

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

**Seventy-Seventh Session
April 1, 2013**

The Committee on Education was called to order by Chairman Elliot T. Anderson at 3:09 p.m. on Monday, April 1, 2013, 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 nelis.leg.state.nv.us/77th2013. 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 Elliot T. Anderson, Chairman
Assemblywoman Marilyn Dondero Loop, Vice Chairwoman
Assemblyman Paul Aizley
Assemblywoman Lesley E. Cohen
Assemblywoman Olivia Diaz
Assemblyman Wesley Duncan
Assemblyman Andy Eisen
Assemblywoman Michele Fiore
Assemblyman Randy Kirner
Assemblyman Harvey J. Munford
Assemblywoman Dina Neal
Assemblyman Lynn D. Stewart
Assemblywoman Heidi Swank
Assemblywoman Melissa Woodbury

COMMITTEE MEMBERS ABSENT:

None



GUEST LEGISLATORS PRESENT:

Assemblyman David P. Bobzien, Washoe County Assembly District No. 24

Assemblywoman Lucy Flores, Clark County Assembly District No. 28

Senator Patricia (Pat) Spearman, Clark County Senatorial District No. 1

Assemblyman Michael Sprinkle, Washoe County Assembly District No. 30

STAFF MEMBERS PRESENT:

Todd Butterworth, Committee Policy Analyst

Andrew Diss, Committee Manager

Jacque Lethbridge, Committee Secretary

Sharon McCallen, Committee Secretary

Steven Sisneros, Committee Assistant

OTHERS PRESENT:

Deborah Cunningham, Deputy Superintendent for Administrative and Fiscal Services, Department of Education

Lonnie Shields, representing Nevada Association of School Administrators

Lindsay Anderson, representing Washoe County School District

Christine Miller, representing Nevada Association of School Boards

Mary Pierczynski, representing Nevada Association of School Superintendents

Craig Stevens, representing Nevada State Education Association

Megan Comlossy, Policy Associate, Health Program, National Conference of State Legislatures, Denver, Colorado

Elisa Cafferata, representing Nevada Advocates for Planned Parenthood Affiliates

Sara Wainwright, Private Citizen, Reno, Nevada

Dawn Johnson, Private Citizen, Las Vegas, Nevada

Elisha Morgan-Lange, Private Citizen, Las Vegas, Nevada

Vanessa Spinazola, representing American Civil Liberties Union of Nevada

Stacey Shinn, representing Progressive Leadership Alliance of Nevada

Jocelyn Diaz, Private Citizen, Carson City, Nevada

Katherine Loudon, Counseling Coordinator, Safe Schools, Substance Abuse, Violence, and S.H.A.R.E., Washoe County School District

Kathryn Weber-Karp, S.H.A.R.E. Specialist, Washoe County School District

Reverend Greg Davis, Private Citizen, Las Vegas, Nevada

Astrid Silva, Private Citizen, Las Vegas, Nevada

Keith Reisinger, Private Citizen, Las Vegas, Nevada

Angie Sullivan, Private Citizen, Las Vegas, Nevada
Erika Greisen, Private Citizen, Las Vegas, Nevada
Emmily Bristol, Private Citizen, Las Vegas, Nevada
Rafael Lopez, Private Citizen, Las Vegas, Nevada
Dr. Amanda Morgan, Private Citizen, Las Vegas, Nevada
Caitlyn Anderson, Private Citizen, Las Vegas, Nevada
Janine Hansen, representing Nevada Families Association
Lynn Chapman, representing Nevada Families For Freedom
Dale Lavelly, Private Citizen, Carson City, Nevada
Kimberly Burchiel, Private Citizen, Carson City, Nevada
Melissa Clement, representing Nevada Right to Life
Don Nelson, representing Nevada LIFE
Chris Albright, Private Citizen, Las Vegas, Nevada
Jeanette Clark, Private Citizen, Las Vegas, Nevada
Tina Trenner, Private Citizen, Pahrump, Nevada
Russell Cannon, Private Citizen, Las Vegas, Nevada
Sam Castor, Private Citizen, Las Vegas, Nevada
Georgeann Ray, Private Citizen, Las Vegas, Nevada
Mary Ann Gothard, Private Citizen, Las Vegas, Nevada
Briana Simmons, Private Citizen, Carson City, Nevada
Christle Robinson, Private Citizen, Carson City, Nevada
Judie Brailsford, Private Citizen, Las Vegas, Nevada
C.T. Wang, Private Citizen, Las Vegas, Nevada
Analiese Castor, Private Citizen, Las Vegas, Nevada
Sheila Moulton, Private Citizen, Las Vegas, Nevada
Ruth Johnson, Private Citizen, Las Vegas, Nevada
Lisa Nelson, Private Citizen, Las Vegas, Nevada
David Strickland, Private Citizen, Las Vegas, Nevada
Juanita Clark, Private Citizen, Las Vegas, Nevada
Heidi Wixom, Private Citizen, Las Vegas, Nevada
Cristi Bulloch, Private Citizen, Las Vegas, Nevada
Leslie Thomas, Private Citizen, Las Vegas, Nevada
Linda Peterson, Private Citizen, Las Vegas, Nevada
Nicole Rourke, representing Clark County School District

Chairman Elliot Anderson:

[Roll was called. Housekeeping, protocol, and procedures were explained.]
We have a controversial bill this hearing so I would please remind you that courtesy and respect in all of our interactions is important, even if you do not agree with someone else's position. We will begin with our work session while we have all of our Committee members.

Assembly Bill 130: Revises provisions requiring the Board of Regents of the University of Nevada to pay certain educational fees and expenses for certain dependent children. (BDR 34-187)

Todd Butterworth, Senior Research Analyst, Research Division, Legislative Counsel Bureau:

The first bill on the work session docket is Assembly Bill 130. This bill was heard on March 6, 2013. [Read summary of A.B. 130 ([Exhibit C](#)).] There has been one amendment proposed to the bill by Ron Dreher, representing the Peace Officers Research Association of Nevada. You have a mock-up of the proposed amendment on your work session document.

A note of caution: all of the amendments we will consider in our work session are conceptual, so the Legal Division will be translating our amendment concepts into the appropriate legal language. The final amendment may look a little different.

Chairman Elliot Anderson:

To clarify the amendment, this is to keep the original scope of the bill. This is a cleanup bill to include those who may have been left out, for example, peace officers I, II, and III. The scope would not be expanded from the original intent of the language. I would accept an amend and do pass motion.

ASSEMBLYMAN KIRNER MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 130.

ASSEMBLYMAN STEWART SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

Mr. Kirner will handle the floor assignment.

