. As a new teacher, I received another provision that I have to complete—the Praxis II—to become a highly qualified teacher. I am given a three-year window to complete that course work. The problem I see is that the study materials are scarce. They are unclear, even though there is a website telling you what to study for. A teacher may study for the wrong material. That plays a part in passing or failing this test.

**Priscilla Rocha:**

I have something to add to that.

**Chair Parnell:**

If it is about the Praxis, it does not pertain to this bill. Is there anyone else in Las Vegas who is signed in in favor of this bill?

**Priscilla Rocha:**

We are all here for the same reason. I think there is confusion in this bill. The main thing is the Praxis. Teachers are completing the six-hour requirement in time. It is the Praxis. They are not being pulled out of the classroom because they have not completed their hours; they are being pulled out of the classroom because they have not passed the Praxis test, especially the math and writing.

**Chair Parnell:**

Okay. Dr. Rheault, would you like to come forward to clarify a few things?

**Keith Rheault, Superintendent, Public Instruction, Department of Education:**

I would like to comment on a few things of what is currently happening. I provided a copy of the *Nevada Administrative Code* (NAC) 391.077 ([Exhibit G](#)). To answer Assemblywoman Smith's question of whether this has been a problem, the answer is yes, it has been. The Commission on Professional Standards recognized this in 2003.

I have bolded the NAC that I have handed out. If you look at subsection 1(j), at least the regulations of the Commission have allowed for the provisional license of the licensee, and if the removal of the licensee from his position of employment has a detrimental effect on the pupils who are taught, then I can grant them an extension of six months. We have been doing that since 2003.

If they are a classroom teacher, and their license becomes invalid or would expire during the school year, and they have not met the renewal or provisional requirements, it is practically an automatic that it will be detrimental to the students. The difference between this regulation and the bill is we only give them to the end of the semester or trimester when the license is due, whether that is three months or six months.

The reason the Commission did that is there is another statute that limits the relief the superintendent can grant to six months. I think it has been brought up that many licenses could become invalid in September or October, which, by the bill standard, would give them eight months. As I read it, it says 90 days or the end of the school year, whichever is longer. They would technically have almost a whole year, in some cases, above the normal licensing.

We issue the license based on your date of birth to spread the workload over the year. They could all stack up at the end of the school year, which is also our busiest time to license new teachers being hired by the districts. We have recognized that it was a problem. That is when they passed this regulation. The difference is we do not allow it for a whole year. We put it in when there is a semester break.

Most of the problems you heard are that we issue three-year nonrenewable licenses primarily for new teachers or teachers coming into the State. If there is a provision they have to take, that is the test you heard about. We are required to have those by statute. They have three years to meet the requirements. If you are a regular licensed teacher, you get five years for renewal, and you need the six credits. If you have a master's degree, you get six years. If you have a Ph.D., you get ten years.

We provide notice voluntarily. This bill would place in statute a six-month notice for license renewal. We usually let them know what provisions they have left to meet the renewal or the original provisional requirements. The biggest problem we have is not knowing when teachers change their addresses. We cannot track them down. A month prior, we provide a list to the school districts of all teachers whose licenses are due to be renewed or expired. The districts get it and check it out to see if the teachers have met the provisional requirements. That is why you hear they have gotten a notice of a day or two by the time the district gets around to notifying them. We make every effort to try to get it out. It is computer generated from our database. A log goes electronically into our files to say that they have been sent. It provides the provisions.

In answer to Assemblyman Hardy's question, we do not go through the whole listing of pending potential problems. That is usually not an issue in the licensing. You may have to repeat your question.

**Assemblyman Hardy:**

Sometimes people who are in positions of power over a child should have to account for their behaviors. I can see a person who can delay the licensing if he or she had to say, "I did not do anything that was egregious to a child" or have a suit pending like some professions have to do. We fingerprint teachers, but do we do anything after that?

**Keith Rheault:**

I think the closest thing we would have during the refiling for a license renewal is an affidavit that they sign confirming certain things. I believe it has questions we are required to ask such as making sure they do not have any felonies or back child support. I will get a copy, but even on renewals, they have to sign that notarized statement.

**Assemblyman Hardy:**

If a person does not get a license because he does not have the credits, he obviously needs to get the credits before he gets his license. When does the clock start ticking again? Hopefully it does not start ticking after he has done it, and then we reward his behavior by putting off the renewal again for five years. I have no sympathy for that.

**Keith Rheault:**

The clock starts ticking. We accept any credits they have earned during the valid period of their license. If it is a five-year license, we look to see if that is when they earned them. If they have an extension request because they ran into some medical problems, or any of the other 20 reasons in the NAC sheet I

handed out, we issue the license on the date of the birthday again for renewal purposes. It would start the credit renewal and the accumulation of six credits during the next five-year period of their license.

**Assemblyman Hardy:**

So we are giving them six years on their license when they had potentially had five?

**Keith Rheault:**

It amounts to that, although I am currently limited by statute to providing only a six-month extension. I think it boils down to the fact that it is a professional license. They want to be treated as professionals. In most cases, they have three or five years. When things come up, such as medical problems, administrative conflicts, or the testing company losing tests, we are very flexible. If something like that happens, I always grant an extension. If any of it comes up during the middle of the year, it is virtually automatic that we will give them until the end of the semester, whether that is the middle of the year or the end of the school year, to meet the requirements before their licenses need to be cleaned up.

**Assemblyman Segerblom:**

Is the extension of the license up to the school district?

**Keith Rheault:**

No. We have a form on our website, but it is distributed. It is a one-page form where the individual teacher needs to make the request and fax, mail, or hand-deliver it to the Department. If it is in Las Vegas or Carson City, they get delivered to either spot. If there is any question, and it is denied, they usually send me a copy so I can review it and see if it was appropriate. I can tell you that most of the ones that come in now are automatically approved if it is during the middle of a semester.

**Assemblyman Segerblom:**

If this bill were passed, the difference would be that right now you have up to six months, but you break it off at semester, and it would change to an extension of up to nine months and being broken off at the end of the year?

**Keith Rheault:**

Correct. That would be the main difference.

**Assemblyman Segerblom:**

Is there a reason why you said to notify the teachers six months before the license expires, but you do not give the district a computer printout until a

month before the license expires? Is there a reason why you could not give the computer printout two or three months before? Then we could also require the Department to go to the person to notify them?

**Keith Rheault:**

I do not think that will be a problem. I think the problem is, in many cases, the teachers clean up the provisions from the six months to three months. Many of the lists we would give the teachers, particularly in Clark County, would be a long list. It is easier if they have not done it within the last 30 days. They have access to the teacher's license information only. They could see if they removed the provision. I think it creates a lot of follow-up work when we have received a test or credit report that they have completed in that time frame. That is the only difference.

**Assemblyman Segerblom:**

Does this list include both people who have not gotten the six hours and people who have failed the Praxis?

**Keith Rheault:**

It includes anyone whose license would be expired, either for not removing provisions, or for renewal purposes. It could be testing or credits. At the district level, they have access to see which provision has not been removed from their licenses.

**Assemblywoman Smith:**

I want some clarification because we have an amendment requiring the Department to mail the notice, but, according to your testimony, you already do that. Is that not in regulation?

