

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

**Seventy-Fifth Session  
April 15, 2009**

The Committee on Education was called to order by Chair Bonnie Parnell at 4:21 p.m. on Wednesday, April 15, 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:**

Senator Valerie Wiener, Clark County Senatorial District No. 3

**STAFF MEMBERS PRESENT:**

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

**OTHERS PRESENT:**

Barbara Clark, President, Board of Trustees, Washoe County School District;  
Chair, Advisory Council on Parental Involvement, Reno, Nevada  
Shirley Beasley, Chair, Parent Involvement Council, Washoe County School  
District, Reno, Nevada  
Rosalynda Paez Carlton, Council Member, Parent Involvement Council, Washoe  
County School District, Reno, Nevada

**Chair Parnell:**

[Roll called.] Please mark the members who are not here now present when they arrive.

We will be doing two very interesting things today. First we will have a presentation on the Parent Involvement Conference and talk about parent involvement in general.

For the Committee's reference, Senate Bill 77 and Senate Bill 161 were the two bills heard when we had the Senate and Assembly Joint Education Committee meeting. We will do a short recap of those two bills; it will not be full presentations.

**Barbara Clark, President, Board of Trustees, Washoe County School District;  
Chair, Advisory Council on Parental Involvement, Reno, Nevada:**

Although I am a Trustee at Washoe County School District, I am here today as the Chair of the statewide Advisory Council on Parental Involvement. With me are Shirley Beasley, the Washoe County School District Parent Involvement Council Chair, and Rosalynda Paez Carlton who served on the assessment committee.

[Provided a handout to Committee members entitled *Final Report to the Legislative Committee on Education from the Advisory Council on Parental Involvement*, ([Exhibit C](#)) and briefly mentioned dates and facts in the handout.] Pages 4 through 8 of the handout summarizes information reviewed by the Council and the recommendations provided. We did the review and found that some things are working very well, although we had some suggestions

concerning other areas. As I indicated, reports were provided on July 1, 2008, and February 1, 2009.

The second page of the handout shows the composition of the Council. We have added consultants as well. The Council has met five times, as noted in the report, and has addressed all of the items outlined in the bill plus some additional items.

The Council provides a significant structure and has the ability to look at parent involvement statewide, to see the commonalities as well as the differences. Because we do have an absence of a dedicated staff person at the state level to address parent involvement needs, the Council currently fulfills that role to the degree it can. It provides leadership for the state in parent involvement.

Because we are mandated by the Legislature, we are able to make recommendations to you regarding needs within the state. We all know what the connection is between parent involvement and student learning and how important it is to academic success.

Unfortunately, as indicated before, we do not have anyone dedicated in Nevada to work on parent involvement and to help all of the districts across the state formalize their parent involvement programs and become stronger. Presently, although we can do wonderful things, we believe the state needs to go to another level. Without having that support system, I do not know that we can get to another level.

While the Council has been working hard, we have had barriers. The first is funding. There was no money attached to the development of the Council, and staff support was added to the duties of the Department, again without any funding. Fortunately, Gloria Dopf and her assistant Lori Johnson have added the Council's work to their current job duties and have done a great job.

The Council formed a partnership with the Parent Information and Resource Center (PIRC) which funded our travel and other expenses. Without this partnership it would have been extremely difficult for the Council to get together and do its work.

The Council created two task forces and, along with its advisors, has taken on much of the research work in order to accomplish its task. The Council has made recommendations, and they are listed in the Executive Summary of the report. The recommendations include, obviously, to continue the authorization of the state Advisory Council on Parental Involvement.

With regard to appropriate funding, we realize we are in severe economic times. At some point in the future, we hope you keep in mind that if there should be a windfall to fund parent involvement, we would reinstate the funding for the state and the parent involvement consultant which was eliminated due to budget cuts.

We would also like to see funding for the Parent Involvement Summit that is held every biennium. As the Chair mentioned, we have been lucky to be able to produce a statewide Parent Involvement Summit that also addressed the issues across the state as far as parent involvement goes. We have had wonderful participation by all districts at each of those summits. We also have partnerships with the Nevada Parent Teacher Association (PTA), the Department of Education, and the school districts in funding and putting on that summit.

