

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

**Seventy-Sixth Session
April 25, 2011**

The Committee on Education was called to order by Chair David P. Bobzien at 3:18 p.m. on Monday, April 25, 2011, 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/76th2011/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; telephone: 775-684-6835).

COMMITTEE MEMBERS PRESENT:

Assemblyman David P. Bobzien, Chair
Assemblywoman Marilyn Dondero Loop, Vice Chair
Assemblyman Paul Aizley
Assemblyman Elliot T. Anderson
Assemblywoman Olivia Diaz
Assemblywoman Lucy Flores
Assemblyman Ira Hansen
Assemblyman Randy Kirner
Assemblywoman April Mastroluca
Assemblyman Richard McArthur
Assemblyman Harvey J. Munford
Assemblywoman Dina Neal
Assemblyman Lynn D. Stewart
Assemblywoman Melissa Woodbury

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

Senator Joe Hardy, Clark County Senatorial District No. 12

STAFF MEMBERS PRESENT:

Mindy Martini, Committee Policy Analyst
Kristin Roberts, Committee Counsel
Taylor Anderson, Committee Manager
Janel Davis, Committee Secretary
Gianna Shirk, Committee Assistant

OTHERS PRESENT:

Marcia Turner, Ph.D., Vice Chancellor for the University of Nevada Health Sciences System, System Administration Office, Nevada System of Higher Education
Joyce Haldeman, Associate Superintendent, Community and Government Relations, Clark County School District
Rosemary Virtuoso, Coordinator IV, School and Community Connection Program, Department of Student Threat Evaluation and Crisis Response, Student Support Services Division, Clark County School District

Chair Bobzien:

Welcome. [Roll was called. Rules and protocol were stated.] I will open the hearing on Senate Bill 96 (1st Reprint). Welcome, Senator Hardy.

Senate Bill 96 (1st Reprint): Revises provisions governing the Governor Guinn Millennium Scholarship Program. (BDR 34-586)

Senator Joe Hardy, Clark County Senatorial District No. 12:

Senate Bill 96 (1st Reprint) came about by asking myself, "What does someone do to get a job?" If I look at the kinds of things that put people in a position to get a job, it is getting to know people in the community, serving with them, getting educated, and putting yourself in a position to be hired.

I recognize that if Nevada Millennium Scholars were exposing themselves to more people in the community, they would be in a position to be hired for a job. This is a "networking jobs" bill that allows a student to distinguish himself from other people, to learn to care and share, and participate in the community.

The "guts" of the bill are on page 2, lines 40 through 45. It states, "A student who receives a Millennium Scholarship is encouraged to volunteer at least 20 hours of community service for this State, a political subdivision of this State or a charitable organization that provides service to a community or the residents of a community in this State during each year in which the student

receives a Millennium Scholarship.” This would allow the student to have a buy-in and give back to his community all at the same time.

Chair Bobzien:

Are there any questions?

Assemblywoman Flores:

Since the bill says that students are encouraged to volunteer, how does this impact their eligibility?

Senator Hardy:

If you consider that there is no mandate, in other words, the Nevada System of Higher Education does not have to report anything nor is there a form to fill out, the advantage comes when the student goes for a job interview and the person interviewing understands that there is encouragement to do community service. Moreover, there is an advantage of being a better person because you served the community.

Assemblywoman Flores:

How would the student be notified that they are encouraged to do 20 hours of community service? I would vote for this bill if it were a mandate. I think volunteering—and making it a condition—is great. I had a scholarship at the University of Southern California, and there was a condition that I had to do volunteer service in the community or an organization. A lot of people did not like the condition because it was new. They did not have that requirement until the second year of my scholarship. A lot of people complained about it, but in the end, it was to the student’s benefit, and I certainly benefited from it. How would the student ultimately know that this is encouraged, and that it is not going to reflect on the application process in any way?

Senator Hardy:

Usually what happens is there is a piece of paper in your backpack that your mother never sees. The bottom line is that there is encouragement through the Nevada System of Higher Education. Recognizing that we live in fiscally interesting times, we do not want to put another burden on reporting or keeping track of things. These are the kinds of things expected of a student when he enrolls. Marcia Turner may be able to clarify your question later.

Assemblyman Stewart:

I like this bill. The alternative, as Ms. Flores mentioned, is a mandatory volunteerism, which I question is really volunteerism.

Assemblywoman Dondero Loop:

Is this above and beyond something else that they would do? In other words, could the student use hours from outside school or other school activities?

Senator Hardy:

Yes, they can be used in conjunction. This bill is on the student's honor to do something. There are no stipulations of which one they want to do. If a person is striving to help people, he is going to feel better about himself, and people are going to feel better about him.