**Keith Rheault:**

It is not in regulation. As long as I have been working, at least for the past 12 years, we have sent notices six months prior. It used to be by a postcard that told the teachers their licenses needed to be renewed or were expiring, and they needed to make sure they met their provisions. We have voluntarily done that.

**Assemblywoman Smith:**

Without the amendment, I assume it would put a fiscal note on it, but if you are already doing it, then it would not?

**Keith Rheault:**

No. As long as you do not say we have to mail it by certified mail. Then we would have a big fiscal note.



**Assemblyman Hardy:**

Is there a provision in the amendment as proposed, or in the bill that would allow them to teach even if they lose their license or run out of the six-month extension? Is there anything that would preclude them from becoming a substitute teacher the next day in the same class?

**Keith Rheault:**

Many times that is what happens if it is a licensed teacher. The minimum requirements that a substitute teacher has is to pass the basic skills test, which is the Pre-Professional Skills Test (PPST) in Nevada. Most of the time those provisions have been met, so even if they lost access to the subject area endorsement on their license, they have met the PPST requirement, and they could be a substitute teacher the next day in the same class while they are working on the full endorsement provisions. That has happened.

**Assemblyman Kihuen:**

If they become substitutes, their pay is lessened. They get the substitute teacher pay. We are trying to protect the teacher's salary. As you know, teachers are not paid much.

**Chair Parnell:**

They would also lose their healthcare.

**Keith Rheault:**

Could I request your legal counsel to check out the statute that limits the deference to the regulations regarding the extension of the license to six months to see if there would be a conflict if this passes? It would be helpful to me.

**Chair Parnell:**

We will do that.

**Isaac Barron, Teacher, Clark County School District:**

Although it does not sound like six credits in four or five years is very much, it may be difficult to complete. I have been teaching for 12 years. I also coached soccer, which was almost like a second job in addition to being a teacher. Classroom teachers are not just teachers anymore. We do many things besides teaching. We are surrogate mothers and fathers and counselors. As much as it breaks my heart to say it, we probably spend more time with the average student than parents do. I regularly work 10- to 12-hour days. I am at my school at 6:30 in the morning, and I do not go home until about 8:30 or 9 at night. I do not know too many people who put that much effort into their work for the same amount of pay.

In the four years I was coaching, I was unable to complete any classes. When coaching, a teacher winds up doing so many other things besides coaching. He ends up giving part of his salary back to the kids. It is very involved. Quite honestly, most of our teachers are not being removed from the classroom because of that. Most of the teachers I know who lose their licenses are unable to remove the provisions because they are new teachers to our school district.

I do not want to get into the licensing, which is a whole different matter, but I will say this: there is not one written test in the world that can ever gauge whether a person is qualified to work with your children or my children. There is not one written test in the world that will be an accurate predictor. What makes a good classroom teacher is how well they can actually teach. I am happy to say that, after 12 years, I am better at being a teacher. People who have been teaching for only two or three years are being taken out of the classroom when they have already proven that they are a teacher. They have great rapport with their students. They have excellent evaluations from their administrators and the respect of their peers. They are teachers, but they are losing their jobs because they cannot pass a test. The ones who end up hurt are the children, especially at the schools that have the least amount of resources to begin with. That is not right.

Last year we were really proud because one of our kids got a full-ride scholarship to Harvard. Obviously, he had the support he needed, but he could not have done it without the support of everyone in our school, especially our teachers. I am also proud to say that Assemblyman Ruben Kihuen is a product of our school. Had it not been for our instructors, we would not have this fine young man here in front of you. He is exactly the kind of product that our school can produce, but we cannot do it without actual classroom teachers, not substitute teachers, in our school.

It behooves every person who is here to support this. I am asking you not only as a teacher, but as a concerned resident of this State.

**Assemblyman Kihuen:**

I do not think I could have put it in better words. This is not about the teacher licensing extension. At the end of the day, this is about the children. We have to make sure that we create a stable environment for our children to learn. I think this bill certainly does that.

**Chair Parnell:**

At this time, I will close the hearing on A.B. 432. I will turn the gavel over to Vice Chair Smith, and I will present A.B. 565.

**Vice Chair Smith:**

At this time I will open the hearing on Assembly Bill 565.

**Assembly Bill 565:     Revises provisions governing educational finance.  
(BDR 34-1371)**

**Assemblywoman Bonnie Parnell, Assembly District No. 40:**

Today you have before you A.B. 565. I hate to say it is one of those "kitchen sink" bills, but I looked at what was passed last session, what proved to be successful as far as education programs, and then checked the Governor's budget to see what was in it for those programs and what was not. Assembly Bill 565, in part, captures those programs that we have had success with for numerous years, but look like they may be in jeopardy of ending.

I am not going to talk much about each one because we have some people in the audience who want to talk about the programs and the one change we have proposed in this bill.

Section 3 continues the appropriation to fund nationally certified speech pathologists. If speech pathologists are nationally certified, they should be recognized in the same manner as nationally Board certified teachers and receive the additional five percent in their salary. Speech pathologists are also considered one of the hard-to-fill positions in our schools. Adding the five percent would help districts recruit these much needed professionals.

Some of you are on the Healthcare Committee. We had a bill this week regarding our students who are autistic, and I was thinking that so much of autism is related to lack of language skills and communications. If you look at the increase in the number of autistic students and look at the difficulty of getting speech pathologists in our school, it becomes that much more critical because that is the one skill those students need desperately. To have help in our schools is going to greatly enhance their opportunities.

Section 4 would continue funding programs of alternative education for disruptive students. This bill was first passed in 1999 as Assembly Bill No. 521 of the 70th Legislative Session. I was here that session. We had a great response from that program. Some of you know Carol Lark, who is the new superintendent of Douglas County School District, but was a principal in Clark County for some time. Her school received the initial funding from the Assembly Bill No. 521 dollars. They had amazing turnaround. They hired consultants to come in to work with the school to lower the incidences of disruptive behavior. They did such a great job that they did not need the services of the coordinator any longer, and that person was able to go out and

work with other schools. Even though we had great success with it, after 1999 it was not funded again until the 2005 Session as part of Assembly Bill No. 580 of the 73rd Legislative Session.

Sections 1 and 2 do something that I have wanted to do for a long time. There is an area in our budget called "fenced off" money for textbooks. This has been so defined that at the end of the school year, if the money has not been spent in this textbook category, the money has to be expended. School districts find themselves spending money on things that are probably not the most needed enhancements to a school. One of the things that has never been in this "fenced off" section are library books, which I think is crazy. I am a supporter of school libraries, and I think it is sad when our libraries are last in line to get new funding for books and materials for the school libraries. Sections 1 and 2 add library books to the allowable use for the "fenced off" distribution of funds for textbooks, instructional supplies, and instructional hardware. It redefines that category in the budget.

This, too, is one of our many bills that, if it leaves this Committee, will be headed to Ways and Means. Sections 1 and 2, the library book section, does not have a fiscal impact. Section 3, the speech pathologist section, allocates \$1.3 million for the biennium. Section 4, the alternative placement, would allocate \$1 million for the biennium.