The summit allows us to look at the needs and see what recommendations are across all of the school districts. Some of those are the same ones that we come across time and again—leadership and coordination. It is very difficult for rural school districts to be able to implement the same successful programs as urban school districts because they do not have the funding or the personnel resources. Building trust and relationships, particularly with disenfranchised families, is always an issue of how to reach out to at-risk families.

The summits really pertain when all of the groups from the different districts get together and collaborate among the districts, the schools, and other related entities. There is a lot of wonderful information out there, but there is no ability to share it because we do not have a common nexus. Hopefully, the statewide Council can step in and help address those kinds of issues.

We also believe that we need to have district-level coordinators at all school districts. Again, we need to have a person dedicated to developing programs, reaching out to the disenfranchised, and able to gather data and play it back to the needs in the individual school districts. We need a required mechanism in each district to report what is going on in those school districts. Currently, research shows that we need to show the link between parent involvement and student learning. It is very important, and when you do that and do it on a consistent basis, you are able to show that nexus and then create academic achievement.

Unfortunately, we do not know what goes on across the state between districts and between school sites. We are not sure if they are all focused on providing that leap between parent involvement and student achievement, or whether they are doing things which are equally important but do not provide the nexus such as carnivals, open houses, and the traditional types of parent involvement

that school sites generally do. However, if they had the ability to teach and share those resources, we could help set up school districts so they could look at providing that link of student learning.

It is the same with the statewide Accountability Report. At the moment, we have asked that they report the number of parents attending parent/teacher conferences and how they communicate with parents. Again, the missing piece is that communication. They can list that they have PTA meetings, carnivals, and book fairs, but it is not providing the guidance that they need to develop those types of formats that provide the linkage between parent involvement and student learning such as family learning nights showing parents what they need to do setting up a resource center and a spaghetti feed. All of those activities provide avenues so parents can help teachers and their students learn, as well as show them what teachers are trying to accomplish and gather them in as partners. At the moment those two, though laudable in having accomplished that, do not take it to the next step. We need to demand that connection between activities and student learning and mandate it down through all levels.

Those are our recommendations. We are currently looking at developing a rubric concerning what viable parent involvement activities are connected to student achievement. We can demonstrate and pass that out across the state so they have references to look at about what viable activities are.

If you do not have a person in your school district dedicated to that position, it is often hard to come up with the resources and the ability to fill that position.

I will say that we are lucky in the State of Nevada in that we receive the Parental Information and Resource Centers (PIRC) Grant through the Education Alliance. This grant has provided multiple millions of dollars in support across the state for parent involvement. Without the grant, I do not know where we would be at this point in time. They have been able to develop many programs such as MAPPs, family literacy through Project Flight, and others providing customer service so employees know how to engage parents in being part of the school district and the community, and teaching teachers as well as administrators.

As a result of the Parent Involvement Council the Washoe County School District developed an assessment survey that we sent to every school site in Washoe County. That survey provided the data that we have known, anecdotally, for many years. Parent involvement needs to be funded with as much care as were the standards that allowed every child to meet certain standards. Parent involvement is just as important.

**Assemblywoman Mastroluca:**

I would like to commend you and the group of people you worked with on the study. I was fortunate enough to attend the summit last year and was blown away by the opportunity to hear Dr. Karen Mapp. It was an incredible opportunity and really had an impact on me, and I have been able to share it with people throughout the state. I just want to say thank you for your work.

**Barbara Clark:**

Karen Mapp is an expert in providing the nexus between parent involvement and student learning. What really put this state on course was when, originally, Assemblywoman Debbie Smith set district and site levels based on the six standards. We were all across the board in this state, but parent involvement is now defined in those six standards. That has been in all of the work we have accomplished, both at the summit, at the council level, and at individual school districts, in bringing everybody together on the same path.

**Shirley Beasley, Chair, Parent Involvement Council, Washoe County School District, Reno, Nevada:**

Barbara was the Chair prior to me, and the needs assessment survey really got rolling under Barbara's direction. It was started in 2005 and took many Committee meetings and quite a lot of work to get to this point. We have provided a copy of the *Parent Involvement Council 2008 Needs Assessment: Summary of Parent, Staff, and Administrator Survey Results* ([Exhibit D](#)) to everyone on the Committee.

We will be mining data from this survey for quite some time to come. The main benefit of this needs assessment is we no longer make decisions by anecdotes alone. It is the first time that we have comprehensive data on the impact of parent involvement in our schools. Three main points came out of this: we need to empower parents, our schools need to be able to receive empowered parents, and then, parental involvement efforts need support from the top.

