

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

**Seventy-Fifth Session  
February 23, 2009**

The Committee on Education was called to order by Chair Bonnie Parnell at 3:50 p.m. on Monday, February 23, 2009, 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/75th2009/committees/](http://www.leg.state.nv.us/75th2009/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  
Assemblyman Mo Denis, Vice Chair  
Assemblyman David P. Bobzien  
Assemblywoman Marilyn Dondero Loop  
Assemblyman Joseph (Joe) P. Hardy  
Assemblyman Ruben J. Kihuen  
Assemblywoman April Mastroluca  
Assemblyman Richard McArthur  
Assemblyman Harvey J. Munford  
Assemblyman Lynn D. Stewart  
Assemblywoman Melissa Woodbury

**COMMITTEE MEMBERS ABSENT:**

None

**GUEST LEGISLATORS PRESENT:**

None

**STAFF MEMBERS PRESENT:**

Kristin Roberts, Committee Counsel  
Carol M. Stonefield, Committee Policy Analyst  
Danny Peltier, Committee Manager  
Sharon McCallen, Committee Secretary  
Sherwood Howard, Committee Assistant

**OTHERS PRESENT:**

Dr. Bryn Lapenta, Senior Director, Public Policy, Accountability & Assessment, Washoe County School District, Reno, Nevada  
Juanita Simpson, Clark County Democratic Black Caucus, Las Vegas, Nevada  
Martha Miller, Clark County Democratic Black Caucus, Las Vegas, Nevada  
David Schumann, Nevada Committee for Full Statehood, Minden, Nevada and Clark County Democratic Black Caucus, Las Vegas, Nevada  
Yvette Williams, Caucus Chair of the Clark County Democratic Black Caucus, Las Vegas, Nevada  
Addie Crisp, Clark County Democratic Black Caucus, Las Vegas, Nevada  
Steven Munford, Clark County Democratic Black Caucus, Las Vegas, Nevada  
Rose Jones-Wade, Clark County Democratic Black Caucus, Las Vegas, Nevada  
Bart Mangino, Legislative Representative, Community & Government Relations, Clark County School District, Las Vegas, Nevada  
Keith Rheault, Ph.D., Superintendent of Public Instruction, Department of Education  
Lucy Flores, representing the Office of the Vice President for Diversity and Inclusion at University of Nevada, Las Vegas, Nevada  
Thomas Martinet, Clark County Democratic Black Caucus, Las Vegas, Nevada  
Janine Hansen, Director, Nevada Eagle Forum, Nevada Families, Nevada Families Voter Guide, Elko, Nevada  
Robin Vircsik, Private Citizen, Clark County School District, Las Vegas, Nevada  
Robert Cook Jr., Clark County Democratic Black Caucus, Las Vegas, Nevada  
Lynn Chapman, President, American Legion Auxiliary, Unit 30, and Nevada Eagle Forum, Nevada Families, Nevada Families Voter Guide, Sparks, Nevada

Kyle Dalpe, Acting Director, Public Information Office, Truckee Meadows  
Community College, Reno, Nevada  
Carol Scott, Clark County Democratic Black Caucus, Las Vegas, Nevada

**Chair Parnell:**

[Roll taken.] Please mark members present as they arrive and we do have a quorum. There are two bills before us today, Assembly Bill 154 and Assembly Bill 155 and a short work session. We will open with A.B. 154.

**Assembly Bill 154:** Revises provisions governing the policies of school districts relating to criminal gang activity. (BDR 34-143)

**Assemblyman Harvey J. Munford, Clark County Assembly District No. 6:**

I am here today to introduce Assembly Bill 154. This measure addresses a problem in our schools that is getting worse. *Nevada Revised Statutes* (NRS) 392.4635 authorizes the board of trustees of school districts to establish policies to prohibit activities of criminal gangs on school property. A board's policy may include prohibiting the wearing of gang-related clothing, prohibiting the activities encouraging participation in criminal gangs, and providing for suspension or expulsion of violators.

I would like to explain the amendments to A.B. 154 that would change existing law and why these changes are necessary. In summary, A.B. 154 would mandate rather than authorize every school district's board of trustees to establish a policy to prohibit the activities of criminal gangs. Each policy would need to provide for training in gang activity prevention, designate the grade levels of students who must receive training, and designate which personnel must receive training. Each board would be required to ensure that training was provided to the designated pupils and personnel. Finally, the bill would add the words "without limitation" to the three actions a school district may use to combat criminal gang activity on its campuses.

Why is A.B. 154 important? Criminal gang activity and violence have been on the rise across the United States. According to the Federal Bureau of Investigation there are now more than 30,000 different gangs in America, with about 800,000 members. According to the National Conference of State Legislatures, gangs have more money and power than in recent decades. That makes them very attractive to younger children who see powerful gang members driving fancy cars and sporting fancy guns. The richer gangs become, the more competitive they are in their recruitment.

I speak personally from 36 years of teaching experience when I say that gangs left unchecked can claim schools as their territory. This is no environment in which to educate a child. Every school district should have an appropriate policy for preventing and suppressing the activities of criminal gangs on their campuses.

Every board of education should make sure that this policy is implemented. The provisions of A.B. 154 would place these obligations squarely on the agenda of every board of education in Nevada. In turn, the bill would give the boards needed flexibility to deal with specific challenges they face.

In conclusion, gangs have been a corrosive influence in my assembly district for many years. The gangs are not just an inner-city problem anymore. Today gangs are operating sometimes above and sometimes below the local radar in virtually every area of the state. We must work harder and smarter to prevent criminal gangs from turning schools into battlegrounds and recruitment centers.

I encourage you to support this legislation. As an added note, when I was teaching at Bonanza High School in 1993 or 1994, there was some gang activity at the school where two students were killed adjacent to the teacher parking lot. I walked out of my class at the end of the day, and I saw the bodies lying there on the field. I saw it. No area and no school is immune, and Bonanza, was at that time, considered a suburban school. As I mentioned in my closing statement, it can happen anywhere. As you recall, last year, a young man was gunned down coming from Palo Verde High School. It was never revealed whether he was a gang member, but it was related to gang activity.

Gang activity and violence has to be addressed, and you cannot take a complacent attitude about it. It can occur any time. It is like a thief in the dark; you do not know when it will happen. That is why we must put something in place to prepare for it and to educate the teachers as well as the students about how bad it can be.

**Assemblyman Stewart:**

I would like to commend my colleague for introducing this bill and for his concern for the young people of southern Nevada. You are doing a great job.