[Submitted iNVEST's Initiative 11 for the record ([Exhibit H](#)).]

**Vice Chair Smith:**

I am glad we brought this bill forward. One of the things we discovered when we started going through the education budget at the beginning of the session was that we had some great things we accomplished last session that went away. It is part of the overall issue with the education funding. I remember the discussion on the disruptive pupils funding from last session. We hear from staff about discipline issues being at the top of the list of frustration, classroom issues, and what keeps teachers out of the classroom. By all accounts, this was a great opportunity for schools. I am glad to see this and support being able to reinstate that funding, and I think the library books is an obviously good addition.

**Assemblyman Beers:**

I saw this part you put in about disruptive students. As a point of disclosure, my wife is a student teacher. She passed both portions of the Praxis test with flying colors. The thing she ran into when she got into her class was a small cadre of students who did not want the other students to learn anything. They were doing everything they could to disrupt the classroom.

This continued for nearly the first four and a half weeks of her student teaching. Because of the ways some of the rules are set up, there was little that she was allowed to do to deal with this situation, other than continuously sending them to the dean's office. They would be back—sometimes that day. They would then continue with the disruptive behavior in the next class. She almost resigned from student teaching because of this. I feel, and everybody who has worked with her felt, that if she had, it would have been a significant loss for the school. Finally, by spring break, she was able with due diligence to get the ringleader of those students removed from the school, but only because other teachers stepped in and helped. If she had been able to get rid of the "brat," which is too kind of a word for this particular student, early on, there would have been additional weeks of some very relevant teaching that these students would have gotten.

**Assemblywoman Parnell:**

One of the wonderful things about the language in Section 4 for this program is that it is a win-win for everyone. It helps parents because they are disturbed when their kids come home and say that they cannot get their work done because Johnny is causing problems in the classroom. It helps the teacher. It helps the student who is being disruptive because it takes them out of that situation and teaches them ways to work with a group, get along, improve their behavior so they can become a successful student as well, and not be the brat that people see them as. We look at this and say that everyone can win and everyone can have a greater opportunity to learn and succeed by developing these programs. It is great beyond just the obvious.

I would like to introduce the speakers for this bill. Sam Santillo is the principal of Carson Middle School; Sandy Foley is the librarian at Carson Middle School; Betty Hollman is the librarian at Empire Elementary School. Evelyn Allred will also be coming. She is the vice principal of Carson Middle School and deserves our congratulations at just being selected as the new principal of Empire Elementary School.

**Betty Hollman, Library Media Technician, Empire Elementary School:**

I am here in support of the A.B. 565 legislation that is before you. I have worked in school libraries for the past 12 years. I have witnessed the benefits to our students that a library can provide. In order to afford the best library experience for students and staff, a library must be funded in a manner that allows libraries to provide the most current media.

Under the current legislation, libraries are a) not considered to be providing instructional material and b) not considered a classroom. Therefore, funding has been withheld in order to comply with this particular legislation. I believe this is

truly a failure to notice on the part of our legislators. If direct classroom instruction was defined by categories established by the National Center for Education Statistics (NCES), then I can see how legislators might have overlooked the role of school libraries.

Despite the varied role that school library media specialists play, as teachers and collaborators with teachers, the NCES classifies school librarians as support staff and not instructional staff. School libraries are grouped with food, transportation, and other noninstructional staff and services. This is not acceptable. Libraries provide a wide variety of research media for students and staff that include Internet access, books, video, audio programs, software programs, magazines, and newspapers to name a few. School libraries support the curriculum as well as provide materials that allow students to develop their individual interests. Furthermore, more than 60 research studies have found that students at schools with well-developed libraries consistently score higher on reading and other tests, regardless of whether the communities are rich or poor. There is a direct correlation between well-stocked and staffed school libraries and higher reading and academic performance on all grade levels, K through 12.

According to the American Library Association, students made 1.5 billion visits to school libraries during the 2005-2006 school year. To me, that is 1.5 billion opportunities to make a difference in a student's education. We keep hearing how public education is failing our children. We are much like Henny Penny, "The sky is falling, the sky is falling!" We are looking at the sky, and if we just look right under our noses, there is one solution to the sky falling: school libraries. I like to use this analogy: if a library were a snake, it would have bit you. It is right there. It is available. Please support A.B. 565 and fund our libraries for better education for our students.

**Sandy Foley, Librarian, Carson Middle School:**

I have been working for the Carson City School District since 1974. I have been the librarian at Carson Middle School for the past 10 years. When I got that job, my principal told me to find money wherever I could. I took that to heart. We have had district funding, library grants, and state library grants that have provided computer software, English as a Second Language (ESL) materials, bilingual materials, materials for slow and reluctant readers.

Thanks to Senator Bernice Mathews' efforts, we have gotten matching funds through the State Legislature that we depend on tremendously. We have gone to the Rotary clubs, we have had book fairs, and we have donations. I got 50 books yesterday from Brianna Randall, the daughter of our computer

technology teacher. She said she thought we might be able to use the books, and we certainly can.

Even through all of those efforts, we are still finding that we are scrambling right now because we are unable to be part of the "fenced off" money. Books are becoming more and more expensive. The average cost of a hardback book is easily \$18, maybe more. We are looking for help.

I would like to use an analogy of looking at schools and libraries as giving the students an instructional tool kit. You cannot build a house with one tool. You cannot run a school without many tools. Our teachers use carts of books all the time. We will send anywhere from 50 to 75 books to the classroom for the students to use. We have a huge emphasis on literacy this year. We have a literacy coordinator, and we have a 15-minute time period every day where students are reading and responding to literature. When students are doing research papers, we have them circulate among the Internet, books, and computers. We are trying to give these students as many tools as we can to put in their tool kits.

Our library is a classroom that is open to everyone. At the elementary level, every student visits the library. At the middle and high school levels, students come into the library sometimes two and three times a day for various reasons. Our library is an integral part of the school system. It needs to be funded as such. We are doing marketing with our library. When you give a child a book with a copyright date of 1975, or when Mr. Santillo says, "Oh yeah! That book was there when I was a student at Carson Middle School. There is my name!"—there is a problem.

These kids are being bombarded. Their time is being asked for by everybody. They are going to look at a book and not read it because it is old. We have to compete with new books and new technology, and in order to do that, we have to keep our library current and up-to-date.

Mr. Santillo has been very good about giving me money. He asked if he gave me a certain amount for the next two years would it be sufficient, and I told him no. We will never be able to say we have 14,000 books in our library and we are finished now. It is an ongoing thing. We desperately need it to be funded as an ongoing thing.

I have some comments from some of my students who have done research papers, and I was asked by the high school librarian to say that they are knee-deep in research with their senior projects and discover science projects. We desperately need your help. Like they said, this is not going to hurt

anybody fiscally. We are not asking you for money. We are asking to be included in money that is already there.

**Assemblyman Denis:**

The way I understand the bill is that after buying the textbooks, that money can be used for the libraries. There is also an additional budget for library books, correct?