We saw a difference in our Title I and our non-Title I schools and that is because of the attention Title I pays to parent involvement. Things that have to be reported on, and that receive certain dedicated funding sources, tend to get done. We see that impact.

We need to outreach to our underrepresented, underserved populations. We have a gap in that area.

Rosalynnda will talk about some of the data in this report.

**Rosalynnda Paez Carlton, Council Member, Parent Involvement Council, Washoe County School District, Reno, Nevada:**

I think you will hear that parent involvement is near and dear to all of us, and we will continue to always advocate for parent involvement.

I will go through an overview of what the process was and how we arrived where we are ([Exhibit E](#)). The process started as we partnered with the University of Nevada, Reno (UNR) to guide and help us, get the tools going, analyze the reports, and gather the information that we needed. What did it entail? We met with the committee numerous hours all year long on a monthly basis and sometimes twice a month, if it was necessary. Who were the committee members? They were parents, district staff, and evaluators. We truly tried to invite everyone to the table who was important to us and whose voice we needed to hear.

The University of Nevada, Reno, helped us determine how we were going to deliver the model once we had it. How were we going to reach the parents? We knew we had a language barrier, and how were we going to surmount that? Currently, as Trustee Barbara Clark mentioned, we are trying to determine, now that we have this information, how we are going to develop the rubric and move forward with parent involvement.

We delivered 51,578 surveys in English and Spanish. That was done with postcards and Washoe County's Connect Ed message system, which is used to communicate with our parents. We received a 27-percent response. The surveys were delivered online for staff and administrators and with repeated reminders to please fill out the surveys for us. Ninety-five schools actually did report, so you will notice, in your data, all of the schools that did report.

We felt it was important once we got the information that we did not want just one district report. We went a step further and asked to have reporting for individual schools. There is information on every school and what their responses were at the school level.

What is in the data? You will see on page 13, table 8, ([Exhibit D](#)) a difference between Title I versus non-Title I schools and how much entitlement goes to Title I schools. What we can say is, in Title I schools there are parent involvement facilitators also known as PIFs. They are the individuals, the staff members, who are dedicated to parent involvement. That is what they do all day long in their schools. It is helping parents truly become involved and understand the importance of parent involvement in their children's education.

You will also notice on page 30, figure 8, how parent involvement declines as our children go through our education system, leaving elementary school and entering middle and high school.

The technology division has presented challenges for us with the disparity of Spanish speaking and non-white parents not having Internet access at home. To keep parents involved, we need to find the funding to continue communicating with all parents in their native language.

Concerning professional development, there should be an individual who is able to dedicate time to assisting staff and administrators in understanding the true meaning and value of parent involvement.

Advocacy and decision making had the lowest response to standards. We know decision making involving parents, staff, and administrators and needs to be happening at the schools.

**Chair Parnell:**

If any of the Committee members have not looked at page 13 in the Needs Assessment, it is absolutely stunning. I understand the Title I schools do have a parent involvement facilitator, and they could have a math night and a homework club. The contrast between Title I and non-Title I schools is pretty stark. It seems to me this would be a best practice, and schools not doing it need to. Has anyone had that conversation?

**Shirley Beasley:**

That is part of the focus on parental involvement from the top. Someone needs to pay attention to these things. Commonly they say, "We do not have enough time to focus on this." That is where the parent involvement facilitator comes into play. That person takes the time to do all of these things. In some schools, perhaps a PTA volunteer will take on the function of a facilitator. It depends a lot on leadership. A person may handle it for a few years, and then as their children grow up and progress, there may or may not be a hand-off to someone else, and it may fall by the wayside. If these things are included in school improvement reports, they will get more attention. If they are reported to administration and looked at in staff meetings, it will get more attention.

**Chair Parnell:**

It is something I hope all of the school principals in the state have access to. If I were a school principal and I saw this, I might not know how I would get it done, but I sure would think it was important enough to get done.



**Shirley Beasley:**

All of our school reports are available online through the Washoe County School District.

**Chair Parnell:**

Have you taken the information to one of the monthly superintendent's meetings?

**Shirley Beasley:**

No, but the Council has discussed sharing this assessment with all of the school districts. As I indicated, it clearly shows what needs to be done and what is not being done.