**Assemblyman Munford:**

Thank you. Another thing I would like to add is that sometimes people have a tendency to think that gangs concentrate on a certain ethnicity or group. Gangs come in all groups and nationalities. There are Asian gangs, Hispanic gangs, black gangs, and white gangs. It is not just concentrated on just one group or

in one area; it is all over. We should not fool ourselves that it is not going to happen in our area and we can ignore it. We need to be alert and aware of the problem.

**Assemblyman Denis:**

As I look at the wording before us that the board of trustees "may" establish a policy, did you find that there was a need to mandate the policies?

**Assemblyman Munford:**

That is a good question. Some of the schools in Clark County have begun to address this situation, and the district as a whole has tried to address it, but they could go further. I will be very candid; I saw more types of awareness meetings and seminars and certain events and forums related to gang activity last year when the young man from Palo Verde was killed. Prior to that killing, I did not see much reaction on the part of the residents of southern Nevada. They seemed to take gangs as something more common in other sections of the city. Also the man from Palo Verde was Caucasian. Prior to that incident, there were many others who were young African Americans and Hispanics who had lost their lives in gang activities. The communities seemed to be very relaxed about it. More emphasis should be put on gang activities and violence in the Clark County School District.

**Assemblyman Denis:**

I appreciate this. It is an important issue, and I think having these policies in place will help. I agree with you, as I participated in some of the hearings on violence last year and made those same comments. These are the things that are happening in my district and your district as well as other districts on a regular basis, and yet we never get attention unless something happens in Summerlin. Then everyone is up-in-arms about it. We need to protect all of our children throughout the State of Nevada. I believe this bill will help with that.

**Assemblywoman Dondero Loop:**

I will echo what my colleague just said. I think it is important that we focus on the entire state, not just Clark County, because this is an issue that can cover many communities in our state.

Do you have any idea who will be doing the training? Will we pull in law enforcement officers, or will this be up to the school districts to provide?

**Assemblyman Munford:**

I would like the school districts and the boards of trustees to take a more proactive roll in this. When I was a teacher, they used the teacher development

days and brought people into the schools who had the expertise and qualifications in an area to give us an introduction and tell us how to prepare and to be cognizant and able to recognize potential gang activity. One time is not enough. It should be an ongoing process with the teachers as well as the students.

Everything begins at the elementary level, and there should be some programs established for the young people, especially from elementary to middle school. Middle school is the period of time when they are being recruited and have a sense of being rejected and neglected. They are trying to find some other area where they can feel wanted and important. They are not mature and experienced enough to make a distinction at that age. It is up to the schools to provide them with the information. We should have a program similar to the D.A.R.E. program for gangs.

**Assemblywoman Dondero Loop:**

I agree with you. We had ongoing projects, and when you work at an at-risk school, you have to effectively face that situation. Hopefully, our Parent Teacher Association and Parent Teacher Organization will get involved. The parents are the first line of defense.

**Assemblyman Munford:**

I am glad you mentioned parents because I had not. You are absolutely correct; they have to be involved, without question.

**Chair Parnell:**

It was so interesting when we invited first-and second-year teachers and asked them what they did not get in their college education that they could have used more information on. The Legislative Committee on Education sent a letter to Nevada's colleges of education, University of Nevada, Las Vegas (UNLV) and University of Nevada, Reno (UNR) and gave them a list of what first-and second-year teachers, who had attended those colleges, stated they needed but did not get.

They wanted to have more credits in special education, but they all said they would have liked something with regard to gangs, so they could understand more of what was going on. The students of the twenty-first century are very different from the students of prior centuries, and we need to address that.

Another issue is the middle schools. I spoke to five classes of eighth-graders about a year ago about issues that concerned them; if they were an elected official, what would they get involved in? I just familiarized them with what I do and wanted to get them to think about what was important to them,

what concerned them. Their number one concern in all five classes was the issue related to public safety, and in that category, the issue of gangs was the most prominent. For eighth-graders to be sharing that as a concern for themselves was pretty stunning. It is too bad that this is such a necessity, but we all have to recognize that it is an issue even in Carson City.

**Assemblyman Munford:**

You are so right. I recall the things we discussed during the interim session related to violence and safety in the schools. You mentioned that the student of the twenty-first century is different, and I will go a step further and say the teacher of the twenty-first century is different.

**Chair Parnell:**

They have challenges today, as teachers of the twenty-first century, we did not have. We are doing them a favor by keeping them updated on what is going on and making them feel empowered to be able to handle the twenty-first century student.

**Assemblyman Munford:**

After 30-plus years, as I was getting into the twilight of my career as a teacher, I would see a first- or second-year teacher and could see the difference in our approach because of the era we were brought up in.

**Assemblyman Hardy:**

Kristin Roberts is giving me the NRS that talks about and defines criminal gangs. Three things it talks about are that a gang (1) has a common name or an identifying symbol, (2) has particular conduct status and customs indicative of it, and (3) has engaged in criminal activity, punishable as a felony, as one of its common activities. Are chasing bears, throwing rocks at them, treeing them, sliding down Death Valley dunes on things you are not supposed to slide down on, or digging a fire pit in a place where you are not supposed to criminal activities punishable as felonies? If so, the Boy Scouts of America have a problem.

My concern would be how we define criminal activity. If, for instance, there is a scoutmaster, who shall remain nameless, who dug a pit in the middle of a protected national park, and that was not acceptable behavior and was punishable as a felony. We have to distinguish between a group and a person who is in a group that has a common name, identifiable symbol, status, and customs indicative of it. It is not the person in the group, but the group itself that is the gang. I do not have a good understand of the definition, and there is probably case law that deals with that issue, but that is what my concern is.

**Dr. Bryn Lapenta, Senior Director, Public Policy, Accountability & Assessment,  
Washoe County School District, Reno, Nevada:**

We do recognize that this is important. In fact, our trustees have already enacted board policy that prohibits students from displaying gang affiliation or wearing clothing that would indicate a gang. We have discipline procedures that are in place. We have the Gang Resistance Intervention Program, also known as GRIP, that we worked on in conjunction with the Office of Juvenile Justice, using their best practices to help students not join gangs or, if they are in a gang, to get out. It is parents, students, teachers, counselors, and administrators that are trained through our program, as well as school police officers.