Assembly Bill 222: Requires certain school districts to adopt pilot programs for the establishment of reading skills development centers. (BDR S-482)

Todd Butterworth, Senior Research Analyst, Research Division, Legislative Counsel Bureau:

Assembly Bill 222 was heard in Committee on March 25, 2013. [Read summary of A.B. 222 ([Exhibit D](#)).] No amendments have been proposed for the bill, and there was no testimony in opposition to the bill.

Assemblyman Kirner:

Is the money for this controlled by the University of Nevada, Las Vegas (UNLV) or the University of Nevada, Reno (UNR) respectively, or is it controlled by the respective school districts?

Assemblywoman Diaz:

We have an appropriation that is destined for the school districts; then there is the appropriation that will go directly to the Nevada System of Higher Education (NSHE). There are separate monies going into each entity.

Assemblyman Kirner:

Would it be better if we sent the money to the respective districts and let them work with their university rather than sending the money to the university?

Assemblywoman Diaz:

We can talk about that in the Assembly Committee on Ways and Means.

Chairman Elliot Anderson:

I would reemphasize Committee, that we are voting on policy here. Mr. Kirner will have that discussion in the Assembly Committee on Ways and Means about how best to structure those appropriations. I would note this policy does fit into the broader agenda we have been talking about this session regarding "Read by Three." We will be voting on the policy. I would accept a motion for do pass.

Assemblyman Kirner:

Given the uncertainty around the money issue when it goes to the Assembly Committee on Ways and Means, my view might be to not make a recommendation one way or the other, and that we refer it to that Committee.

Chairman Elliot Anderson:

Mrs. Diaz, are you all right with that?

Assemblywoman Diaz:

I would like to have the Assembly Committee on Education's blessing moving forward into the Assembly Committee on Ways and Means if you believe this is a good program to put in place in our districts. I would love to have that confirmed. If it gives too many members concern, I believe we are debating the policy versus fiscal impact.

Chairman Elliot Anderson:

Mr. Kirner, for now we are going to stick to accepting a do pass motion. I also like the policy. I understand this will automatically go to Ways and Means.

Assemblyman Kirner:

I want to make it clear that I support the concept completely. I would vote in favor if that is the way you want to go; however, I would like to reserve my vote.

Chairman Elliot Anderson:

So noted, Mr. Kirner. That is absolutely an understandable concern.

Assemblyman Duncan:

I, too, support this policy. Early intervention programs have proven very successful in other places such as Florida. I commend Assemblywoman Diaz for putting this bill forward. I do hope there will be a discussion with the Governor's office, as well, now that there will be more English language learner (ELL) funding that appears to be coming forward.

ASSEMBLYMAN EISEN MOVED TO DO PASS ASSEMBLY BILL 222.

ASSEMBLYWOMAN SWANK SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

Ms. Diaz will handle the floor statement.

Assembly Bill 224: Revises provisions governing the collection and maintenance of certain data relating to public education. (BDR 34-269)

Todd Butterworth, Senior Research Analyst, Research Division, Legislative Counsel Bureau:

Assembly Bill 224 was heard in Committee on March 20, 2013. [Read summary of A.B. 224 ([Exhibit E](#)).] After consulting with various stakeholders, Chairman Anderson has offered an amendment with a mock-up that is attached to the work session. I would note that there was no testimony in opposition to this bill.

Chairman Elliot Anderson:

I would like to explain to the Committee why these changes were made. I did talk to the districts and there is no fiscal impact to put in these identifiers. However, the Department of Education did have an issue as the statute

mandated they create a bridge to be able to report these numbers statewide. That was not really necessary, but I think it is better for the data system, in the end, to have statewide accessibility. However, it is not necessary for the intent of this bill at this time. The districts will be having other existing data projects coming online and this would automatically allow them to collect this data. Additionally, Washoe County School District (WCSD) is going to withdraw their fiscal note for the \$2,500 in registration forms. We have been able to get rid of the fiscal impact of this bill.

Are there any questions regarding this bill? Seeing none, I would be looking for an amend and do pass motion.

ASSEMBLYWOMAN DIAZ MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 224.

ASSEMBLYMAN DUNCAN SECOND THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

I will take the floor statement.

Assembly Bill 260: Revises provisions governing tuition charges assessed against certain students with the Nevada System of Higher Education. (BDR 34-226)

Todd Butterworth, Senior Research Analyst, Research Division, Legislative Counsel Bureau:

Assembly Bill 260 was heard in Committee on March 20, 2013. [Read summary of A.B. 260 ([Exhibit F](#)).] An amendment has been proposed by Chairman Anderson and is part of the work session document. There was no testimony in opposition to the bill.

ASSEMBLYMAN KIRNER MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 260.

ASSEMBLYMAN EISEN SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

Chairman Elliot Anderson:

I do want to make it clear for the record on A.B. 260 that any veterans that are granted in-state tuition will be counted the same as any other receiver of

in-state tuition. If you are under the old formula or under the new proposed formula, it will be counted exactly the same. I will take the floor statement.

Thank you, Committee, for getting the work session out of the way. We will open our hearing on Mr. Bobzien's two bills. We will take Assembly Bill 357.

Assembly Bill 357: Revises provisions governing the regional training programs for the professional development of teachers and administrators. (BDR 34-272)

Assemblyman David P. Bobzien, Washoe County Assembly District No. 24:

This will be more of an introduction to the bill rather than a walk-through. It is lengthy, but it is fairly simple in what it does. I had the privilege of chairing the Assembly Committee on Education last session, and Regional Professional Development Programs (RPDP) and their importance is an issue that the Legislature should be focused on. The RPDPs, as they are affectionately known, provide vital professional development resources to our teachers and those in the classroom with our children. This is a critical time in education with all of the moving parts and reforms that are going through and those you are continuing this session. The RPDPs are essential to ensuring those reforms come to realization in the classroom to the benefit of our students.

How do we know the teachers are going to be prepared to implement the Common Core State Standards (CCSS) in what they are teaching and the work the Teachers and Leaders Council (TLC) from last session is doing on the teacher and administrator evaluations in making sure they are conducted properly and fairly? Again, I see the RPDP as having a central role by making sure that happens.

We are hearing a lot about the use of longitudinal data systems and how wonderful it is going to be to have that information at the fingertips of policy makers, parents, and administrators, while making sure that data has benefit in the classroom. Here, again, the RPDPs play a core role.

Out of this concern for the need for the expanding scope of what the RPDPs are doing in making sure that is coordinated across the state and with the Department of Education as they continue to roll out these changes in education, I came forward with this bill to make sure that we could talk about what the proper governance of the RPDP is. Heretofore, they have been dispersed. We have the northwest RPDP, northeast RPDP, and we have the southern RPDP. They are broken out into these regions, and it is supposed to provide accountability to the individual districts. That accountability is not a bad thing; they should work closely with the districts and work with the

individualized professional development needs of the districts. However, we are out of time now with so many reforms that we should provide a more centralized structure.