**Sandy Foley:**

Mostly no. I am not sure about that. I know that there was a category in library funding within our school district. Money was put in that category. Now money is given to each principal. They use it at their discretion for multiple things. If a computer or a copier breaks down, and money needs to be moved to a different budget, I think that can possibly happen. In the ten years that I have been working in Carson City, we have never had a fixed budget. I have been extremely fortunate in that the principals, at their discretion, have funded the library. The matching funds helped because that meant if the district spent x-amount of dollars on library books, then they would match that money to a certain percentage. I know there are and have been libraries in Carson City that will have almost no budget for books.

**Assemblyman Denis:**

That is what I like about this particular thing: if there is money there, it gets to you. I have always been a big library supporter, whether public or school. The thing that has always been frustrating is that we have many priorities in education, but the library always gets left out and is not a priority. We have to do these special things to try to get money for them. I think the school districts, however they do it, need to put a higher priority on a library. Maybe we do not need as much physical education (PE) equipment so we can get more books because I think that is important. It is not that PE is not important, because it is, but I do not think we put a priority on the libraries.

**Sandy Foley:**

The matching funds that the Legislature has given us have been tremendous. It has shown principals that if you spend x-amount of money, you will get money back from the Legislature. It has been wonderful.

**Betty Hollman:**

You have to keep in mind that a library has to be up-to-date with technology. It is expensive. A library may need to replace a computer but because the school district will not support it, we are at the mercy of our principals. We are like the little ugly stepchild. We are there, they want to take care of us, and they mean



well, but when there are so many expenses, there is problem. We want to be funded, and we want to be taken into consideration that we are valid.

**Sam Santillo, Principal, Carson Middle School:**

One interesting point about with libraries is that years ago, a student used to go to just check a book out and leave. Today, a library is a working classroom with a working certified teacher in it. It has working educational programs going into it throughout the day. It needs to be funded just as it would be any type of classroom. That is the approach I have had for the four years that I have been principal. My predecessor did it before me. It has been a successful program for us. We can see that in the test results from those students on their reading scores.

My testimony here today is about the disruptive student parts of this school, and having the programs or pilot programs set up for disruptive students. I believe the program has already been started and initiated through a pilot program at Eagle Valley Middle School. I am here to request that it be continued and expanded, and hopefully included in Carson Middle School. I come to you today to volunteer my school to continue that pilot program and be used as another school in that process to determine the effectiveness of the program.

We are limited on resources and current services. Progressive discipline of students is typically followed based on the infraction. At my school, we have limited discipline resources for persistently disruptive and aggressive, violent students, such as gang members and students who have been classified as having conduct disorder. These students are on campus every day, and their behaviors are known to everyone who is on the campus throughout the day.

Progressive discipline at Carson Middle School begins with the classroom teacher. We encourage our teachers to provide interventions at the classroom level and address those behaviors at the point of contact. If that does not seem to progress, a referral is written to the administration. We, in turn, contact parents, outside agencies, or other resources. We use, basically, a time-out—these students get lunch detention, after school detention, or sit in the office for a period of time. We have a conference with them where we try to discuss the situation. Depending on the severity of what got them to the office, we determine whether they are sent back to the classroom, sent back into the general population, are sent home for the day, or must sit in the office. We are fairly limited in scope as far as resources.

When these interventions become excessive, or a pattern behavior continues, and it is not changing the behavior, a site-based creative approach is needed

and utilized at Carson Middle School. I say a site-based approach because I do not think there is any template out there for writing or journalizing some of the procedures we use to intervene when the other interventions have not worked. Examples of these types of creative inventions are delaying their passing periods. Most of these students' behaviors become disruptive in social or unstructured environments. There is less supervision in the hallways during passing periods, so we delay their passing to minimize their interactions with the other students. We can also implement indefinite lunch detention where they do not go out at all during the lunch hour. They stay in a supervised room every day, five days per week, four weeks out of every month. We also have staff escort them to class. They stay in a classroom and wait, a staff member picks them up, they walk them to the next classroom where they wait for another adult to pick them up and take them to another class. We also can do schedule modifications limiting numbers of class periods, resulting in a minimum day.

Sometimes we get to a point where we have tried after-school detention, we have modified their schedule to change their classes so that they are closer together and do not have to travel across campus, we have contacted the parent, the student may have spent a few days in an out-of-school detention, we have encouraged the parents to get involved and get some type of program or service for these children, and yet the behavior has continued. We are at a point where we need to cut out PE and vocational survey classes. Then we cut social studies and science. We try not to cut out math and English because we are required by State law to have a minimum of three out of four passing semesters of math and English before these individuals can be promoted to the next grade level and/or the ninth grade.

There are times when we have eighth graders who are only in our school for two hours a day taking math and English. They are out in the community for the rest of the day. The prevailing thought is that at least they are not on the school grounds to disrupt the environment and taking the learning away from the others. Potentially, some of these cases are jeopardizing the welfare of themselves and/or the staff at the school. This point is where I think this bill would come in. When we get to a point where we want to start looking at minimizing students' days, cutting their classes, and reducing their educational program, it would be ideal for them to be able to go to a setting that is either on campus, or in my opinion, preferably off-campus, and have to successfully go through a mandatory set procedure or criteria of services in order for them to be allowed to come back into the regular school setting.

It should be a privilege to attend a public school. It should not be a right. When that privilege is lost because the disruptive behavior is ongoing,

consistent, and in some regard is endangering the welfare of others, including staff, the student needs to earn the right to come back to the setting. In my opinion, this is where the bill will help that. This setting would meet their educational needs. The classrooms would be smaller. There would be innovative instruction that would help with behavioral management techniques. There would also be a social skills component or strategy.

The suspended students who are sent home for long periods of time do not receive appropriate educational services. At this time, all we are obligated to do is send a packet of work home. They complete the work and send it back. We grade it and send another packet home for the student to complete. As everyone has testified today, the most single important component in the classroom is the teacher standing in front of the individual instructing that student. We are not meeting the needs of the students educationally.

They are also not held accountable for their inappropriate behaviors. In my opinion, the only way you can change behavior is to inconvenience the child and/or the adult to create the necessary change that you are looking for. If no one is inconvenienced, the behavior is not going to change. When parents can just send their children to school, it does not really matter what strategy you take with them—whether they are in a room all day with one teacher, or whether they are treated like everyone else and can have seven periods—the parent involvement is not as great as when you tell them they are required to come to class with their child and need to be part of the program, or there will be a consequence. Parents need to be involved with that as well, and I know that is written into the language in the bill.

To be honest with you, the results of the above interventions are minor at best. If there is no buy-in from the parents and students, we are doing what I call treading water. We are waiting to a certain point in the school year when we can process these kids, move them along, and do the best that we can. Hopefully, that is before testing, which I have not mentioned. While you are disciplining these students, learning should be taking place. We are held accountable for the standardized testing that takes place. When you miss between 10 and 45 days of school, it is extremely difficult to pass standardized tests. I do not know if I have time, but I brought profiles on several students, and they are in at least one or two of our at-risk subgroups, meaning free and reduced lunch, individualized education program, limited English proficient, and/or Hispanic groups. They are already at risk when they enter the school, and we are now taking them out of that school setting for longer periods of time. Their educational services are being jeopardized at that point.