Assemblyman Kirner:

I understand this bill as an optional thing and it is not going to be monitored. It is a "feel good" bill in many ways, and I subscribe to your premise that this bill would make a graduate a better candidate for a job. What is the value of this bill?

Senator Hardy:

There is another legislative session coming up, and when Ms. Flores and I cosponsor the bill to make it mandatory maybe that will be the answer. When my son went to Arizona State University, he had mandatory volunteerism. He did not complain about it; he enjoyed it. There is an advantage and people see that opportunity. In my own view, this is not the time to mandate something like that.

Chair Bobzien:

Are there any additional comments?

Marcia Turner, Ph.D., Vice Chancellor for the University of Nevada Health Sciences System, System Administration Office, Nevada System of Higher Education:

We would like to say thank you to Senator Hardy for bringing this bill forward. We agree that it is a nice thing to encourage young students to give back to the community. In response to one of the questions regarding how students would be encouraged to know about volunteering, I would assume with all the paperwork the students have to fill out to become a Millennium Scholar, this is something that could be included in that paperwork.

When I was in college, I received a leadership scholarship based on my high school experience. There was no specific expectation needed to do any volunteer or leadership activities when I was in college. I had interaction with people who sponsored the scholarship, and I felt that it was my obligation to volunteer as someone who was benefiting from this scholarship. There will be

kids who see this encouragement and go further than they would naturally go. It is something they will hopefully see as a benefit to their own lives.

Chair Bobzien:

Are there any questions?

Assemblyman Munford:

I think this is a good bill because it makes a young person think and develop a spirit of unselfishness. I would add an extra part to the bill to work with the underprivileged or work with those who are in need of uplifting. As a teacher, I have discovered that students who receive the Millennium Scholarship become a little arrogant, and I think this bill may change that attitude.

Chair Bobzien:

Thank you. I will close the hearing on S.B. 96 (R1). We will move to Senate Bill 317. Joyce Haldeman is here to present the bill on behalf of Senator Valerie Wiener.

Senate Bill 317: Requires that plans developed and implemented to respond to crises occurring at public schools and private schools also address response to emergencies. (BDR 34-77)

Joyce Haldeman, Associate Superintendent, Community and Government Relations, Clark County School District:

I am here to read the prepared remarks from Senator Wiener [She read from ([Exhibit C](#))].

Chair Bobzien:

Are there any questions from the Committee?

Assemblywoman Diaz:

Is this bill creating another layer in which schools would have to organize another emergency evacuation plan? Currently, many schools have a plan in place. For example, if there is some sort of criminal activity we need to get away from quickly there are plans devised for that. Is this broadening the term "emergency" to apply to different situations?

Joyce Haldeman:

The bill simply expands the ability for the plans already in place to cover emergencies, as well as other crises already covered. In many senses, it is a cleanup bill because you will see the word "emergency" inserted throughout the bill to expand the definition.

Assemblyman Kirner:

Can you give me examples of other emergencies that are currently not covered?

Joyce Haldeman:

For example, you could show up at school one day and find that a pipe had broken, water was all over the campus, and it was not safe for students. There are all kinds of emergencies that are a "catch-all."

I would like to go on the record as saying that the Clark County School District (CCSD) is in support of the bill.

Chair Bobzien:

Is this a practice that is already in place? I am assuming this bill brings the statute in line with what is already being done. Could you give us a couple of anecdotes of how things have moved along post-Columbine, post-9/11, et cetera?

Joyce Haldeman:

Yes, the district has current, excellent planning provisions in place. Rosemary Virtuoso from CCSD is in the audience and will address that. Our administrators have prepared crisis preparation plans that are visible and in an easily accessible place. The plans are updated annually, and members of the staff know what their role is in case of an emergency. The Columbine High School massacre was a wake-up call for all of us.

Mr. Bobzien, the next time you bring the Committee to Las Vegas, I would like you to visit the CCSD Police Department headquarters so that you can see the extensive work we have done in preparation for any kind of emergency or crisis that might take place. The safety of our students is important to us. This bill simply extends what is in place.

Assemblyman Munford:

What led to the need for campus police in CCSD? Did the policemen have guns when they were first put on campuses?

Joyce Haldeman:

It was probably created in response to some of the situations we were facing in the community at the time. If you would like more specific information, I would be happy to prepare it for you.

Assemblyman Munford:

I know there were a lot of student confrontations and social issues on campus that may have led to it as well.

Assemblywoman Mastroluca:

As a member of the Legislative Committee on Child Welfare and Juvenile Justice that Senator Wiener also served on, part of this came from a discussion we had for another bill that moved forward out of the committee. It is part of a nationwide movement to ensure that children have safety plans in the event of natural disasters.