I wrote the bill and got ahead of the conversation and along came the Department of Education and the Governor's perspective on this, and I was amazed that it matched this perspective almost entirely. I am appreciative of the Governor also recognizing the importance of the RPDPs working together.

We will be hearing from the Department of Education on this bill, and I would note that there is a conceptual amendment on the Nevada Electronic Legislative Information System (NELIS) ([Exhibit G](#)). We will talk about some of the concerns of the Department of Education. I agree those should be addressed. I am willing to entertain that amendment and support it.

I will not walk you through the entire bill as it is 20 pages, but it is repealing sections related to the statewide council and basically rolls all of this up into the Department of Education.

The amendment will further clarify what the new reality for the RPDPs means. Section 3, subsection 1, paragraph (c) "be amended to retain the language requiring the Office of Parental Involvement to work in cooperation with the Regional Training Programs and remove the referent to the Department (although still removing the referent to the Statewide Council)". This recognizes the Office of Parental Involvement is important and we want that office to be involved ([Exhibit G](#)).

Section 7, subsection 1, be "amended to clarify that staff members of the regional training programs are employed by NV school districts and are not staff members of the Nevada Department of Education ([Exhibit G](#))."

Section 11, subsection 1, "be amended to clarify that the training program offered by each region be guided by the needs assessment data, goals, and objectives of the School and District Improvement Plans of each district in that assigned region and by the State Improvement Plan, and that the plan for each regional training program be approved by the Department ([Exhibit G](#))."

This is an appropriate balance issue of how much connection and responsiveness there should be to the schools and districts that they serve.

Finally, "A section be added to ensure that the option created in the 2011 session for Clark and Washoe County School Districts to remove their portion of funding from the regional training program and to use those funds

outside of the scope of the regional training program be eliminated as an option ([Exhibit G](#))."

There was some concern in the last session that there be more choice given to the districts in being able to contract for professional development. It may not have been the best idea at the time. We tried it over the past two years, and this is recognition that this was possibly not the best way to go, and we are going to pull that back. I would defer to the Department of Education or to the districts if they have any comments to make on that. For now, I am in agreement with this conceptual amendment.

Chairman Elliot Anderson:

Do we have any questions for Mr. Bobzien? [There were none.]

Deborah Cunningham, Deputy Superintendent for Administrative and Fiscal Services, Department of Education:

Assemblyman Bobzien did a nice job of giving an overview of the bill and going through the amendment that we proposed in conceptual terms. I would echo the intent of the bill, which is to give greater cohesion, consistency, and focus to professional development efforts in the state. It will allow us to support implementation of key reforms such as the CCSS, the new assessments that will be aligned with those standards, the Educator Effectiveness System, and also the Nevada School Performance Framework (NSPF) which is our accountability system for schools soon to be implemented. None of these will happen without a great deal of professional development, and we want to make sure we are using those scarce professional development dollars in as efficient and effective way as possible.

Lonnie Shields, representing Nevada Association of School Administrators:

We would like to voice our support for this bill. Thank you.

Chairman Elliot Anderson:

Is there anyone else in support of A.B. 357 either here in Carson City or in Las Vegas? Seeing none, I will open up the table for those in opposition. [There was no one.] Is there anyone here that is neutral?

Lindsay Anderson, representing Washoe County School District:

We are in neutral position on A.B. 357. We think any opportunity to talk about professional development is absolutely critical to our efforts of getting students college and career ready. We are not as concerned about the structure of the RPDPs; however, we do use them regularly in addition to our own professional development provided at the district level.

Christine Miller, representing Nevada Association of School Boards:

As a matter of policy, Nevada's 17 school boards are interested in ensuring that appropriate professional development is provided in all 17 school districts with particular focus on the following three items. [Read from prepared testimony ([Exhibit H](#)).]

Mary Pierczynski, representing Nevada Association of School Superintendents:

Chris Miller has outlined several things that we also think are very important about continued professional development. The RPDP piece is used at a different level in different districts, but the one thing consistent across the state is the importance of training for our staff, teachers and administrators. No matter what the governance level is, we want to emphasize that this training has been excellent, especially in our rural areas. The access has been great, and we would like to see that continue under new governance.

Craig Stevens, representing Nevada State Education Association:

I apologize for not being here in time for the support, but Nevada State Education Association (NSEA) is in full support of this bill and appreciates Mr. Bobzien for bringing it forward.

At the beginning of his testimony regarding the work of the TLC and the support that needs to be made for educators across the state, we could not have said it better. The work the RPDPs need to do in order to support educators when it comes to their evaluation and making sure that the investment we made in the teachers today is being paid off to the educator through training and helping them to be the best educator possible. We appreciate the reconfiguration of the RPDP and for setting one step in that direction.

Assemblyman Bobzien:

It is a good bill.

Chairman Elliot Anderson:

We will close the hearing on Assembly Bill 357. Mr. Bobzien, we will hear your other bill, but we have a brief presentation first.

Megan Comlossy, Policy Associate, Health Program, National Conference of State Legislatures, Denver, Colorado:

My expertise is in the area of teen pregnancy prevention. I will talk about teen pregnancy, its implications, and state policies on sex education [Spoke from PowerPoint presentation ([Exhibit I](#)).]

The good news is that teen birth rates are declining. In 2010, they hit an all-time low. That said, you can see that teen birth rates in Nevada are higher than the national average. In 2010, Nevada has the 17th highest teen birthrate in the United States.

There are two basic drivers behind these figures: sex and contraception. Fewer adolescents are having sex, and of those that do, more are using contraception. The rate of teens who have ever had sex in Nevada is slightly higher than the national average. Contraceptive use as compared to the rest of the nation is mixed.

Sarah Brown, chief executive officer of the National Campaign to Prevent Teen and Unplanned Pregnancy, refers to this less-sex-more-contraception as the magic formula. She attributes changes in teen behavior to a number of factors including the recession, media attention through shows such as "16 and Pregnant" and "Teen Mom," and also to a growing use of evidence-based programs.

If the teen birthrates are at such historic lows, you might ask, why does it matter? It matters because the U.S. has the highest teen birthrate in the industrialized world. In 2010, more than 372,000 babies were born to teen moms aged 15 to 19 years old. Nearly 3,500 of those were to teens in Nevada, which is a rate of about 10 births to teen moms each day. Nearly one-third of girls become pregnant by the time they are 20, and many of those have subsequent births before their 20th birthday.

Additionally, adolescents and young adults between the ages of 15 and 24 in Nevada are disproportionately affected by sexually transmitted diseases (STD). Rates for both males and females are elevated for chlamydia, gonorrhea, and syphilis.

The costs associated with teen pregnancy and births are also considerable and are human costs. The data I am presenting is a little dated, but it still gives an idea of the scale of the cost we are dealing with. In 2008, the cost associated with teen pregnancy in Nevada totaled \$84 million, of which \$8 million was due to public health for teen moms and their babies; \$11 million for child welfare, and for children who have reached adolescence and young adulthood; \$21 million for increased rates of incarceration; and \$45 million in lost tax revenue due to decreased earnings and spending.