The result of all of this is that other students suffer for the behavior of these students. Staff morale is compromised. I do not know how you would feel about escorting a 14-year-old every day to class who has quite an attitude and does not respect authority, but it takes a beating on you. Teachers do not sign up to be teachers and staff members at the public schools to do that. They want to teach and work with children who want to be worked with. Our school atmosphere is one of anxiety and frustration because everyone sees these kids getting away with these behaviors still being able to come to school every day and receive the benefits that everyone else receives. It is also a burden on the community. If you talk to juvenile probation officers, they are highly adamant about not letting these students off campus to be unsupervised and alone during the day because it creates problems for the community. Disruptive students disrupt not only the classroom, but also the detention rooms and related programs. They influence the behavior of others. Just because you have them in a detention room does not necessarily mean they are compliant and doing the things they need to do in there.

The school's annually yearly progress (AYP) is drastically affected because the disruptive students are typically in two or more of the at-risk subgroups. When they are not there to receive instruction, they perform poorly on standardized tests. I have some student profiles ([Exhibit I](#)) that I wanted to go through so that you can hear the number of infractions that these students accumulate in a short period of time and to the interventions we have tried to put in place. It is not very flattering when you look at it like that. You would ask why we have not done something with this person before, and you would not believe we still had this individual on campus. I do not have many choices of where to put them. It is a public school. They have the right to come every day. There are only so many things we can do.

One way that the law is there to help assist us is with habitual discipline problems and disruptive students in the classroom. If a child gets in a fight or initiates a fight twice in one school year, NRS gives me the right to suspend that student between 45 and 90 days. That is easy to do. Where does that child go? He goes home. What types of educational services are being provided at home? Virtually none. When March rolls around, that child is not anywhere close to being ready to take those tests, and we are being graded on that. I appreciate the support of the law, but we need a place for them to be able to go for those long periods of time where they are still receiving educational services.

*Nevada Revised Statutes* 392.4648 allows the removal of a disruptive student from a classroom. Part of it allows teachers to identify students in their classrooms who are disruptive. They are able to remove them from that

setting, and then a group of other teachers will determine where to place that student. Where else are they going to place them? They will probably take them out of Mrs. Smith's English class, only to recommend that they be placed in Mr. Smith's English class in the same school and the same setting. It is cyclical—we are pushing them along and passing them from one setting to the other without addressing the root cause of the problem and getting them to figure out why they are being so disruptive so they can take some responsibility. The laws are there, and it is easy to see that there is support, but on the other hand, they are only as good as the enforcement we have to back them up.

I have some statistics here on some of the students. I do not know if any of the Committee members would like me to go through some of them to give you an idea of what a day-to-day middle school student does.

**Vice Chair Smith:**

We would appreciate the information, but we probably do not have time. We have other people who are signed in to testify, and I want to make sure they have ample time. If it is something you have in writing, we would be happy to have a copy of it to distribute to the members. That way they can read it when the Committee meeting is over.

**Sam Santillo:**

I can do that because there are no first names. Their confidentiality is respected.

**Vice Chair Smith:**

Let us do that, then.

**Ellen Fockler, Library Media Technology Coordinator, Washoe County School District:**

I am responsible for 90 school libraries, the Learning and Resource Center, and the video center. I have 21 years in school libraries and 43 in education. I am here in support of A.B. 565. Obviously, my concern is the section that deals with school library books.

I would like to clarify something. Our school library budgets have suffered somewhat since the minimum expenditure requirements and the "fenced off" distributive school account (DSA) was put into place simply because we are not being included in that category of instructional materials and the purchase of school library books was reallocated to the discretionary fund. Even though a principal may be supportive of a school library, and may set aside money for the

purchase of library books, when the copy machine breaks and costs \$7,000 to fix, the school library budget and the discretionary fund diminish.

Including school library books in the categories of materials that can be purchased as part of the minimum expenditure requirement would allow principals to have greater discretion in allowing the purchase of school library books to be considered part of the "fenced off" DSA that is applied to their school.

I cannot add too much to the testimony because the people from Carson City did an excellent job of outlining things for you, but I would like to say that I believe very strongly that school libraries are central to instruction in our schools. They provide support to the curriculum not only to students, but also to teachers. The textbooks such as the Houghton Mifflin series that has been adopted by Washoe County elementary schools require additional materials to be available for students and teachers. Supplementary materials belong in the school library.

I unconditionally support the passage of A.B. 565.

**Assemblyman Denis:**

If this goes through, I want to make sure that library funding does not get reduced on the Senate side. This funding would be in addition to what is already there. I always worry when we give some money in one place that they will think we do not need to fund it anymore in the other places.

**Vice Chair Smith:**

It is always good to have that on the record.

**Ellen Fockler:**

That is an excellent comment. Sandy Foley mentioned the matching funds for school libraries. That is a line item that is in the Department of Education's budget now. It is a wonderful opportunity for us. In Washoe County it amounts to around 77 cents per student. According to *School Library Journal*, the purchase of a nonfiction library book for an elementary student averages around \$25, so we would be able to buy one new book for every 32 students. Even though that is a great addition, that, too, is something we do not want to supplant.

**Anne Loring, Representing Washoe County School District:**

We are here in support of all sections of A.B. 565. The issue of the "fenced off" money has always been challenging in terms of the formula. We think an approach like this is very reasonable for helping to be able to purchase library

books. We also appreciate Section 3 which has the funding that was apparently overlooked in construction of the Governor's budget for the speech pathologists' five percent. We are glad you picked it up. We certainly cannot match the testimony of Section 4, so we will just say we will second Mr. Santillo's opinions on that. We urge your support of this bill.

**Keith Rheault, Superintendent, Public Instruction, Department of Education:**

We support the bill, and I want to give a reason as to why it was not in our budget. It was not because we did not support all of the programs in here. The way the budgets are developed, requires us to submit one that is two-times the current budget. The budget office considered all of the funds, including the speech pathologist and disruptive pupils programs as one-shots. Because of that, they were unable to be included in our budget unless we could fit it within the two-times rule. We were only able to get one one-shot in there, and that was the Career and Technical Education (CTE) funding. We think all the programs are valuable. Speech pathologists are the most critical shortage licensed position area in every district. It is important that you provide the incentive. I wanted to make it clear that we support the programs, but we could not get them in the budget. Resulting from that, the governor never saw them because they were never able to be put in the budget—they were eliminated before we sent it to him.

**Julie Whitacre, Director, Government Relations, Nevada State Education Association:**

We, too, support the bill in its entirety. We are extra appreciative of Sections 3 and 4.

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

I think it has all been said, so we are just adding our support on record.

**Dotty Merrill, Representing Nevada Association of School Boards, Nevada Association of School Superintendents:**

We appreciate the work that Assemblywoman Parnell has put into this bill. We particularly support Sections 3 and 4 for all of the reasons that have been discussed previously. We have been working with Assemblywoman Parnell on some further refinements of the language in Section 1 because "library books" may not be as broad as it needs to be to cover some of the media needs. We also are well aware of some of our constituents in the rural school districts who are concerned with being able to offer distance education and dual-credit opportunities for their students in remote and rural settings. We continue to work with the Assemblywoman to firm up that language.