**Juanita Simpson, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I retired from the school district after 25 years, and I am in favor of this bill for many reasons. I have several concerns with the wording of this bill. We need to have activities in place for the children, such as after-school, extended-day activities. During the day there should be at least one class, even if an elective, that informs children about gang activities and what is taking place. I recently taught at an alternative high school, and some of my teenagers actually told me they were afraid to get out of a gang because they would not live. One was a Hispanic student who had a child. I think we need to use prevention; we need to start at the kindergarten level actually. A lot of gang members were inducted at ten or eleven years old. They already know their colors and where they are going. Today there are cliques within the gangs, and they are fighting each other whether they are the Bloods or Crips (also called Crips). They fight and kill each other, and they have to do a lot of dangerous things to even become gang members such as killing...anyone.

I am in favor of this bill, but I would like many of the fiscal parts of it to be spelled out specifically, putting programs and activities in place for children after and during school. They need some kind of motivation, and that is the only way we might conquer this. Of course, informing the parents is a part of this. A lot of them know what is going on, but they are working and trying to survive and do not have the time. These children often join gangs, and the gang members are happy because the children sell for them, and the gangs make their living through these kids.

In conclusion, I would like this bill to be passed but with specific wording stating where the money is going and how the training is going to take place. We have had training from Metro's Gang Unit. As a teacher, I have gone to teacher workshops as referred to by Assemblyman Munford, and to me, if you do not have the ability to talk to your students or the ability to have



relationships with students involved in gangs, it is difficult. So we have to do everything regarding training for teachers, parents, and students.

**Martha Miller, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

We really need support for this bill because there are already existing laws authorizing the board of trustees to establish policies prohibiting gang activities; however, this bill makes it mandatory because it says the board of trustees of each school district "shall establish a policy that prohibits...." It does not just say they "may" or they "may not." I strongly support the word "shall" in the new amendment.

I also support the idea of training the teachers. It is necessary that they be aware of what they are talking about when they speak to the students involved in gang activities.

**David Schumann, Nevada Committee for Full Statehood, Minden, Nevada:**

This is a very important bill, and I have thoughts on who could be great at setting up the training or helping you set it up.

I grew up in Philadelphia where Bill Cosby also grew up. I am quite sure it is still a tougher neighborhood than anything you have in Las Vegas. His parents first sent him to Germantown for high school, and after a couple of months, he found that it was not academically challenging enough. His parents had him take the exam to get into Central High School, one of two very good government schools. He passed the exam and began attending Central High School. He then went to Temple University, which is in a very rough neighborhood.

Early on, Bill Cosby started holding seminars regarding parental responsibility and how children must be trained. While performing in Reno last year, he gave a talk on values and how to keep people from becoming criminals.

I would like to suggest that the Legislative Counsel Bureau put you in touch with him to ask his assistance in drawing up a training regimen. He was never a gang member and he distains that.

**Shirley Hampton, representing the National Coalition of 100 Black Women, and the Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I am here to support this bill.

**Yvette Williams, Caucus Chair of the Clark County Democratic Black Caucus, Las Vegas, Nevada:**

Both of the bills you are hearing today are very important to us. We thank Assemblyman Munford for bring them to the Committee, as well as my representative, Assemblywoman Dondero Loop, who is on this important Committee.

In response to Assembly Bill 154, our children should be able to attend school and feel safe. Oftentimes they do not. This bill gives them a greater opportunity to have a safe learning environment. We, as adults, parents, and legislators, have a responsibility to ensure their safety. We are in full support of this bill, and Mr. Munford's suggestion of a program similar to the "say no" program would be a great approach to take.

**Addie Crisp, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I am a voter in Las Vegas, and my nephew goes to Cannon Junior High School. I support Assembly Bill 154 and encourage my Assemblyman, Paul Aizley, to also support this bill.

**Steven Munford, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I support this bill. I work with a lot of youth in basketball and football leagues. One of the things we brought up in regard to next year's fiscal policy for education was looking at junior high school gymnasiums that sit empty in the evenings. Parents would be willing to go to those gyms and have programs where the kids could work on basketball or anything else, and to donate their time to help those kids after school.

**Chair Parnell:**

That is a great suggestion.

**Rose Jones-Wade, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I also approve Assembly Bill 154. I hope that it will pass. It is greatly needed.

**Bart Mangino, Legislative Representative, Community & Government Relations, Clark County School District, Las Vegas, Nevada:**

I also happen to be the principal at the high school where Assemblyman Munford used to teach.

I would like to point out a few concerns that the Clark County School District has and tell you our district has taken the responsibility of gang education seriously. Specifically, we have adopted policies and regulations to address the language in Assembly Bill 154. We also distribute, to every student, a manual

with regard to discipline and disciplinary action if a student participates in any kind of gang activity.

Additionally, we as a district are concerned about the different kinds of training that are available. We do have our school district police that provide training to teachers and parent groups. There are also community outreach programs with the Metropolitan Police Department, and with the Southwest and Northwest Commands that we participate in on a monthly basis. That involves not only school personnel, but also members of the community as well as parents.

Finally, as you consider this piece of legislation, please keep in mind the limited time that schools have with regard to instruction. Gang education can be embedded in instruction, but it does play an interesting role in getting the standards across the State of Nevada.

**Assemblyman Kihuen:**

What is the current policy for someone who is found doing criminal or gang activity? Is the punishment harsh enough that if a student gets caught, they are going to think twice before getting involved with that gang again?

**Bart Mangino:**

Actually, it depends. It is progressive discipline based on the severity of the infraction. It could range anywhere from a required parent conference to recommendation to our board for expulsion.

**Assemblyman Kihuen:**

The reason I asked is that recently, at Rancho High School, there was gang activity. Last Friday there was a fight with a lot of racial tensions. It had not happened in the ten years since I attended that high school. I am surprised to see it happen. I heard from teachers that part of the reason was that approximately 100 students had just arrived at Rancho High School, having been suspended from their home high school. They chose the high school they wanted to attend. Basically, these are bad kids who are getting expelled from their high school and being placed at another high school, and that is causing tension between the students. Of course when you have members of different gangs attending the same school, you are going to have trouble.

That is why I am asking if the punishment is harsh enough. Should students be expelled completely from the Clark County School District or the other districts, or are they given more chances? In many situations, the students should not be going to school here. Depending on the severity of the crime, maybe they should be completely expelled out of the school district.

**Bart Mangino:**

In this particular case, you need to take a look at the individual situations. Our district operates within the current structure under the *Nevada Revised Statutes* and with the disciplinary options that are available to us. It has been mentioned that gangs are not just centrally located any longer. They are found in every area of our communities in Las Vegas.