Research shows that many teens face challenges older parents do not. It is not only the parents who are affected. Their children lose the opportunity to grow up with parents who are prepared to raise them. States lose out on a prepared

and productive workforce, and their budgets suffer enormous health care, education, criminal justice, and social service costs. While the emotional toll is impossible to quantify, the financial costs are clear.

I am going to give you a summary of many statistics. Eighty percent of the fathers of children born to teens never marry the children's mothers. Two-thirds of families started by teens are poor. One-quarter of teen mothers go on welfare within three years of the child's birth. Approximately 25 percent of teenage mothers have a second child within two years of the first. In Nevada, nearly 700 children born to teens in 2010 were repeat births to teen moms. It is not only the parents who are affected. Children of teen mothers are more likely to be premature and have low birth weight. They are twice as likely to be subject to abuse and neglect as children born to older parents. Sons are twice as likely to end up in prison, and daughters are three times as likely to become teen parents themselves.

This is key. A child born to a teen mom who has not finished high school and is not married is nine times more likely to be poor than a child born to an adult who has finished high school.

Parenthood is also the leading cause of school dropout among teen girls, as 30 percent of teen girls cite pregnancy and parenthood as a reason for dropping out of high school. That rate is even higher for African-American and Hispanic teenage women. It is closer to four in ten. Only 40 percent of teen mothers finish high school, and fewer than 2 percent finish college by the time they are 30 years old. We see the intergenerational impact on educational achievement as well. Only about two-thirds of children born to teen mothers earn a high school diploma compared to 81 percent of their peers with older parents.

Children of teen mothers perform worse on many measures of school readiness, are 50 percent more likely to repeat a grade, and also are more likely than children born to older mothers to drop out of high school.

The National Campaign to Prevent Teen and Unplanned Pregnancy and America's Promise Alliance studied the relationship between teen pregnancy and the high school dropout rate. The study looked at the nation's nearly 14,000 school districts and identified 25 persistently low-achieving districts. It found that those 25 districts accounted for one in five of the nation's dropouts, and 16 percent of teen births. Clark County was among those 25 persistently low-achieving school districts with a districtwide graduation rate of approximately 43 percent and was responsible for more than 3,000 births to teens in one year alone.

According to a study of former foster youth in three states conducted by Chapin Hall, University of Chicago, almost half of the girls in foster care get pregnant by the time they are 19 years old. A similar proportion of young men in foster care have reported to have gotten someone pregnant by the time they are 19 years old.

I am going to spend a minute highlighting this really vulnerable population for which the state is responsible.

In 2009, one-third of children in foster care were over the age of 12. On average, teens spend about four years in the foster care system so there is time to reach them. Foster children often live in temporary settings and lack permanent mentors. Many young women purposely get pregnant because they want someone who will love them unconditionally. Unfortunately, children demand unconditional love. They do not necessarily give it back. One in five moms in foster care were themselves investigated for child abuse and neglect.

The adults that work with foster youth do not necessarily know what their responsibilities are or how to educate foster youth regarding sexual health. Sex education in schools may be the only education or information that these at-risk youth will receive.

One way states are working to address teen pregnancy is through sexual health education. All states are somehow involved in sex education for public school children, but it varies greatly. Nevada currently mandates sex and HIV/AIDS education and requires content be age appropriate. That is similar to what other states require. However, Nevada's existing statute related to sex education requires only limited subjects be covered. Those include HIV/AIDS, the human reproductive system, related communicable diseases, and sexual responsibility.

Assembly Bill 230 would expand on those required content areas, making requirements more comprehensive and more in line with subject matter often included in teen pregnancy prevention programs that have been rigorously evaluated and proven to change teen behavior. The bill would also require content be medically accurate.

According to the Guttmacher Institute, 22 states, including Nevada, require parents to be notified that sex education will be provided. Nevada is one of very few states currently requiring parents to provide written consent before their child participates in sex education. In contrast, 35 states and the District of Columbia allow parents to remove their children from instruction but do not require prior consent for their child to participate. While Nevada's existing law requires parents to opt in to sex education programs for their

children, A.B. 230 would require school districts to continue to notify parents of the sex education program, but would also allow them to opt out on behalf of their child.

It is impossible to attribute the decline in teen pregnancy to any one initiative or factor, and a variety of factors are likely responsible for the downward trend. However, much research has been done on programs that aim to change teen behavior around teen pregnancy. We do know there are programs that work. Various meta-analyses, as well as individual evaluations of specific programs, have found and identified teen pregnancy prevention programs that have proven effective at changing sexual risk behaviors, to reduce teen pregnancies, postpone sexual activity, and improve contraceptive use.

The programs that have been found to be effective are not limited to a particular approach or ideology around sex education. They target a range of groups and populations, and the list of evidence-based teen pregnancy prevention programs is continuing to expand as more are tested and replicated. Since 2010, the federal government has aided that effort by providing two funding streams dedicated solely to evidence-based programs that have proven effective.

The federal Office of Adolescent Health has identified 31 programs that have been rigorously evaluated and proven to influence teen sexual behavior. Those federally funded programs are required to be evidence based, age appropriate, medically accurate, or to develop, replicate, refine and test new innovative strategies.

Page 13 ([Exhibit I](#)) lists standards that were developed by a national organization, and the purpose of standards is to provide clear expectations of what students should know and be able to do by the conclusion of certain grade levels and to provide educators with guidance on minimal essential content. I am not advocating or supporting this. I thought it could be helpful to you in thinking about the content and standards that others are using and that national organizations have put forth.

Polls at state and federal levels indicate that many parents support sexual health education in school. We do not have specific data for Nevada, but a national survey also done by the National Campaign, and the Social Science Research Solutions, found that three-quarters of adults wish young people were getting information about both abstinence and contraception rather than either/or. When asked about what topics are appropriate for public school sex education programs to teach to middle school and high school students, 96 percent of adults supported teaching the basics of reproduction and pregnancy, 94 percent

supported teaching birth control and methods of preventing pregnancy, and 87 percent supported teaching students how to access contraceptives.

That is a brief overview, but I hope you have gleaned that teen pregnancy is a wide-ranging issue and has consequences that impact not only health and school readiness, but school completion and the economy. Addressing teen pregnancy can reduce dropout rates and improve child welfare and economic development for multiple generations. Many other states, communities, and the federal government are tackling this issue right now as well, so when you are thinking about how to address this issue, there are many strategies and programs you can borrow and learn from. There is a lot of research on what works to change teen behavior and programs that have proven to reduce teen pregnancy. The good news is you do not have to reinvent the wheel. In fact, some of the programs on the Office of Adolescent Health's list of 31 programs that have been proven effective are already being used in Nevada, just outside the school day.