**Vice Chair Smith:**

Is there anyone else who would like to testify, for or against, A.B. 565? [There were none.] At this time, I will close the hearing on A.B. 565.

**Chair Parnell:**

Before we start the official work session, I would like to ask members to assist me with some housekeeping. Given that today is the fourth of April and we have just over a week before we need to get our bills out of Committee, I would like to propose a couple of ideas to keep us on track and on schedule. You may have noticed that we have tried to group bills by topic so that when we have hearings, we can focus on all bills pertaining to a certain issue at once. We still have the Millennium Scholarship bills and the school choice vouchers bills to consider. However, these are not going to be short hearings, and all of these bills will need to be addressed in the Committee on Ways and Means as well as this policy Committee.

In order to allow us to complete work on bills that we have already heard, and have yet to hear, I would like to propose that we vote on our three Millennium bills and our two school choice bills to pass them out of Committee without recommendation and, for those not concurrently referred, rerefer them to the Committee on Ways and Means. The bills I am referring to are Assembly Bill 170, Assembly Bill 211, Assembly Bill 434, Assembly Bill 465, and Assembly Bill 472.

**Assembly Bill 170:** Revises provisions governing the Governor Guinn Millennium Scholarship Program. (BDR 34-827)

**Assembly Bill 211:** Authorizes the board of trustees of certain school districts to adopt a program of school choice. (BDR 34-440)

**Assembly Bill 434:** Revises provisions governing education. (BDR 34-1270)

**Assembly Bill 465:** Revises provisions governing the Governor Guinn Millennium Scholarship Program. (BDR 34-1039)

**Assembly Bill 472:** Establishes the Parent Choice in Education Program. (BDR 34-1273)

I have discussed this plan with the sponsors of all those pieces of legislation, and it was agreed upon since they would have to go to Ways and Means that it would probably be the wisest way to deal with the bills. If everyone is comfortable with that, I will accept a motion without recommendation. I am



going to do two because two are concurrently rereferred already, and the others are not. The language will be different.

The first is for A.B. 170 and A.B. 465.

ASSEMBLYMAN BEERS MOVED TO REPORT ASSEMBLY BILL 170  
AND ASSEMBLY BILL 465 WITHOUT RECOMMENDATION TO THE  
ASSEMBLY COMMITTEE ON WAYS AND MEANS.

ASSEMBLYMAN BOBZIEN SECONDED THE MOTION.

MOTION PASSED UNANIMOUSLY.

At this time, I will accept a motion for A.B. 211, A.B. 434, and A.B. 472.

ASSEMBLYMAN HARDY MOVED TO REREFER  
ASSEMBLY BILL 211, ASSEMBLY BILL 434, AND  
ASSEMBLY BILL 472 WITHOUT RECOMMENDATION TO THE  
ASSEMBLY COMMITTEE ON WAYS AND MEANS.

ASSEMBLYMAN KIHUEN SECONDED THE MOTION.

MOTION PASSED UNANIMOUSLY.

We will open the work session. We have four bills to consider. I will turn this over to Carol Stonefield to start with A.B. 78.

**Assembly Bill 78: Requires the State Board of Education to adopt a program of education relating to skin cancer. (BDR 34-967)**

**Carol Stonefield, Committee Policy Analyst:**

Assembly Bill 78 relates to a program of education concerning skin cancer.  
[Read from work session documents ([Exhibit J](#)).]

**Assemblywoman Smith:**

I have a comment and a preference. As someone who chaired the Council to Establish Academic Standards for eight years, I heartily recommend that we take the path of sending a letter to the Council asking this be put on their review schedule. Dr. Rheault previously notified us that this subject area is up for review. That way, the team that puts together the standards could incorporate this information. I do not think it is a good idea for us to start putting this type of requirement in statute. The Council was created in 1997 so there would be a body to create the standards. The standards become part of

statute after they are adopted. I think for us to stay consistent with what we have done in the past, the best thing for us to do would be to send a letter to the Council. Based on that, I would so move.

ASSEMBLYWOMAN SMITH MOVED TO SEND A LETTER TO THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS.

ASSEMBLYMAN STEWART SECONDED THE MOTION.

**Assemblyman Bobzien:**

I concur with Mrs. Smith's comments. As a current member of the Council for Academic Standards, I heartily take that recommendation along. I think it was compelling testimony, and it is an important issue. I look forward to working that into the health standards.

**Chair Parnell:**

I would like to ask a question of Dr. Rheault. Is sending a letter only to the Council to Establish Academic Standards enough? Would you prefer the Department of Education be added in for everyone dealing with what you were referencing the other day in testimony?

**Keith Rheault, Superintendent, Public Instruction, Department of Education:**

I would like to be copied on the letter. The review team is going to start in May. We are currently without a chair on the Council. We are waiting for the Governor appointee. That way, I can make sure they get it as the Committee forms. We will have it right up front.

**Chair Parnell:**

That was my concern. I wanted to make sure we were getting this letter to everybody, especially with the timeliness of adopting those health standards.

**Keith Rheault:**

The mailing address to the Council is at the Department, so I would have probably seen it.

**Chair Parnell:**

I am going to ask both the maker of the motion and the person who seconded the motion if they would accept the friendly amendment to carbon copy the letter going to the Council, to Keith Rheault, and to the Department of Education.

**Assemblywoman Smith:**

Absolutely.

**Assemblyman Stewart:**

Yes.

MOTION PASSED UNANIMOUSLY.

**Carol Stonefield, Committee Policy Analyst:**

[Read from work session documents on A.B. 242 ([Exhibit K](#)).]

**Assembly Bill 242: Prohibits the enrollment of a student in the Nevada System of Higher Education without proof of immunization against meningococcal disease. (BDR 34-357)**

**Chair Parnell:**

I would like to note that the students having the same waiver concerning either a medical condition or religious beliefs prohibiting them to be immunized would hold true for this situation as well. I know that may be a concern for many, so that is covered in this bill.

ASSEMBLYMAN STEWART MOVED TO AMEND AND DO PASS  
WITH AMENDMENTS ASSEMBLY BILL 242.

ASSEMBLYMAN BEERS SECONDED THE MOTION.

**Assemblywoman Smith:**

I have a hard time with adding more requirements to the immunization area. I absolutely understand how vitally important this is, and my own children had this immunization. I worry about the cost and how the students who are already struggling to go to school are going to deal with that. At this point, I think I am going to be voting no, but I would like to reserve the right to change my vote when the bill comes to the Floor. I am not thoroughly convinced this is the right direction to take.

**Assemblyman Denis:**

I cannot remember if we had discussed doing more to inform parents and students, especially ones in the critical areas, rather than requiring it.

**Assemblyman Mabey:**

We discussed that. Hopefully the schools will inform the students about the importance of this vaccine. Everyone I know of testified in support of the bill; there were no opponents. Many of the students could receive the vaccine free or at reduced cost. The most it would cost is \$60. The testimony said that was a cheap price to pay for someone who may get meningitis. As the testimony showed, somebody who gets meningitis is often not diagnosed until

it is too late. The person has a ten percent chance of dying. Those who live have about a 15 to 20 percent chance of having a severe, permanent disability from it. There is a cost, but I think the benefits outweigh the risk.