**Chair Parnell:**

I think a good recommendation might be a request to see if you could get on one of the monthly agendas for a superintendent's meeting, because I think it is incredibly important and your report certainly shows a lot.

**Shirley Beasley:**

Now that we have this data, what are we starting to do with it? The Parent Involvement Council identified 20 strategies from the data. Obviously we cannot be very effective going in 20 different directions, so we chose to focus on two areas—parent training and inclusivity, and professional development—so we could have a greater impact in starting down this road.

We have formed two committees, and one of those is starting a study circles program addressing the underserved population and inclusivity issues in our district.

Also, the strategies we have identified have been woven into the district's blueprint for success, and we are trying to embed it throughout our district so that we make the most use of the data that we have.

**Barbara Clark:**

In Washoe County School District, each administrator has received a report on his school, and they are supposedly addressing the report and making changes in their school improvement plans. Hopefully, next year, the Washoe County School District Board of Trustees will try to find monies to do another assessment to be able to come back and look at the differences that the decisions and programs have made at each site.

**Chair Parnell:**

I for one, as well as everyone on the Committee, share in thanking you for all you have done in getting this going and keeping it going under some difficult times. We certainly wish we could have a statewide parent involvement coordinator. Do not give up.

I will open the hearing on Senate Bill 77 which provides for the establishment of programs of teen mentoring in public high schools. We have certainly had a lot of conversation regarding this in the Assembly and in joint meetings this session.

**Senate Bill 77: Provides for the establishment of programs of teen mentoring in public high schools. (BDR 34-696)**

**Senator Valerie Wiener, Clark County Senatorial District No. 3:**

I am also the Chair of the Senate Committee on Health and Education, so I feel at home here.

I will start with Senate Bill 77 and a little history. As you know and will see on the first page of the bill, this legislation was developed by the Nevada Youth Legislative Issues Forum. When it was created in the last legislative session they were given one bill draft request, and they did very well with the one bill. To get to the point of S.B. 77, they had an orientation where they learned about bill draft requests and how to submit language. Each of the 21 Youth Legislators submitted a BDR with an explanation of what the bill would do and what they wanted to accomplish with it. Most of them conducted their own town meetings to determine what was important to the youth of their Senate districts.

It was interesting that they met in one meeting and presented their cases for their individual BDRs, and they went from 21, to 7, to 1 BDR in one meeting. This particular measure was offered by the Youth Legislator from Elko, Senator Rhoads' appointee. He was so devastated by apathy that he said, "We need to mentor peers and young people coming into high school." The primary focus was mentoring in civic engagement and community involvement.

It was the end product or the outcome of his experience with his town meeting. What he shared is what inspired support for this bill. He promoted it in his school newspaper, during school announcements, through the radio station, and the community newspaper. He worked with the mayor, he scheduled the town meeting and was all excited, and the mayor showed up.

Although the bill is broadly written and permissive, the Youth Legislators were very keen on fiscal impact. In the dialogue they said it does not have a fiscal note, so you see that it is permissive, but there is strong encouragement for policy development and working with the individual schools and trustees. They were very concerned about not imposing a cost that might get in the way of the bill's passage.

The dialogue among the Youth Legislators was phenomenal. As people listened as we shared our hearing day, members were emailing Mindy Martini, Research Analyst at the Legislative Counsel Bureau and asking, "Who are these people? They are so smart and so engaged." They loved the process. This was the measure they brought forward. We are one of only two Legislatures in the United States, of the 13 or 15 states that have a program, that allow Youth Legislators to bring a bill. This is the first bill coming forward from our young people, and I am hoping the next bill will change the name to the Youth Legislature.

**Chair Parnell:**

Thank you. I think if a few of you had an opportunity to hear the Youth Legislators as I did, you saw that it was really impressive and well worth it. I had the opportunity twice, once when they first came and also in the committee room the day of the hearing on this particular bill. People in this building who were not used to being around young people were taken aback by the questions and the manner in which they conducted themselves the entire time. It was amazing.

As you probably know, there are two bills coming over to you, a middle school reform bill and a high school reform bill. They are both reform bills requiring peer mentoring in sixth grade, or the first year entering middle or junior high school, and then in ninth grade—the first year entering high school. We do not have our legal staff person here today, so we will hold the bills until Kristin Roberts can look through them, then make a decision whether we should keep both bills going, which is probably the best case scenario.