Assemblywoman Dina Neal, Clark County Assembly District No. 7:

In September 2011, a state team got together for Nevada and began to focus on teen pregnancy. One of the strengths Nevada has in addressing teen pregnancy prevention is that we are receiving funding from the Office of Adolescent Health. We had nurse/family partnerships, home-visiting local money, and we had attempted a sex education bill that dealt with comprehensive sex education. That bill failed. An additional strength through teaching sex education in schools was that the opt-in provision represented 93 percent of parents, while 4 percent of parents did not return their opt-in slips. The negative to this is that there is an unfunded mandate, and there were only four focused areas.

We decided we would have a state conference on teen pregnancy. The state conference focused on the economic development impact of teen pregnancy. National Conference of State Legislatures (NCSL) laid out that there was a baseline education program in statute. There was actually a 1996 report and an action plan created by Frankie Sue Del Papa who was our former Attorney General. What was cited in the 1996 study was that we should focus on sex education. As Ms. Comlossy stated, issues that were supposed to be part of the sex education were dealing with life and sexuality, sexually transmitted diseases, HIV, and substance use and abuse.

We began to compare the data to see what was going on in 1994. In 1994, they only compared Washoe, Clark, and Elko Counties. At that time, in Clark County, there were 64 teen births per 1,000; in Washoe, there were 68 per 1,000; and in Elko, there were 78 teen births per 1,000. When looking

at the 2008 data, we found that Clark County had a reduction. There were now 60 teen births per 1,000; Washoe had 49 teen births per 1,000; and Elko had dropped the most, with 50 teen births per 1,000. Although we knew there had been a reduction, we knew there was still a need. In looking at the numbers and analyzing what was working, if the 1996 plan dealt with the issue, we wanted to know if it solved the problem of teen pregnancy and the economic impact on the state. We concluded that it did not. Teen pregnancy, as stated by NCSL, had a direct and indirect cost to taxpayers of \$84 million per year. HIV and AIDS was costing \$21 million, and the average life expectancy of a teen diagnosed with HIV/AIDS was 24 years old. The lifetime cost of trying to medically assist a teen was \$618,000 and there were about 823 people living with HIV diagnosed as teens in Nevada.

When we began looking at sexually transmitted infection (STI) and sexually transmitted disease (STD) rates, we were paying out about \$7 million in costs for Nevada teens. The Nevada teens represented a combined group of 3,812 cases of teens with chlamydia, gonorrhea, and syphilis. I need to give credit where credit is due. This information came from the Southern Nevada Health District, which runs the Teen Pregnancy Prevention Program (TPPP). I am currently a member of the advisory board. When we began looking at the return on investment, for the small amount of dollars the TPPP was using, we saw a 10 percent decrease of about 305 teen births. Chlamydia was reduced by 322 students, which gave us an average cost reduction of \$171 that we had averted per student. The estimated averted cost for chlamydia was \$55,000 for that year. That was significant. For gonorrhea, we had reduced the caseload by 58 students, and had averted a cost of \$206 per teen. Syphilis was a 0.60, half a teen, but we still counted that as a reduction because we saw the average cost savings of \$572, a difference of \$343.

Finally, with HIV we saw a decrease of 7.8 teens with an averted cost of \$198,000 associated with the care we were spending in Nevada. When we thought about the investment we were putting into these different categories, and the funding is very low, we saw that if we had a structured program that focused on prevention and sex education, as well as community-level teams with integrated coordination of all efforts, we could see a change and reduction in numbers.

I was asked to bring this up because when you see the bill in front of you, I want you to think about the economic benefits of educating more students because there is a cost associated with what a student knows. Simply put, if we could decrease teen births alone by \$3,000 that would be significant. If we could decrease the small amount of \$171 in care, which adds up to \$55,000 just for chlamydia, then there is a significant benefit to having students become

aware of and understand exactly what is happening with their bodies and how they should make decisions about sex.

I started with data showing what was happening in 1994 and in 1996. There was only a 4 percent decrease from 1994 to 2008 within Clark County. With minimal sex education now, what would happen if we had comprehensive sex education and they had the benefit of making more knowledgeable decisions regarding the consequences of their behavior? We could see an actual benefit in our pockets as far as tax dollars and what we are actually going to be spending. The state team is still working and trying to update a comprehensive plan, but I want to make sure this Committee knows we were looking at the historical elements of what had happened in the state. I am a firm believer that we do not want to reinvent the wheel. I want to move things forward, and then make effective change.

Assemblyman Duncan:

Do you know of any states that have had sex education similar to what we have now, versus implementing the sex education bill that is being put forth and seeing a more drastic drop in numbers that you are talking about? I am trying to understand what comprehensive means, and what all of these definitions mean. As policy makers, we want to make policy that reflects the changes you mentioned.

Megan Comlossy:

It is difficult when using the terms comprehensive sex education and abstinence or however you want to define it. It is difficult because everyone defines it differently. There are components of programs that are often called comprehensive sex education or abstinence-plus education that are common.

Those generally include a lot of what is in Assembly Bill 230 including abstinence often as the most effective way of preventing teen pregnancy, but also information on contraceptives, how to use and access them, and also general health information.

In general, comprehensive and abstinence-plus include those factors and they are inclusive in terms of cultural, cultural competency, and sexual orientation. They are a lot broader than just looking at abstinence only. In terms of whether states have implemented a more comprehensive approach and had drastic results, it is difficult to say simply because there are so many factors that contribute to changes in teen pregnancy. Strangely, if there is an economic downturn, that affects teen pregnancy. It is difficult to say that a state has introduced a more comprehensive bill and look at what happened.

The best evidence we have is to look at the type of programs states use when they are implementing sex education and the evaluations of those programs alone. For example, a teen outreach program that focuses primarily on positive youth development that has been implemented in schools and has proven to reduce things such as teen pregnancy, number of sexual partners, and increased use of contraception. You can get a bigger picture by looking at what smaller evaluations show.

Assemblywoman Neal:

What will be beneficial to the Committee is what I had the benefit of seeing in September 2011 when we had different states come and talk about what they were doing as comprehensive sex education. I believe NCSL still has those presentations. If you see it, then actually read this wonderful 1996 report, you will find some of the exact recommendations that are in our 1996 report. We were right on target with what we expected to see within states. What I found so interesting is that in 2011, I was having a conversation about what was discussed in 1996. My thought then was what happened, and why did we fail to implement? I will work with NCSL to send us what those 10 or 12 western states presented at that team meeting.

Chairman Elliot Anderson:

Once you give that to us, we will include that for the record so the public can see it.

Assemblyman Kirner:

On slide 4 ([Exhibit I](#)), you attribute 3,470 babies born to teens in Nevada, and slide 8 said 3,134 were from Clark County. Is this a Clark County issue?