After Hurricane Katrina, it became very apparent that there was not a plan for natural disasters and how to deal with children during natural disasters, not specifically at schools, but overall. There was not an ability to have a plan for children in shelters or different emergency situations. This bill grew out of that. The question came up, "What constitutes an emergency?" Some of that came from talking about how we would deal with children during natural disasters.

Assemblyman Stewart:

The most important part of this bill is putting a local or state emergency management organization representative on it. Some disasters could be community-wide. From what I interpret, there would be better coordination during emergencies—earthquakes or floods—that not only affect the school but the community around the school. There would be better coordination than there is now with local or state entities. Is that correct?

Joyce Haldeman:

You are correct. There are many members of the CCSD team working on the local agencies emergency planning processes. We work and perform mock training with them. The school district has many resources that are extremely important to people in times of emergency. Whether we are the reunification center or the place to drop off kids to keep them safe, or whether we are providing buses, we are involved in part of the emergency planning. This bill simply puts in statute some of the things that we are already doing.

The day after the earthquake hit in Japan, my office received a call from a frantic community member wanting to know if we had students on buses driving east because they thought the tsunami was about to hit Las Vegas. People in the community recognize that we have a lot of resources that we use to keep our students and other members of the community safe.

Assemblywoman Diaz:

I am not familiar with how often children who ride school buses receive emergency training exercises. Could you go over that?

Joyce Haldeman:

The training is done twice a year with the students.

Assemblyman Kirner:

Could the school principal declare an emergency?

Joyce Haldeman:

I do not know the answer to that. I think we have a protocol in place. Ms. Virtuoso can answer the question.

Rosemary Virtuoso, Coordinator IV, School and Community Connection Program, Department of Student Threat Evaluation and Crisis Response, Student Support Services Division, Clark County School District:

We appreciate Senator Wiener's efforts in taking this bill and fine-tuning it. As department coordinators, we have been responsible for CCSD crisis planning. We have gotten a statewide perspective. We are also part of the Clark County Local Emergency Planning Committee in Clark County schools, as well as the Nevada S.P.A.R.T.A.N. Task Force, which is a statewide effort looking at school-based crisis plans. What we have seen in watching the development of crisis planning in schools is that *Nevada Revised Statutes* (NRS) Chapter 414 and NRS 392.600 through NRS 392.656 look at two separate entities. There was a need to merge both concepts of defining what an emergency is and recognizing that crisis planning at schools had to do with school violence.

Senate Bill No. 289 of the 71st Session originally had been the post-Columbine aftereffect. We have noticed that emergency management talks to resource management about what the community can provide in support or what resources can be managed to assist schools or the community when an emergency occurs. Crisis management and crisis response in schools look at people management and how students, staff, and parents respond when an event occurs. We look at the behavioral elements.

The issue was that man-made events can occur in school, and it is more than school violence. Some of these events do not necessarily need police reaction or emergency management. We look at the "big C" events, which are the big crisis events. For example, last year we had 11 schools in lockdown. We did not need firemen, but we needed people to manage the schools to reunify parents with their children. We also have "small c" events where small events occur like the example Ms. Haldeman used of a pipe breaking. When that happens, we have to evacuate the school and put the children in another safe location to reunify the children with their parents. Emergency events are broad. This bill will allow that to happen.

As a member of the S.P.A.R.T.A.N Task Force, I find that there is a wide variety of how school districts are interpreting NRS 392.600 through NRS 392.656. Consequently, this bill will allow school districts to take a

broader look. There was a question in regards to this making it difficult for school districts. The answer is, "No." There are basic, overarching procedures that can manage emergency plans. There are approximately 26 types of issues that we have to plan for in schools, but the five or six basic procedures—like lockdown, shelter in place, and student accounting—are the types of reactions that can be done in a school environment to protect kids and ensure their safety.

There was a question in regards to principals determining an emergency. Principals will automatically alert the school district and emergency responders when an issue occurs. Whether or not there is a definition of an emergency comes down to the Governor, but the principal is the first responder to the event; they are the ones to make the initial decision before a first responder arrives at the scene.

Chair Bobzien:

Thank you. Are there any questions from the Committee? [There were none.] I will close the hearing on S.B. 317. The meeting is adjourned [at 3:51 p.m.].

RESPECTFULLY SUBMITTED:

Janel Davis
Committee Secretary

APPROVED BY:

Assemblyman David P. Bobzien, Chair

DATE: _____

EXHIBITS

Committee Name: Committee on Education

Date: April 25, 2011

Time of Meeting: 3:18 p.m.

Bill	Exhibit	Witness / Agency	Description
	A		Agenda
	B		Attendance Roster
S.B. 317	C	Joyce Haldeman	Written Testimony from Senator Valerie Wiener