**Chair Parnell:**

Thank you, I actually have a bill draft on the criminal end of the gang activity that will go to Judiciary.

Is there anyone else to testify in support of Assembly Bill 154? Is there anyone wishing to testify in opposition to A.B. 154? Anyone neutral? Seeing none, I will close the hearing on Assembly Bill 154 and open the hearing on Assembly Bill 155.

Assembly Bill 155: Enacts provisions related to multicultural education.  
(BDR 34-142)

**Assemblyman Harvey J. Munford, Clark County Assembly District No. 6:**

I am here today to introduce Assembly Bill 155. This is one of several bills I am supporting this session to improve our public schools. I would like to explain the provisions of this bill.

Assembly Bill 155 has two main provisions. Section 1 requires the State Board of Education to adopt regulations that prescribe a program of multicultural education. This curriculum should include information on the contributions of men and women from various racial and ethnic backgrounds. Each school district's board of trustees must also ensure that the program of multicultural education is provided to students in grades 2 through 12 with particular emphasis on elementary and middle school.

Section 2 of the bill requires the Commission on Professional Standards in Education to adopt regulations requiring teachers to show proof of completing a course in multicultural education when they submit their license renewal. The Commission must also adopt regulations prescribing the contents of a course that will meet these requirements.

Why is Assembly Bill 155 important? We live in a multicultural world. In fact, in the 2007-2008 school year, the largest ethnic group in the Clark County School District was Hispanic, at 40 percent of the total enrollment. Hispanics exceeded Caucasian students, who comprised 36 percent of the total enrollment. Statewide, there is no single racial/ethnic group that comprises a

majority of our public school enrollment. It makes sense to recognize that our students come to school with different cultural perspectives and backgrounds.

The provisions of A.B. 155 would require a multicultural curriculum as early as second grade because children's attitudes toward their own racial/ethnic groups and other demographic groups begin to form early. Children can easily form negative stereotypes about themselves or others.

Helping children discover that all cultural groups have made significant contributions to this civilization could be accomplished through a multicultural literature curriculum, as well as a study of history, foreign languages and fine arts.

Teachers are the largest component of successful multicultural education. It is important that they consider children's cultural identities and be very aware of their own biases. For that reason, I have included in A.B. 155 the requirement that teachers must complete a course of multicultural education in order to get their license renewed.

In researching this issue, I learned that in the 1980s, Nevada had a requirement for teachers to earn credits in multicultural education. This was when the State Board of Education set teacher license renewal requirements. Around 1990 when the Commission on Professional Standards in Education was created, it repealed the requirement. It is time to reinstate it.

A lot of time has been spent in this Committee in the last couple of meetings talking about relevance. What could be more relevant than a curriculum recognizing the cultural diversity of our students, a curriculum that speaks to all of our children? I encourage your support for this important and worthwhile legislation.

**Chair Parnell:**

Dr. Rheault, would you like to come up. Some of us have concerns about interfering with the Commission on Professional Standards in Education and possibly with the State Board of Education's authority over some of this. If you could give us a brief 101 on who traditionally does this, I would appreciate it.

**Keith Rheault, Ph.D, Superintendent of Public Instruction, Department of Education:**

Anytime I see a piece of legislation that requires additional course work or training, I look at it and ask who is going to teach it, how are they going to get trained, and then which grades, classes, or subject area are they going to teach it in?

I did provide to the Committee members a handout ([Exhibit C](#)). We just adopted new social study standards in December 2008. I have not had a chance to discuss this with Assemblyman Munford, but I will be glad to work with him on any changes or input from today's hearing.

As part of the adoption, there is a separate council in Nevada. It is the sole responsibility of the Nevada Council to Establish Academic Standards to adopt standards in Nevada. The handout shows some samples of what the standards look like. You will notice there is a broad content standard; we then go to benchmarks for each grade level. In my review, I wanted to see what we had in the standards that we just adopted. Assemblyman Bobzien currently sits on that council.

If you look at the first page as an example, the blue pen markings will get you to the standard. For example, the grade three benchmark is: defining ethnicity and explaining that people who make contributions to their communities include those that have diverse ethnic origins, customs, and traditions. As you move through the grades, they are more detailed with more instruction. If you turn the page, it shows what is required, and it is more in depth at grades six through eight and grades nine through twelve. We do not have benchmarks for every grade, but have clusters because we are not sure, for example, in high school, whether the benchmarks are part of the history or social studies component.

If you keep turning pages, there is another example I pulled out of the standards. Page 1 identifies grade four which deals with Native American cultures and what they have contributed to Nevada and the United States. At page 3, grade two explains why important events, people, and their customs from around the world are marked by holidays; and examines artifacts from around the world and how people live. It starts out pretty generic, and then as you work your way through, you learn about individuals around the world and discuss their contributions.

From what I am reading in the bill, that is what you had in mind. My personal opinion is that when we adopt these at the state level, the school districts will take the more generic standards and adopt a curriculum that addresses the standards. That is where the text books and curriculum are adopted. There are already multicultural areas taught in social studies. If there is a particular section or idea that is missing, we could bring it back to the Standards Council as an amendment. When you look at all of the history and civic standards, multicultural education is well represented from grades two through high school. My only other concern is the licensing requirement specifically identifies renewal. Every year, we have 2,000 to 3,000 new teachers that we hire.

Does that mean new teachers do not need to meet that requirement until they renew their license, or can we give them a provision? We hire 70 percent of new teachers from out of state. Our local universities, UNR and UNLV, still have a multicultural course in their requirements. Regarding the teachers coming in, if they have not met the requirement, do I have to put a provision on their license, which then makes them not highly qualified until they complete the course work needed? It does cause additional work on our licensing staff. This is one area to clarify. Currently, we have 29,000 teachers in Nevada. There are 13,360 kindergartens through sixth-grade teachers, 7,333 ninth-through twelfth-grade teachers, almost 5,000 teachers in middle school, and 3,400 special education teachers; which is a lot of training to be completed in a year and a half. Is it going to be available to everyone? I do not have anything against the training; it is important and already required in the standards in the social studies curriculum. When you put a requirement on something that is not available, you end up with teachers who cannot have their licenses renewed in a timely manner. Those are my main concerns with this bill.