Megan Comlossy:

I would say it is a statewide issue. The majority of teen births are in Clark County primarily because a lot of your population is there. That said, rural areas often have higher teen birthrates than urban areas. I do not know if that is the case in Nevada, because there is no good data that is broken down by county for Nevada. You can see that the vast majority of teen births do, in fact, occur in Clark County.

Chairman Elliot Anderson:

My understanding is that more will be discussed during the hearing so we will get Mr. Bobzien to the table. We will open the hearing on Assembly Bill 230.

Assembly Bill 230: Revises provisions governing courses of instruction in sex education. (BDR 34-1034)

Assemblyman David P. Bobzien, Washoe County Assembly District 24:

I am going to provide a brief introduction about the need for this bill. We need this bill for my children and for all of the children in Nevada. We are going to have students who will share their stories with us. It is important to remember that behind the statistics and the poor rankings that Nevada has for teen pregnancy, there are very real individual stories at stake here

One young man who may testify is a 23-year-old student at University of Nevada, Las Vegas (UNLV), born and raised in Las Vegas. He went through the public schools in Clark County and has been openly gay since high school. When he was 22, he got HIV from a partner who also went through Clark County schools. They did not get comprehensive sex education, and specifically they did not get any information on lesbian, bisexual, gay, and transgendered (LGBT) sexual health. He decided to share his story because he does not want another student to have this experience.

We need this bill to be sure all of Nevada's young people have bright futures. As we heard, Nevada currently has the fourth-highest teen pregnancy rate in the United States. There were over 7,000 teen pregnancies in Nevada in 2008 alone. Although young people aged 15 to 24 years represent only 25 percent of the sexually experienced population, they would acquire nearly half of all new STDs. Young people aged 13 to 29 accounted for 39 percent of new HIV infections in 2009.

One in five teens reports some kind of abuse in a romantic relationship. I want to bring this point forward because some of you are probably asking what is different between this bill and the bill we heard last session on this matter. I am expressing my gratitude for those who were willing to work with us during the interim on this legislation and particularly to Mr. Hambrick. He spends a lot of time dealing with trafficking issues. We wholeheartedly agree that the idea of education on healthy adult relationships is much broader than what you would think when it comes to sex education. We hear, because of Mr. Hambrick's advocacy, what a problem this is in Nevada, and we believe this should be part of the curriculum we are proposing with this comprehensive sex education bill.

Assemblywoman Lucy Flores, Clark County Assembly District No. 28:

I am here representing my district, which has a very large Latino population. More than 70 percent of my district is Hispanic, and unfortunately, the Latino community is plagued with the highest rates of pregnancy out of any group, period. I also want to share with you my own personal experience in this area. I know you will hear comments about how this is strictly the purview

of parents and of family relationships. Sometimes those parents or relationships are not there.

My mom left my family when I was nine years old. Everything I learned, I learned from the very little education given to me at school and through the relationships I had growing up. I learned about biology, but as a young woman, I had no idea what to expect of my body. I was able to get that knowledge at school. My dad was busy trying to keep us clothed and fed, and worked day and night to do that. I did not have family and did not have parents at home to guide me. Many of our children are in that same situation. Many of our children, even if they have two parents or parents who are knowledgeable about this, are not knowledgeable themselves. We continue with this cycle.

I have six other sisters—one full sister and five half-sisters—who all became pregnant in their teens. My role models were my sisters who are continuing that cycle. One of them was 14 years old when she got pregnant with twins. That is what I had to learn from.

Since I am sharing so much this session, I might as well keep going. I have never admitted this to anyone in my life. I actually am not a part of that family who has had children. I am the only one who has not had a child in my teenage years. That is because at 16, I got an abortion. That was a very difficult thing for me to do. In retrospect, if I could go back and be on birth control, or, better yet, learn that trying to fill my life, because there was nothing else there, with the attention of a man in a nonhealthy relationship, I would prefer to have done that if someone would have talked to me. No one did. I had to tell my dad that I did not want to be like my sisters. I had just gotten off juvenile parole, and I was trying to do better. I knew that I could not do it if I had a baby just like everyone else in this family, so my dad gave me the money. A friend accompanied me, and I will never forget being there for that procedure. I do not regret it because I am here making a difference for many other young ladies and letting them know there are options and they can prevent having a situation like mine. How do we prevent it? We prevent it by educating. We prevent it by giving them the education and the resources they need so they do not have to go to their dads for money.

I wholeheartedly support this because this is an epidemic, and it is affecting so many of our young people. I am here today because I did not have the burden of raising children. It is not to say you cannot be successful if you do have children in your teenage years. You can, but it is that much more difficult, and so few young women and men become successful after going through that in their teenage years.

I wanted to convey to you, yes, parenting is absolutely important. We have to support that. We also have to think about so many of our children who do not have that support. So many of those children, just like me, are having those same exact experiences as we speak.

I really hope that whatever issues we have with this bill, we can work through with the bill's sponsor and get it passed because it is so incredibly important for our communities.

Mr. Bobzien:

As Ms. Flores said, it is of vital importance that we pass this bill for our young people and for the future of the state. As such, I am very willing to work with all parties if there are changes that need to be made.

I want to flag one major issue I have. It will be a tough one to get through, and I respect there are differences of opinion on the opt-in/opt-out portion of this legislation. We will be hearing from one school district that has an issue with the opt-out provision. They would rather have this be an opt-in program. The way that I look at this is that clearly the importance of the parents in this whole issue is paramount. Parents should have the ability, and, frankly, they have the responsibility to provide their children with this sort of information. This program is needed, and the education is needed. If parents have a moral objection for whatever reason to their children being in this program, by all means, they should have the full information and the ability to opt their students out.

The idea that working parents would happen to not see the flyer that comes home with the student, or maybe does it not make it home, informing them of this option and requesting they fill out the form to opt them in, makes me concerned that a whole lot of kids in this state would not get the education needed. I want to register my objection to that suggestion now.

Chairman Elliot Anderson:

Thank you, Mr. Bobzien, and Ms. Flores, for sharing that story. It takes a lot of courage to put yourself out there like that.

Senator Patricia (Pat) Spearman, Clark County Senatorial District No. 1:

I would like to offer a different side of the story than what most people are concerned with in educating students properly with respect to human sexuality. I happen to think the best thing that could happen for students who are sexually active in school is pregnancy. I say that because in 1995, while I was in Korea, my sister told me of a young lady she saw while at the hospital getting my nephew his shots. The young lady had been a member of a church I pastored

and was nine years old at that time. My sister said a couple of weeks later she saw Tessa again—I can use her name because her mother and her grandmother have given permission, as well as herself—and that she had lost so much weight, and she really looked good.