**Chair Parnell:**

I would also add for clarification that this would require the State Board of Health to adopt regulations requiring the immunization. There is room to work with the State Board of Health. We are not mandating it. We are asking the State Board of Health to determine the policy that best suits the school and the campus. Again, we are really aiming at those students who are living in residential housing. That is where the incidences increase.

MOTION PASSED. (ASSEMBLYWOMAN SMITH VOTED NO.)

**Carol Stonefield, Committee Policy Analyst:**

[Read from work session documents on A.B. 389 ([Exhibit L](#)).]

**Assembly Bill 389: Revises provisions governing the policies of school districts relating to criminal gang activity. (BDR 34-192)**

**Assemblyman Munford:**

I think the training of teachers should be more extensive. With my experience, it was only a few times per year. Perhaps there should be some input by some of the people within the community or in southern Nevada who have some expertise with gangs who could work more closely with the schools or the School Board of Trustees in some capacity in giving some direction and advice. There could be some type of coordinated effort. I could be involved in some respect.

**Chair Parnell:**

This information would be in the letters that go to all the individuals. You are okay with that? I think you bring up a very good point. It was discussed when we had the hearing that day. In this case, I think the letter should be sent to the school districts to develop plans for the training in working with the Reno Police Department as well. Everyone needs to know that this gang element has invaded our schools and classrooms. Our teachers need all the support and training that they can get. We could expand the population of who this letter goes to.

**Assemblyman Munford:**

I was going to say that safety is sometimes overlooked in the schools. We talk so much about how to improve performance in classroom achievement, but when it comes to safety and things related to the gangs, I think we gloss over

it. I think more emphasis should be placed on safety in the schools. This bill provides for part of that safety.

**Assemblyman Segerblom:**

I feel that a letter in this instance is not going to cut it. I like the requirements for the larger school districts in the original bill.

**Chair Parnell:**

That is certainly an option. The original bill required school district boards of trustees to establish policy on gang activity. The policy must include training for the prevention, et cetera. This is certainly your decision.

**Assemblyman Hardy:**

I think we are of like minds to do something. I look at the bully language that the schools have worked up already, and I see that coming together in some ways. I do not know that I would require somebody to do anything other than come up with a policy and report back. As soon as we put training in there, it is going to have a fiscal note. Then it is going to go somewhere and may not come out the way it should. I like the concept of a letter. I do not think there is any school district that is against doing something about this problem with the resources they have. If in the letter we ask districts not only to do something, but also to report back to us, either in the interim or the next session, that would make sense to me. They know we are interested in it. Whether that is strong enough to meet the whole Committee, I do not know. I do not want to risk losing the intent of what we are trying to do.

**Chair Parnell:**

We could put language in there to report to the Legislative Committee on Education. The other nice thing about a letter is that we can do it as soon as possible. This Committee can take that action immediately. The districts are getting that information prior to the end of the school year, which is good. We would not have a long delay on everything we requested the school districts to do. I agree with you—the language we worked on last session with the bullying certainly fits into it and could be expanded.

**Assemblyman Hardy:**

When we look into developing a policy or a plan, as it were, I suspect some program has already been invented and is on a compact disc out there that we could buy for a small amount. We heard the term "site-based management" today, and I think this is some sight-based management in taking things from somebody else. If we could avoid a fiscal note on this, I would try to do that.

**Chair Parnell:**

I know the people from Carson Middle School had gang training last year. There is something there that someone is using to do this. You are absolutely right.

**Assemblyman Beers:**

During testimony, Mr. Stewart had a very good idea involving this. Throughout the school year, there are various in-service days. We could use those days to bring in some police and community leaders, including possibly some students like the ex-gang leaders who spoke. This is too important to be done only one or two days throughout the school year.

**Chair Parnell:**

I think we are all on the same page. Are you comfortable with all of that, Mr. Munford? Since this is your bill, we want to make it strong and send it to as many people as possible.

**Assemblyman Munford:**

Yes.

ASSEMBLYMAN MUNFORD MOVED TO HAVE THE COMMITTEE SEND LETTERS TO THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS, THE REGIONAL TRAINING PROGRAMS, AND THE INDIVIDUAL SCHOOL DISTRICTS FOR PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS ASKING THEM TO INCLUDE TRAINING FOR THE PREVENTION OF GANG ACTIVITY IN THEIR RESPECTIVE STANDARDS AND PROGRAMS.

ASSEMBLYMAN HARDY SECONDED THE MOTION.

**Assemblyman Denis:**

We are only going to do the letter? We are not going to have the school boards establish a policy?

**Chair Parnell:**

Correct. That is what the motion is.

**Assemblyman Denis:**

I am not sure if we are just going to say we want a policy and not say training is required because it would require a fiscal note. If we do not do a policy, are they going to get back to us on it?

**Assemblyman Hardy:**

The letter would include their plan and policy, and report back.

**Chair Parnell:**

Yes, the report back would be included, which I did not say in my statement.

**Assemblyman Segerblom:**

I want to clarify the legal standing our letter would have. I want to know what kind of impact it would have.

**Chair Parnell:**

Members of the Legislative Committee on Education can call for it because it will be noted in the letter.

**Assemblyman Segerblom:**

It would have significant weight with the Legislative Committee?

**Chair Parnell:**

Yes.

MOTION PASSED UNANIMOUSLY.

**Carol Stonefield, Committee Policy Analyst:**

The last bill this evening is Assembly Bill 512.

**Assembly Bill 512: Revises provisions governing educational personnel and student teachers. (BDR 34-1370)**

[Read from work session documents on A.B. 512 ([Exhibit M](#)).]

**Chair Parnell:**

I would like to clarify one thing. If you look at Section 1, subsection 3, a master teacher would still be available to help them throughout the day. The original language said "directly supervised." The "directly" concerned me because that means you would be with somebody all the time. That was not the intent. The "directly" is deleted. The intent is that they would still have someone on campus near them who is available for mentoring, et cetera.

ASSEMBLYWOMAN SMITH MOVED TO AMEND AND DO PASS  
WITH AMENDMENTS ASSEMBLY BILL 512.

ASSEMBLYMAN DENIS SECONDED THE MOTION.

**Assemblyman Beers:**

My wife is a student teacher. Am I allowed to vote on this?

**Chair Parnell:**

Yes. You disclosed, so that will be fine.

**Assemblyman Stewart:**

Can you clarify what the "master teacher" would receive?

**Chair Parnell:**

If you look at the mock-up on page 2, their salary is still determined by the NSHE. The board of trustees of a school district that employs the substitute teacher pursuant to this section in accordance with Chapter 288 provides compensation for the licensed teacher, who supervises the student teacher. You may have a supplemental contract or mentor pay. Currently, if teachers teach during their prep-period, they get prep-period pay. Just as in the past few sessions, we want to allow school districts to develop that policy.

**Assemblyman Stewart:**

It would be up to the school district to figure out how much they are going to pay?

**Chair Parnell:**

Yes.

**Assemblyman Stewart:**

Normally a master teacher who fully supervises only gets a stipend from the university; they do not get anything from the school district.