**Assemblyman Bobzien:**

I want to thank my colleague, Mr. Munford, for bringing forth this idea and Dr. Rheault for addressing the concerns some of us have with section 1. For me personally, having gone through the difficult process of getting these social studies standards adopted, I am always reluctant to impinge on the sanctity of the standards process because it is a good one that affords a lot of public input, and a very high level of detail goes into them.

I recall a similar bill from last session dealing with skin cancer education. Certainly, it is within the legislature's purview to set forth ideas for the kinds of things we want to have taught to our children, but to recognize that we have recently adopted standards relevant to the bill itself. Perhaps we could consider a letter from the Committee to the school districts alerting them of the new social studies standards. We could call their attention to the specific aspects of the standards and encourage them to incorporate the standards into their curriculum at the district level.

**Keith Rheault:**

That is a perfect response. We have just adopted these standards and the districts have about a year and a half to look at how they are going to teach them in the curriculum. A letter reminding them of the importance and the intent, that the Legislature would like to see multicultural education emphasized in the development of a curriculum with the new standards. It would be perfect timing.

**Chair Parnell:**

Are there any question? I do not see any. A lot of people marked both A.B. 154 and A.B. 155 to speak on. If you are here to speak in support of A.B. 155 please come to the table.

**Lucy Flores, representing the Office of the Vice President for Diversity and Inclusion at University of Nevada, Las Vegas, Las Vegas, Nevada:**

I am in support of Assembly Bill 155. Multicultural education benefits all students in society at large.

Research has shown that multicultural education prepares all students for the world as it currently exists, a world in which cultural border crossings are the norm and not the exception.

Research has shown that the curriculum content must be comprehensive. Essentially in the same way you would give a student learning math more than one example, you want to give students in a diverse, multicultural educational background many examples relating to each discipline, and students must be presented with a multiplicity of examples that are well integrated into all of the curricula to which they are exposed throughout their entire educational career. While it is wonderful and imperative that we have some of Dr. Rheault's points in the curriculum, what research has shown as actually effective is a more comprehensive approach to multicultural education.

I will briefly go through seven parameters. The first one is a parameter that focuses on the histories of oppression. Under this parameter, the experiences of oppression of the traditionally underrepresented are emphasized.

The second focuses on the lives, cultures, and countries of origin of those oppressed. It is equally as important to detail information about the lives, cultures and countries of the origin of those oppressed as it is to focus on the general history. This is particularly critical, because to detail only a person or group's oppression leaves them at a level of victim or object. A clear background understanding of their everyday life, culture, traditions, economics, and social, political, and geographic conditions of existence gives them authorship, agency, and subjectivity. It does not just say, you have a holiday, you did these great things, let us move on. We are looking at it at a more subjective level and understanding why these differences are important to all of our lives and how we develop as a society.

The third parameter focuses on the contributions and works that underrepresented peoples have made to all of our everyday lives, to all of our academic disciplines, and to our professional worlds that we take for granted,



but know nothing of. With respect to self affirmation for students of color, who are generally not exposed to professional people, and who perhaps have not graduated from high school, much less gone to college, it is especially important for those students to be exposed to the diverse body of accomplishments.

The fourth focus is on designers and implementers. It should not be only the members of the overrepresented groups who teach about the underrepresented with respect to the first three parameters mentioned, but the underrepresented people should likewise be designing and implementing curricula regarding themselves. This places an equally relevant and important focus on diversity recruitment efforts in the teaching ranks, both at K-12 and the higher education levels.

The fifth focus is on local responsiveness and global inclusiveness. This basically looks at the big picture and brings that picture home. It enables a cohesive global picture of all that affected a group and does not leave them as "the others," people who are different.

The sixth focus is on autobiographical grounding, which encourages both faculty and students to share information about themselves and to be comfortable in sharing.

The seventh is student authorship, agency, and social action. This is a focus on critical thinking. Having students memorize and regurgitate information from text or lecture is not transformative in any way. It is not a cohesive education. Students have to be taught and encouraged to think for themselves.

The benefits of a multicultural education are similar to the benefits of racial and ethnic diversity in general. The research on the educational benefits of diversity demonstrates that all students, regardless of race or ethnicity, who are educated in robustly diverse educational settings do better academically, are more likely to graduate, and upon graduation, are more likely to be hired first, promoted faster, and earn more money sooner than their peers who were educated in racially or ethnically homogeneous institutions.

Diversity enriches the educational experience. We learn from those experiences, from the beliefs and perspectives of people who are different from ourselves. Those lessons can best be taught in a richly diverse, intellectual, and social environment. Diversity promotes personal growth in a healthy society and strengthens communities and the work place. Education within diverse settings prepares students to become good citizens in an increasingly complex polarized society. It also fosters mutual respect and teamwork. It enhances America's economic competitiveness as we are in an increasingly global market.

We need to learn from Pre-K through 12 that we are no longer in our enclosed little box. We are now a majority minority student population.

**Yvette Williams, Caucus Chair of the Clark County Democratic Black Caucus,  
Las Vegas, Nevada:**

I want to commend Ms. Flores for her wonderful presentation today. We agree wholeheartedly with what she had to say.

I do want to point out something that disturbed me on social studies standards. This bill is not reflective of a social studies bill, but a history bill. What we want is conversation in the classroom regarding the multicultural history in America. It is missing and it helps with the self-esteem issue for our children. The majority of children in Nevada now come from multicultural families. Also, on the issue of full participation, there is a very obvious, blatant exclusion of races of people who have contributed to the building of this country and this state. In the twenty-first century, should we not move beyond this? This is the time we should be inclusive and incorporate into our curriculum the history of all people.

I think of Matthew Henson when he went to the North Pole. We talk about the discovery of the North Pole, and his name is left unspoken. In our education system in Clark County, it is not mandated that any of this is taught. It is up to the discretion of the teacher or administration. In some cases the teachers want to teach the multicultural curriculum, but the administrator says we do not have time to do that.

Please, let us not confuse this issue with social studies. This is definitely a history issue for us. I also want to say that I believe, in moving forward with a good multicultural education, we increase positive student interpersonal relationships and relationships that will help with the gang activity crisis that we are having.

I also want to mention that I am an advocate for bilingual education. I think this could be just the beginning of what we can accomplish in this state with bilingual education, where all of our children are learning Spanish in elementary school. I hope that this Committee will seriously consider A.B. 155 and what it means to us who are multicultural.