When I left Korea and returned to Austin, Texas in September, Tessa wanted to see me. I went to the hospital where she had been a patient for the past week and a half. When I walked in the room and saw her, she started crying. She said, "You know, don't you?" I told her I did. I gave her a big hug. Tessa had full-blown AIDS. She had just turned 18 years old in January. October 15, the night of her senior year homecoming game, I and others were in her room at the AIDS hospice in Austin, Texas planning her funeral.

While the rest of her classmates were cheering on the football team and relishing in the winners of the homecoming king or queen, Tessa was facing the reality of her mortality. That night we selected her clothes, her colors. After we finished putting together the program and everyone left, Tessa looked at me and told me that she had wanted to do so many things with her life. She wanted to be a cosmetologist, an interior decorator, or a fashion designer. She said, "None of that will happen now." She said, "Pastor, I am not a bad girl." She told me it had only been one time. It was just one time. She did not know this could happen to her. She was not fast, it was just one time.

That night, Tessa made me promise that whenever I got a chance to help some other young person to not go down the road she took, to tell her story. Two weeks later, Tessa died. She was 18 years old and had never had the benefit of sex education. It is not usually talked about in the home or church. People usually learn it from their peers who, many times, are just as ill-informed or uninformed as they are.

I know there will be those who would oppose this because of salacious stories and will probably misunderstand the motive behind this, but my support for this particular bill is in honor of Tessa. I do not want to bury another child. It has always been curious to me that those who oppose this type of legislation, I do not see a clamoring to educate the parents or children. I do not see that happening.

In the name of Tessa, I would ask you, I would urge you, please support this bill. Thank you.

Elisa Cafferata, representing Nevada Advocates for Planned Parenthood:

What this bill does not do is create a new state mandate. It keeps the existing mandate in *Nevada Revised Statutes* (NRS) 389.065. It does not take away local control. It maintains all of the decisions about what is taught, at what age, and who can teach it at the local school board level. It does not promote any specific lifestyle or approach.

This bill is designed to make sure our students are protected against discrimination and disparaging content. This does not remove parental control. It maintains 100 percent parental control of whether students participate or not.

So what does this bill do? Section 1 of the bill maintains the existing requirement that each school district create a course in sex education. Subsection 1 of the bill refers to section 2 of the bill as this often works in our statutes in that the Council to Establish Academic Standards currently creates standards for math, science, and health. This would add sex education to the health standards. That is what we already do. Part of the reason for this is to provide a framework for the local school boards to benchmark against, and the other reason for this is to set up a process to periodically update on the same schedule as the rest of the health curricula. Currently, school districts update math, health, history, and English curricula and this would bring the sex education course into line with that.

Subsection 1, paragraphs (a) through (m), adds to the existing list of topics which have to be covered. Again, the decisions on the specifics remain at the local control.

What you have heard through the presentations this afternoon are that life has changed significantly since this bill was adopted in the 1980s at the very beginning of the HIV/AIDS epidemic. That is why the topics that are currently in that statute read as they do. We have learned the world is a lot more complicated, so we have this list of framework of topics based on issues our students face today and that threaten their health and safety. We believe they need to be addressed in our schools.

In addition to covering HIV/AIDS, the human reproductive system, and communicable diseases, paragraph (b) adds some details to the topic of the human reproductive system, including issues like body image and gender stereotyping, to address some of the bullying issues, as well as issues of anorexia and bulimia—new problems our students face.

Paragraph (i) adds tools to keep our students safe, including information about how to avoid, receive vaccinations against, or receive treatment for STDs.

Paragraphs (d) through (f) help students to be aware of certain new dangers arising in our communities including domestic violence, sexual assault, and sex trafficking.

While it is a bit awkwardly worded, the intent is to give students information on how they can get counseling, medical, and legal assistance to escape unhealthy relationships. That is the intent behind that section. We add life skills to ensure that teens have some understanding of healthy relationships and an understanding of when they might need help or the ability to make healthy decisions.

Paragraphs (g) through (i) add medical facts about birth control, including the importance of abstinence and the reproductive health care they will need through their entire lives. Paragraphs (j) and (k) cover the effects of alcohol and drug use, as well as peer pressure on decision making. I did get a question on how you would quantify the effects of peer pressure. One of the exercises used in schools is to ask students how many of their peers are sexually active. Especially in middle school, students vastly overestimate the number of teens engaged in sexual activity, so they feel pressure to join in that activity. The real statistics are fairly low. When they are given facts, it helps the teen to resist and delay the onset of sexual activity, which is the focus of giving them comprehensive information. It is to make them wait until they are ready.

Paragraphs (l) and (m) cover laws regarding the life choices students make and these are issues that have arisen from the technology of our times, including age of consent issues and sexting. These things did not exist when this law was passed in the 1980s. Again, this points to the need to have a system for periodically updating the material.

Subsection 2 has gotten many questions. This is to ensure our students who come from all different backgrounds and have all different levels of experience have classes in the health curriculum and are taught in a way that does not discriminate against any of our students, regardless of their level of experience, religious background, or sexual orientation. Again, this is somewhat awkwardly worded, but the idea is to present a medical and factual curriculum.

Subsection 3 deals with the local sex education advisory boards. We make some minor changes to add two students to the advisory board. Generally, school districts have put on a young man and a young woman to help provide some reality check for the curriculum.

Subsection 3, paragraph (c), subparagraph (3) adds spirituality and community life to the religious representative. This particular language is here to address

a concern that was raised by the American Civil Liberties Union (ACLU). They felt that simply having religion in the statute was a conflict with the First Amendment, so this was a compromise we worked out with the ACLU in terms of a way to make sure we were not violating the First Amendment freedom of religion.

Subsection 3 also gives the local school boards the authority to expand the local sex education advisory board if they should wish. It is permissive language; it is not required. One of our school districts did ask for that change.

Subsections 4 and 5 keep the existing local control while giving more flexibility over who can teach these courses. This is something that is in the existing law, and is permissive language that provides a school district, if they had difficulty finding people to cover these topics, a process to bring in additional health care providers or professional educators to help with some of these courses should they choose.

Subsection 6 brings us into alignment, as was noted in the presentation, with most of the states in the country. We are one of only three states that do the opt-in and this would move us to the opt-out as discussed by Assemblyman Bobzien.

Subsection 7 keeps the requirement that all materials would be available for inspection by parents and guardians.

Subsection 8 is a definition section, which was asked for by some of our school districts. These definitions are generally pulled from existing state law. For example, the terms "gender identity" and "expression" have the meaning that was ascribed to them in NRS 613.310, which is the Equal Opportunities for Employment bill that was passed in the last session.

Section 2 of the bill, as discussed, calls on the council to establish academic standards to include sex education topics in the health standards it currently adopts each year. That is the overview of the bill.