**Chair Parnell:**

We have two supervising teachers here. We have the master teacher, who is employed by the university, and who is communicating with the student teacher. We do not have anything to say about how they are paid because that is a university issue. It is the teacher who is at the school, who will now supervise and mentor this student/substitute teacher part-time. Because it is a new world out there, we felt the language would be best for individual school districts to develop that policy.

**Assemblyman Stewart:**

I understand that, and I have been a master teacher several times. As it stands now, you do not get extra pay from the school district. The only pay you get comes from the university, which is a very small amount. The school district does not pay you anything, even though you are supervising the student teacher full-time.



**Chair Parnell:**

I think this bill is saying that you sever that relationship, in a sense, once you are hired to be the substitute teacher. That individual school district should then have some responsibility in making sure that teacher is supervised. Is that clear enough?

**Assemblyman Stewart:**

I do not think the master teacher should get any extra pay. The master teacher is doing less work than he normally would do. Any extra pay he got doing the full-time job as a master teacher came from the university, paid by the student teacher. The student teacher pays the university to pay the master teacher.

**Chair Parnell:**

I am going to have Dotty Merrill clarify that. I see it as being a mentor teacher, which we have been funding for the last couple of sessions.

**Dotty Merrill, Representing Nevada Association of School Boards, Nevada Association of School Superintendents:**

As we understand the intent, when the student teacher becomes a substitute teacher, there is no longer a supervising teacher within the school in the same way that there is when a student teacher is in a classroom with a supervising teacher. In short, the supervising teacher disappears when the student teacher becomes the substitute teacher. In order to provide mentoring and some supervision, an appropriate person, totally different from the supervising teacher, would receive some compensation.

**Chair Parnell:**

I would clarify that in some cases that master teacher could continue to be the mentoring teacher after that individual became the substitute.

**Assemblyman Hardy:**

Who is getting paid now to mentor, supervise, or monitor the 600 substitute teachers that we have in Clark County? Who gets paid more to monitor those substitute teachers?

**Assemblyman Munford:**

Nobody.

**Assemblyman Hardy:**

If there is no one getting paid to do that, except administration, then we are creating a new substitute teacher pool, which then requires us to take this to a fiscal note.

**Chair Parnell:**

You are saying that if there is no funding now for student teachers coming out of the public schools, we are creating a situation where we are paying a teacher, even if it is mentoring or supplemental pay, to observe and communicate with that teacher, and it would be a new funding need?

**Assemblywoman Smith:**

I think it probably is, but I would think the trade-off to the districts would be worth it. You are creating an amazing new pool for them to be able to provide qualified teachers in the classroom. To come up with what I think would be a large amount of money to make sure that those substitute/student teachers have someone in the building to whom they have access to is a reasonable idea. Maybe we should ask the districts.

**Assemblyman Hardy:**

I am not contesting that. The testimony we heard made sense. We can take a student teacher and then make them a substitute teacher. We have increased our teaching pool, and that is a good thing.

Let me present something a little off the wall. If we are going to do something for a mentor, which we have only done for new full-time, benefit-producing teachers, what if we really did something radical and took that money to give to the substitute teacher? That would, in essence, give them a higher salary.

**Chair Parnell:**

I think we all need to come back to Section 1, subsection 5. It is going to be the local boards of trustees that design the programs that work best for their districts. We are not having to make all of those decisions. We are saying to them that they have a wonderful opportunity to get highly qualified teachers in their classrooms and they need to come up with a great way to make this work. To me, it is the best of both worlds.

**Assemblyman Hardy:**

If we do the conceptual amendment that we are discussing, I am not sure it even pertains. On page 2, subsection 5, that pertains to the substitute teacher. There is no licensed teacher who supervises a substitute, but there is one who supervises a student teacher. Is that worded in such a way that we need to change the proposed amendment?

**Chair Parnell:**

Maybe it needs to say "student/substitute teacher." We are talking about the student teacher.

**Assemblyman Hardy:**

If we leave it at "student teacher," we have not created a new category. My fear is if we create a new category, we have opened up Pandora's box.

**Chair Parnell:**

I philosophically disagree. One of the things this legislative Body has shown in the last few sessions is that we all understand the importance of mentoring any new teacher. To me, this is the same thing. Those mentors are getting compensation for taking time to mentor. Now they are mentoring the student/substitute teacher.

**Assemblyman Hardy:**

The mentor who may have been the prior master is going to be paid more to mentor than they got when they were mastering?

**Chair Parnell:**

Exactly.

**Assemblyman Hardy:**

If we wanted to amend this, and it probably opens it up enough, we could amend this to say that this person who is going to supervise the former student, now a substitute teacher, is defined as a mentor. That mentor would then be subject to all the 288 provisions that we would do for mentoring. That would be an extra bonus for mentoring a former substitute teacher. Everybody would want to be the mentor.

**Chair Parnell:**

I think that is kind of what we are saying in subsection 5. We are just saying the local board of trustees will figure that out. That is just the model that is set up in subsection 5.

**Assemblyman Hardy:**

We have the intent.

**Chair Parnell:**

Yes. We have great intent.

**Assemblyman Denis:**

I want to clarify now. When such a student is still doing the student teaching required to finish school, but he is doing it as a substitute, the university is still going to require someone to oversee this, correct? That is a second person who is going to be involved.

**Chair Parnell:**

Correct. If you remember Raquel's comments, she felt like she actually got double or triple what another student teacher would have gotten. Because she was in the position she was in, and she had not been highly qualified in science and was teaching it, she was doing triple the amount of work than if she had been in the typical kind of student teaching scenario. She showed it can be a great learning experience doing both.

MOTION PASSED UNANIMOUSLY.

We will not have lengthy meetings next week because will be down to a handful of work session bills. In the midst of craziness with your other Committees, you should have a bit of reprieve in Education. With that, I will adjourn the meeting [6:33 p.m.].

RESPECTFULLY SUBMITTED:

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Kelly Troescher  
Committee Secretary

APPROVED BY:

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Assemblywoman Bonnie Parnell, Chair

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

## EXHIBITS

**Committee Name:** Committee on Education

**Date:** April 4, 2007

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

<b>Bill</b>	<b>Exhibit</b>	<b>Witness / Agency</b>	<b>Description</b>
	A	Committee on Education	Agenda
	B	Committee on Education	Attendance Roster
A.B. 564	C	Dan Klaich, Nevada System of Higher Education	Written testimony
A.B. 432	D	Assemblyman Ruben Kihuen	Prepared text
A.B. 432	E	Assemblyman Ruben Kihuen	Proposed revision
A.B. 432	F	Yolanda Barron, Teacher, Clark County School District	Prepared text
A.B. 432	G	Keith Rheault, Superintendent of Public Instruction	Supporting documents on NAC 391.077
A.B. 565	H	Assemblywoman Bonnie Parnell	iNVEST Initiative 11
A.B. 565	I	Samuel Santillo, Principal, Carson Middle School	Student profiles
A.B. 78	J	Carol Stonefield, Research Analyst	Work Session Document
A.B. 242	K	Carol Stonefield, Research Analyst	Work Session Document
A.B. 389	L	Carol Stonefield, Research Analyst	Work Session Document
A.B. 512	M	Carol Stonefield, Research Analyst	Work Session Document