**Assemblyman Bobzien:**

I want to clarify that, indeed, social studies standards do include history standards. I am looking specifically at the H-3 section of Dr. Rheault's handout to give you an idea of the specificity of the history component in the social studies standards. There is a very broad, concerted, grassroots writing group that puts together these standards, and as an example, they included H3.9 for

grades 9 through 12: "Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement." I absolutely agree with you that this is a history issue and we need to make sure that we are teaching all history. I want to clarify that the social studies standards, as they stand, as they were recently adopted, do in fact include a number of the components you are looking for.

**Yvette Williams:**

I thank you for that clarification. I want to tell you that I appreciate what is in the study, but it is not mandated or required. We would be fine if it were required or mandated.

**Chair Parnell:**

Excuse me, but these are the state-approved standards. They are the mandates according to the Nevada Council to Establish Academic Standards. These have been adopted; this is what the teachers are doing. I happen to be a former sixth-grade social studies teacher and I taught the history of early civilization. Much of this is happening, and oftentimes in this state, the terms social studies and history are one and the same.

**Juanita Simpson, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I am a retired teacher and have witnessed history. A lot of teachers are not incorporating the ethnic minorities. Native Americans are very briefly spoken about as a one-day lesson. I think that this curriculum should be the focus of administrators, and we could do it without much fiscal impact.

I came from Illinois 25 years ago, and we were given a guide to everything in history for African Americans. I think we could have the same type of pamphlet for teachers, including the first African Americans on the ship with Columbus. I think English, history, and science teachers could incorporate it. I do not think it should be in only one content area. A language arts teacher could write about African American history.

I am in support of Assembly Bill 155.

**Thomas Martinet, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I came from Los Angeles in 1973 and have had relatives in Nevada since 1850. I support this bill, and I am very concerned that it is approached from a historical and social perspective.

Because of education and the inclusion of history, my family's awareness and value system have changed greatly. Education is the key to all understanding

and all diversity. The age of the great white hope is gone. We are no longer a white society. We are a multicultural society, and we need to stress, understand, and teach our children that.

**Janine Hansen, Director, Nevada Eagle Forum, Nevada Families, Nevada Families Voter Guide, Elko, Nevada:**

As I was reading over this bill, a thought came to mind regarding a bill that came up years ago. As a result of that thought, I spoke to Senator Washington about it. He was able to pull up a copy of that bill for me ([Exhibit D](#)).

**Chair Parnell:**

It is an amendment to this bill? Proceed.

**Janine Hansen:**

This might be an equalizing amendment to A.B. 155. If we are to have multicultural education, we should not forget the reason we have an opportunity for multiculturalism in this nation is because of our founding documents that were addressed in Senate Bill No. 285 of the 70th Session. The bill passed overwhelmingly, then was never given the opportunity for a vote in the Assembly. That was not under you, Madam Chair.

I would also mention some of the essentials that were brought up in this bill that were thought an important part of culture. If we are going to be multicultural, we need to include all cultures and to teach the essentials of: "*The Constitution of the United States*, including "without limitation, the Bill of Rights," the *Constitution of the State of Nevada*, the Declaration of Independence, the Federalist Papers, Abraham Lincoln's Gettysburg Address, the Emancipation Proclamation, George Washington's Farewell Address, the origin and history of the constitutions, and the study and devotion to American institutions and ideals. One of the things we find in America is that we have had more opportunity for more diverse organizations and individuals to obtain liberty and opportunity than anywhere in the world. Why is that? It is because of the study of these particular documents and their history of them.

In Mr. Munford's bill, there is a statement regarding learning about contributions by men and women of various racial and ethnic backgrounds. This is a wonderful thing to do. Two years ago I read a biography I could not put down about George Washington Carver's incredible contributions and the magnificent individual that he was, and I encouraged my children to read it.

But S.B. No. 285 says "without limitations," so my concern is what the definition is? The National Education Association resolutions passed at the 2008 convention, in Washington, D.C., define their idea of what

multicultural education is. I will just read that to you. It is Resolution B-35 and says: "The National Education Association believes that multiculturalism is the process of valuing differences and incorporating the values identified into behavior for the goal of achieving the common good. Multicultural education should promote the recognition of individual and group differences and similarities in order to reduce racism, homophobia, ethnic, and all other forms of prejudice and discrimination, and to develop self-esteem as well as respect for others."

This brings up a red flag for me. Recently we have seen the incredible persecution that has taken place in California, and I happen to belong to an oppressed religious organization that has been oppressed since its inception. When we teach only one point of view, people who support the protection of marriage in Nevada, become targets. If we send our children to the government schools, then they become targets.

**Chair Parnell:**

Ms. Hansen, let us get back to the bill. I want to ask our legal staff about how we define multicultural. I see that as cultural, which means addressing people from different cultures, not socially, but regionally.

**Janine Hansen:**

I appreciate that, Madam Chair, because it says in the bill "without limitation," and what it says in the bills about information relating to contributions, I am very much in favor of that. I do have some concerns because of the influence....

**Chair Parnell:**

Before we get into that, let us confirm what our definition is.

**Janine Hansen:**

I brought my point up.

**Chair Parnell:**

You did, go ahead.

**Janine Hansen:**

I appreciate that you are looking at that. As we look at this kind of education, it is essential to include the basic education of Americanism, which has provided the opportunity for so many cultures to flourish in our nation and is why so many people desperately want to come to America. We need to be sure we have this foundation, as was in S.B. No. 285.

I just wanted to bring to your attention that it would be a good companion to this bill.

**Assemblyman Kihuen:**

I am looking at Senate Bill No. 285 of the 70th Session, and are not most of these things already taught in American Government in High School?

**Janine Hansen:**

In my experience they are not taught at a depth that children can understand. When I went to school some time ago, many of these things were not addressed in any significant depth. These issues are being superficially addressed in our schools. More focus on these as the real foundation of our liberty for all peoples, would be advantageous.

**Assemblyman Kihuen:**

I agree with you. If a student pays attention in high school, by the time they graduate, they have a fairly thorough understanding of multicultural history.

**Janine Hansen:**

I do not know about you, but I was never required in high school to read the *Constitution of the State of Nevada*. Even my nephew who went to law school said he was never required to. It may be there, but very superficially.

**Chair Parnell:**

Mr. Bobzien can address this as a member of the Standards Council.