**Senator Wiener:**

If I may offer, Madam Chair, if I did not believe it before, I certainly believe it based on the experiences of these young people. This Youth Legislators' bill could be a great fallback for us if we cannot get a mandatory program though.

**Chair Parnell:**

I think so as well. Would it be all right with you if we have Kristin take a look at it, and then we will include it in our first work session?

**Senator Wiener:**

That would be great.

**Chair Parnell:**

Are there any questions on this bill for Senator Wiener? Seeing none, I will close the hearing on Senate Bill 77 and open the hearing on Senate Bill 161 (1st Reprint).

**Senate Bill 161 (1st Reprint):** Revises provisions governing the Nevada Youth Legislative Issues Forum. (BDR 34-91)

**Senator Valerie Wiener, Clark County Senatorial District No. 3:**

Senate Bill 161 (1st Reprint) addresses changes we found necessary since we have now had some experience with the Nevada Youth Legislative Issues Forum. One is to change the name to the Nevada Youth Legislature. We have never used that full name with the young people. We have called them Youth Legislators. Senator Hardy's appointee, Jonathan Oglesby, said, "It is just too bureaucratic of a name." He emailed me the next day to ask if the question was inappropriate, because he saw me laugh.

I will just tell you the changes and highlights of the bill. Again, we changed the name, and also the date of the appointment and the date they begin. We are moving the start date a little earlier so we have more time and opportunity to do the orientation program.

In Senate Bill 161 (1st Reprint), if a Senator does not have applicants by March 30, then the Senator must reach out and work with members of the Assembly. Most Senators are going through their application process now, and it is an exciting thing to do those interviews. Students can get the application online on our legislative website.

The eligibility in current law is ninth to twelfth grades. We have learned ninth grade is too young. There is no better testimonial to that than Senator Mathew's appointee who served as a ninth-grader. She came in extraordinarily shy and had great difficulty interacting with the other Youth Legislators until the mock hearing. She drew the straw for the Chair. I was not sure she could do it, so I took her aside to try to make her more comfortable. I said to her, "As happens, in our Legislature, when leadership comes to you, if you are not comfortable chairing, certainly you can be vice chair, and then the next time you can chair. If you want to do that, you can switch." She declined, and as she progressed through the hearing, I have never seen such a metamorphosis in one hour.

We were using Assemblywoman Marilyn Kirkpatrick's bill on the ability to use school facilities for other activities after school to maximize their use. The students did their homework regarding the fiscal impact and what it would cost the schools. The debate was very heavy. At some point, there was a two-man back-and-forth, and the Chair told them they had already used their time and the hearing would go on to another speaker. I watched this change, and at the end I heard her say, "I like being boss." She is reapplying, and it is very likely she will be a second-year Youth Legislator.

We are changing it to grades 10 through 12. We are also expanding it to allow more flexibility in applying. A student can apply to the Senator where the youth either resides, or attends a school, or is zoned for a school in the Senator's district. They can apply only to one. That will help me next year because I only have one zoned high school, the Academy of Performing Arts. I will get lots of applications from there, but I am having trouble getting them from Western High School.

This time, if they miss two consecutive meetings, they vacate their seat. They only had three regular meetings. If they change schools and go out of the Senate district, then they vacate their seat as well.

**Chair Parnell:**

It is really exciting to see, from what you have experienced, what changes have occurred. I would think the residency with regard to homeschooling or a charter school....

**Senator Wiener:**

It would be for the school they are zoned for, and for charter, it would be the same thing—where they live or where they attend school—whichever one they choose to apply to.

**Chair Parnell:**

You said applications have already gone out and notices have been posted?

**Senator Wiener:**

Yes. We have sent out a packet with applications, explanations, and all of the background to every social studies director in every school that would be appropriate. Also, home school networks have been notified.

We are running into the same thing we did last time; that is why we are moving the date a little earlier. Easter caught us last time and is an issue this time as well.

**Chair Parnell:**

I think you will see a difference in the number of students who apply and how quickly they will apply. Everyone who was on the Forum before would have shared the experience with someone, which in turn would interest others to serve the next time.

**Senator Wiener:**

Some of the students who have already served are graduating and want to come back as counselors.

**Assemblyman Denis:**

You mentioned changing schools or moving out of the district, but what if you have a student who really wants to serve and, through no fault of their own, their parents decide to move?