**Assemblyman Bobzien:**

As a member of the Standards Council I have grappled with these issues. I feel a bit of personal ownership, and what we put in place with the social studies standards is hardly superficial. I just pulled up an example of the results of conversations we had on how best to teach these ideas and concepts. We ended up with a ladder structure in which concepts would be taught over time, and built upon. A specific example is Standard C-14: explain the system of checks and balances in the principle of limited powers in the design of the *United States Constitution*. That is a requirement for grades 6 through 8. Following up in grades 9 through 12, a requirement is: examine the organization of the *Nevada Constitution* and describe the structure it creates including the executive, legislative, and judicial branches.

I believe the Senate bill before us speaks to making sure that students are familiar with these documents and from whence we came and with our principles and founding documents that structure our society. I think we have struck that balance appropriately with this latest revision of social studies

standards. I would encourage anyone who has not had a chance to review the latest standards to do so. There is a lot in them, and it is a very relevant and user-friendly document.

Certainly it will be up to the individual school districts to determine the curriculum to put the standards into practice. I hope this is a document that all Nevadans from a broad perspective can support.

**Janine Hansen:**

Thank you for that explanation, and I do think that these foundational documents are critical to maintaining liberty for all cultures in our society.

**Shirley Hampton, representing the National Coalition of 100 Black Women, and Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I completely agree with Ms. Flores when she says multicultural education needs to be more comprehensive, so that we can make sure it is not just something considered insignificant.

Another area with which I completely agree is that training should be required for existing as well as incoming teachers. This curriculum should be made available because of its importance to our youth, our state, as well as our nation. This bill is very much related to Assembly Bill 154 in making sure that our children's self-esteem is addressed.

**Robin Vircsik, Private Citizen, Clark County School District, Las Vegas, Nevada:**

I am a kindergarten teacher in the Clark County School District, and I am surprised by this bill because there is a lot of multicultural education already taking place in the Clark County School District. It is in the standards. At present there are thousands of dollars worth of children's literature devoted to multicultural education in my school.

I appreciate all of the comments that have been made here, and children do enjoy learning about other cultures, and we do need more of that. With that said, I feel that multicultural education is very important, but I am concerned that this bill will purchase something that is an expensive item, while some students and teachers are forced to do without essential items.

For the past three years, kindergarten class size in my school has been above 30 students. This year, due to overcrowding, I am a roving kindergarten teacher with 31 students. That means that I switch rooms every three to four weeks. The teacher across the hall from me that does not switch classrooms has 36 students. Next year, we have been told that one kindergarten teacher will need to teach on the stage if we do not get a portable classroom.

I am here today to make sure that the Legislature makes providing all students with a stable place to learn a priority. Many schools already have a variety of items that can be used to teach multicultural education, and implementing a multicultural education program does not have to be expensive and should not take precedence over providing smaller class sizes and adequate learning spaces.

I have some questions for you that I would like to publish on my website. There is no dollar amount devoted to the purchasing of a program. Are you just designing the curriculum or are you spending money?

**Chair Parnell:**

That would be directed to Mr. Munford, but I think you are a little off the intent of the bill. We need to stick to the merits of this bill. This is a policy committee; we do not deal directly with the finances of education. We do not do the budgeting here. That would be more appropriate for Ways and Means K-12 subcommittee discussion.

What I am hearing you say is that we already have ways in our schools to address multicultural education, and if there is a cost attached to this, you would have priorities in basic school funding for things like class size. Is that correct?

**Robin Vircsik:**

That is correct. Thank you.

**Addie Crisp, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I am a voter in Las Vegas. I want to make a point regarding my culture. I am black and white and my nephew is black and white; my niece is black, Filipino, and white. We are multicultural ourselves, so I would encourage a broader program in the school systems. I do support this bill.

I would like to ask Assemblyman Bobzien: in your social studies program, do you have Asian culture represented in that program? Do you have regular African culture? I do appreciate the African American culture, I am just wondering about African culture and South American culture.

**Assemblyman Bobzien:**

I would have to research that to see exactly what threads are there. I think those are very pertinent comments, and certainly those are important components to have. One of my Committee colleagues has helped me out. We have the following for grade 5 benchmarks, H-3.5.2: recognize that



communities include people who have diverse ethnic origins, customs, and traditions and who make contributions to the United States.

The important point to make is that with the standards, we take great pains to craft these as user-friendly documents that teachers can employ in their classrooms, but still have some latitude to determine relevancy to their particular classroom situation. As a member of the Standards Council, my hope would be that a teacher would see the standard and find a relevant way to communicate the material and achieve that standard with their classroom.

Some of what you are hearing in this Committee, regarding concerns with section 1 of the bill, is not so much in opposition to the concept. It is recognition that we have the concept incorporated in the existing standards, but perhaps there is a way for this Committee to drive home the point that multicultural education is important and something that our state values.

**Addie Crisp:**

How would a citizen be able to get that document?

**Assemblyman Bobzien:**

Go to the Google website, search for Nevada Department of Education, and look for Social Studies Standards.

**Robert Cook Jr., Clark County Democratic Black Caucus, Las Vegas, Nevada:**

Education today is different from any time in the past. Our young people have to compete with China and India.

I do not know what percentage of our people is incarcerated, but more and more of our people are being incarcerated but would be better served in a vocational school. I am suggesting another possibility, as opposed to disciplining through parent meetings and expulsion: wearing uniforms could keep gang members from being identified by their colors and form of dress.

**Steven Munford, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I am in support of Assembly Bill 155.

I believe that when my father was drafting this bill, he intended for it to celebrate cultures; to have programs inside the schools' assemblies.

I am part Native American, and I do not hear many things from my children in support of their learning anything about their Native American culture inside their schools. When I attend various Native American functions, I do not see many school buses taking children to these cultural events. The school district

might want to do a better job of taking children to these events to celebrate their heritage.

When I was young, right after the era of Civil Rights, there was more cultural awareness then. I would attend various programs in the city and young people would be there celebrating their culture.

**Chair Parnell:**

We have a couple of people in Carson City in opposition to A.B. 155.

**Lynn Chapman, President, American Legion Auxiliary, Unit 30, and Nevada Eagle Forum, Nevada Families, Nevada Families Voter Guide, Sparks, Nevada:**

We are concerned about our own American heroes, be they black, white, red, yellow, or brown. American heroes are not being addressed through reading or other aspects of school. I have spoken to many children, and they do not seem to have any knowledge of our heroes. When my daughter was eight years old, her eight-year-old friend had no idea who George Washington was.

I was discussing this with a friend a few months ago, and she said that America has no culture. We have stolen everyone else's culture. We have a problem. We do not seem to be able to identify Americans or who we are. That comes back to the fact that we are not teaching our own culture.