**Senator Wiener:**

We have not had that dialogue yet, but it is certainly something for consideration. In terms of meetings, they are held pretty quickly because the students have to get their bill draft requests in. Their meetings were finished by December. Of course they are still serving, and I encourage them to get involved in local government and advisory councils. They could possibly get a waiver.

**Assemblyman Denis:**

We have a lot of transiency in the State of Nevada, and the kids are moving around. I would hate for someone who really wants to do this not to be able to.

**Senator Wiener:**

The only thing that may raise an issue is that one Senator would have two Youth Legislators, and one would have none, if they moved to another district. That would be the challenge.

**Chair Parnell:**

I would like to offer a suggestion. The point is, when you apply for this position, you live in that district. Once you become appointed for that district you have a one-year term. I would think if it is not clear, we can make it clear that once appointed, you complete the term and moving would not terminate their appointment.

**Assemblyman Denis:**

Especially if in the middle of a term, the person there would do a better job of finishing the term than a new person starting in the middle of the term.

**Senator Wiener:**

For clarity, you would still be the Youth Legislator for that Senator until the end of the term. One Senator would not have two Youth Legislators.

The reason we decided on two meetings was because, at some point, they could have more, but they would have to have at least two. They had three last year, but there is no reason they cannot have more in the future as they do more outreach and engagement. It is written so well that they can do education as ambassadors for the legislative process.

These are active young people who are engaged in what they are doing. However, we had some who did not make orientation and one or two who only made one meeting. The requirement that they cannot miss two consecutive meetings is fairer than if they only attend the one in the middle. We did the best we could to get everyone to attend orientation, but because we changed the date, we could not hold them to that date.

It was such a building process. After Justice Cherry swore them in—they took the oath of office in the Senate chambers—I told them that they had taken an oath with the Justice and were bound by that and would have that title wherever they went. I also explained that they could go to a city council meeting and sign in as a Youth Legislator, have a voice, and that the people will listen.

If I may share a little history, Chair Parnell and I attended a conference in Washington, D.C., and each of us came back with different versions of this process, and that is why we partnered on the bill. We are also consulting with other states on this model.

**Chair Parnell:**

Are there any questions regarding this bill? Is there anyone in the audience who wishes to speak to either S.B. 77 or S.B. 161 (R1)?

**Assemblywoman Dondero Loop:**

If a child moved, I wonder if we could do some kind of a "day count," to determine whether they moved before a date or after. This is something kids face through no fault of their own, with sports and clubs and everything else they are involved in. If you had a child who was elected and three days later moved, you would have taken them out of the school, the zone, and out of everything they were representing. I wonder if we could consider something like whether they had completed X amount of time; maybe that could be the compromise. Could that work?

**Senator Wiener:**

That would be a good thing to think about. One marker, the orientation, is so important to this process. It is three days of intensive learning. Maybe that could be included in the mix as well. Orientation is in the summer, and the meetings quickly unfold during the school year.

**Chair Parnell:**

Maybe look at language to say if they do not attend the orientation....

**Senator Wiener:**

We have to give them an out because sometimes their parents have scheduled something before they are selected.

**Chair Parnell:**

We will have staff look at some possibilities. We are all in the same place with this.

**Assemblyman Stewart:**

I participated in the orientation. This is really a great program and some of these young people are fantastic. I have seen a couple of them on Carson City television on numerous occasions, and they are very articulate and have learned a great deal. Thank you, Senator Wiener, for your great work.

**Chair Parnell:**

We will keep this until work session and come up with a couple of ideas. Ms. Roberts is watching the meeting. We will get Mindy Martini, Research Analyst to the Senate Committee on Health and Education, involved as well and make sure they are okay with it before we present it to the Committee.



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I will close the hearing on Senate Bill 161 (1st Reprint) and ask for any public comment at this time.

Seeing none, we will adjourn [at 5:17 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: April 15, 2009

Time of Meeting: 4:21 p.m.

Bill	Exhibit	Witness / Agency	Description
	A		Agenda
	B		Attendance Roster
	C	Barbara Clark	<i>Final Report to the Legislative Committee on Education: From the Advisory Council on Parental Involvement</i>
	D	Shirley Beasley	<i>Parent Involvement Council 2008 Needs Assessment: Summary of Parent, Staff, and Administrator Survey Results</i>
	E	Rosalynnda Paez Carlton	"Washoe County School District Parent Involvement Council Needs Assessment"