I have nothing against teaching other cultures. It is a lot of fun to watch travel television and learn about other places in the world and what they are doing. However, our own American heroes and cultures are losing ground.

**David Schumann, Nevada Committee for Full Statehood, Minden, Nevada:**

This is a very slippery slope that we are getting into, taking time away from math, science, and other things. After World War II we had major subgroups, 30 to 40 percent of kids in cities like Philadelphia and New York were Polish, Lithuanian, Italian, or even Ukrainian. We had a lot of groups here, but we taught American culture. I doubt that many people in Nevada know that General Pulaski was a general under George Washington and that the Polish fought in that war. I work in Singapore, and I guarantee you that their twenty-year-olds can read, write, comprehend, and speak English better than their twenty-year-old American compatriots. This applies to this bill because anytime you spend on multiculturalism, as opposed to math, science, and English, is time you are lowering standards of the young people that are going to need to compete with other countries.

We are in a worldwide competition. English is the most widely spoken language in the world. It is far better that our students master English than try to master two languages of any kind.

Once you get multiculturalism going, it can lead to bilingual education like in California. Although it is not in this bill, you are getting bilingual education started, and that will eventually lead to bilingual education for grade school children. I am for multiculturalism if it is a choice.

**Chair Parnell:**

There is no one else in opposition. There is someone in support in Las Vegas.

**Steven Munford:**

I would like to make a statement. I own a business, and I feel that having multicultural teaching is beneficial to competitiveness in the business world. Gaming companies in Nevada approach Native American Tribes regarding casinos, and they are approached using the protocol based on their culture. It is important to understand the cultures that you are dealing with in the business world. You do not want to offend someone of another culture, nor do you want to feel out of place in another country.

It is not so much classroom teachings as it is the importance of attending events and celebrations of other cultures.

**Addie Chris:**

On behalf of teachers in Clark County, I would like to make the comment that the way the bill is written, it is unclear. Teachers would welcome a multicultural celebration. That is a great idea. What we are concerned about is having an expensive, rigid, and scripted program that will be purchased to teach this.

**Chair Parnell:**

As there is no one left to speak, I will close the hearing on Assembly Bill 155. I will postpone the work session today. I would like to ask for public comment. It does not have to pertain to A.B. 154 or A.B. 155.

**Kyle Dalpe, Acting Director, Public Information Office, Truckee Meadows Community College, Reno, Nevada:**

I would like to bring forth comments from last week regarding high school completion and transition to college.

In particular, plans for completing high school need to be started in middle school. Students cannot get to grade eleven, discover that they needed to have

taken three years of mathematics and have not taken any, and try to make it up in their senior year. Seventh and eighth grade is the time to begin planning. This is backed up by several studies. The term used now is "gaining qualifications." The first of the two biggest qualifications is graduating from high school; the other is actually applying to a higher education institution.

There was also discussion on benefits of high school graduation. There are both economic as well as non-economic benefits, for an individual and society, to completing high school. You have a handout of a chart from a census study done several years back ([Exhibit E](#)). Nothing speaks better to benefits, especially to high school and junior high school students, than money. If you graduate from high school, over the course of your lifetime, the Census Bureau projected that you will earn \$1 million. If you complete a Bachelors Degree, that number jumps to \$2.1million.

The third point is to consider taking a look at the formula for the graduation rate and measure who graduated differently. We actually did that at Truckee Meadows Community College (TMCC) because we were showing a 9.1 percent graduation rate, which is the lowest in the state. Part of this is due to students who need remediation, but part of it is the Integrated Postsecondary Education Data Systems (IPEDS), which is the standard reporting mechanism that requires us to use a three-year new student population to measure graduation. Most of our students span that three years. If we look for students based on their intent, who came here for two semesters of Cisco Engineering to get a better job or to upgrade their current job, our success rate, informally called a graduation rate, jumps to 64 percent, just by measuring students' intent and completion.

The fourth point is our tech prep program. You have a brochure ([Exhibit F](#)) of the offerings at TMCC and area schools.

**Chair Parnell:**

I would ask that if you have other literature you email it or send it to me, and I will see that other Committee members receive it. A number of us feel the same way regarding the way we calculate graduation data.

**Martha Miller, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

I know from experience that if people who are teachers or who have children in school had more multicultural education, the students would understand each other better and get along better, and we would not have as many problems with gangs.

**Chair Parnell:**

Public comment does not refer back to the bills. It is primarily for people who want to comment on things other than what was on the agenda.

**Carol Scott, Clark County Democratic Black Caucus, Las Vegas, Nevada:**

With respect to Dr. Rheault's explanation, I would like to say that as a retired teacher, I can see that a traditional curriculum can be used to teach multicultural.

**Assemblyman Munford:**

I want to thank the people who came to the Sawyer Building in Las Vegas for their participation and support, and I am very impressed with some of the things that were said.

**Chair Parnell:**

I would like to ask that you hang on to the work session document ([Exhibit G](#)) that you have in front of you. The work session will probably be a week from today.

As we start taking action on bills in Committee, I had staff print, for your reference, the language that we use when we make motions on moving bills out of Committee or rereferring bills from this Committee to another.

[Adjourned 5:47 p.m.]

RESPECTFULLY SUBMITTED:

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Sharon McCallen  
Committee Secretary

APPROVED BY:

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Assemblywoman Bonnie Parnell, Chair

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

**EXHIBITS**

**Committee Name:** Committee on Education

**Date:** February 23, 2009

**Time of Meeting:** 3:50 p.m.

<b>Bill</b>	<b>Exhibit</b>	<b>Witness / Agency</b>	<b>Description</b>
	A		Agenda
	B		Attendance Roster
A.B. 155	C	Dr. Keith Rheault, Superintendent of Public Instruction, Department of Education, Carson City, Nevada	Nevada Social Studies Standards
A.B. 155	D	Janine Hansen, Director, Nevada Eagle Forum, Nevada Families, Nevada Families voter Guide, Elko, Nevada	Senate Bill No. 285 of the 70th Legislative Session
	E	Kyle Dalpe, Acting Director, Public Information Office, Truckee Meadows Community College, Reno, Nevada	United States Census Bureau Chart
	F	Kyle Dalpe, Acting Director, Public Information Office, Truckee Meadows Community College, Reno, Nevada	TMCC College Credit for High School Classes Courses and Programs
	G	Chair Parnell	Work Session for Bills Under Consideration