Assemblyman Michael Sprinkle, Washoe County Assembly District No. 30:

While I am absolutely in favor and supportive of this entire bill, I am here only to speak to section 1, subsection 1, paragraph (d), domestic violence, sexual abuse, sexual assault, exploitation, and human trafficking.

Unfortunately, over the last many years, I have been the person who is called when something like this happens. I am the very first person who comes to

these individuals and has to take care of them. As my career progressed, I began to wonder why this continues and what I could do above and beyond my current medical training to make a difference. I was fortunate enough to become associated with organizations that deal specifically with domestic violence and sexual assault. One of the most rewarding things I have experienced in the past two years is going into the high schools and working with our students specifically with regard to sexual assault and sexual violence. What I found was we had to get the okay from the individual principals to teach these students this information. It was very limited to the health or physical education classes. It was not even getting out to all of the students.

Information is very important when we are talking about sexual assault, sexual violence, and domestic violence. For me, specifically, it was putting a male face to all of this. You will hear many different stories, and, unfortunately, statistics are about women. However, there is always a second side to all of that. Our young men need this information. They need to know what a healthy relationship looks like, and currently they are not getting that information.

The young woman sitting next to me has a very important and serious story to tell you. It goes to the heart of why we need this education in our schools today. Sara Wainwright is a recent graduate from the University of Nevada, Reno (UNR) with a degree in human development and family studies and a minor in communication. She has volunteered with Planned Parenthood Mar Monte; Big Brothers, Big Sisters; and Girl Scouts of the Sierra Nevada. Currently, she is an intern with Marlene Lockard for the Nevada Women's Lobby, pursuing her interests in advocacy and public policy. Most importantly, she is going to explain to you why this information would have been beneficial for her and, unfortunately, why this information would have been beneficial to the person who assaulted her.

Sara Wainwright, Private Citizen, Reno, Nevada:

Today I am speaking on behalf of the Nevada Women's Lobby and myself. I am asking you to support A.B. 230 to assure Nevada's youth receives medically accurate, age-appropriate sex education to ensure teen safety even after we graduate high school.

I am 22 years old, and grew up in a small town in Washington. I have a great education and support from my parents and friends. Unfortunately, I was not provided sex education on sexual health and sexual violence from my parents, friends, or my school. It was in my junior year at UNR where I was required to take a class on advanced human sexuality. I finally felt educated on sexual health. By that time, it was too late.

When someone experiences sexual violence, it impacts every part of his or her life. I did not recognize sexual violence when it was happening to me and could not call myself a victim after it happened. I felt like it was my fault because I had not struggled, screamed, or said stop, you are hurting me. It was with someone I trusted, and in a position of authority as a police officer. I was 20 and he was 28 years old. He was my friend, my golfing partner, and we had been friends for four months before we became sexually intimate. He was someone I could rely on and trust, and because he was an officer, I thought he would never be able to hurt me.

When we first had sex, I told him that I was not ready. I told him to stop, and I kept pushing him while he was trying to take my clothes off. He would get upset and leave and ignore me. I went to go talk to him and after I sat down, he pushed me again, to the point where I felt I did not have a choice. It would be better to just let him do it than to stop. This went on for a year and a half, during this time, he was disrespectful, forceful in certain sexual acts and he put me in dangerous situations, putting my safety at risk. He would tear me down emotionally when I would try to talk to him, and he blamed me for what was happening after I demanded his respect.

The reason why I stayed was he made me feel like it was my fault and that it was my responsibility. He said that he cared about me, that he was falling in love with me, and that I was one of his best friends.

The situation affected my life more than I had realized. I suffered from depression, my grades at UNR dropped, and I became very anxious. I went to counseling because it affected the relationship that I am now in because I would have flashbacks of what had happened.

This bill would cover many of the topics that I feel, if I had been educated about, could have prevented the situation from happening to me. I am not the only one this has happened to. I have many peers and friends who have experienced sexual violence. All students deserve to be educated on the topics of sexual violence and sexual health. Having a medically accurate, comprehensive sex education class and a life class can prevent sexual abuse in all forms and spread confidence in young adults. Most important, it can bring back the gift of what sex means between two people.

My testimony is to speak on behalf of individuals who are in the same situation I was and do not have a voice and to educate policy makers on the important issues of preventive, medically accurate, comprehensive sex education.

Chairman Elliot Anderson:

Thank you, Ms. Wainwright. It cannot be easy to tell your story in a public forum.

Dawn Johnson, Private Citizen, Las Vegas, Nevada:

I am a senior at UNLV, majoring in social science studies with a minor in marriage and family therapy. [Read from prepared testimony ([Exhibit J](#)).]

Elisha Morgan-Lange, Private Citizen, Las Vegas, Nevada:

I am a senior in the Clark County School District. Young people today face a variety of issues when it comes to growing up. [Read from prepared testimony ([Exhibit K](#)).]

Chairman Elliot Anderson:

I want to let the Committee and those who are watching know that we are going to be rolling Assembly Bill 337 over today. If you have testimony, please hand it to the Committee Secretary.

Assemblyman Duncan:

I was looking at section 1 of the bill, line 2, where it says, "The board of trustees of each school district shall establish a course of" Then it says on line 5, "The course of instruction must comply" It looks like we are giving power to the council to establish academic standards. Page 4, line 23 of the bill states, "The final decision on these matters must be that of the board of trustees" which includes the content of the course. I am curious, who has the final authority if there is a discrepancy between the courses of instruction?

Elisa Cafferata:

It is a little confusing. As you start reading through proposed bills, the Legislative Counsel Bureau (LCB) crossreferences different sections of the law throughout the proposed change to the NRS.

What section 1, subsection 1 is talking about is the state's Council to Establish Academic Standards for public schools having the authority to update the health standard with sex education curriculum. Currently, the Council to Establish Academic Standards sets a standard in all areas of curriculum—English, math, science, and, specifically, health. This would incorporate the sex education program into the health standard. The standards at the state level are a general framework of milestones that each school district has to meet within its own curriculum. The final decision on what book to use, what tapes to use, or what information we are giving, and to what age, is at the local school district and the school board makes that approval.

I have the health standards with me and in grades kindergarten through two, one of the health standards is to include information on potential hazards and injuries. In K-2, the standard is that students need to be able to recognize ways to prevent common childhood injuries and hazardous situations.

That is the kind of framework the standards provide. All of the specifics, like textbooks and in what grades we teach each topic, would be left to the local school board with the input from the local sex education advisory board.

Assemblyman Duncan:

The way I understand it is the school board currently selects an advisory committee to set the curriculum for each individual school district. Is that correct?

Elisa Cafferata:

Yes, that is correct.

Assemblyman Duncan:

We heard a young lady testify that we deserve not to have education vary from classroom to classroom. Then I heard you testify that it is still going to be left at the local school districts. That, to me, seems there will still be some variation. Why not leave this to the local school district and lobby for comprehensive education? Why standardize it per statute? The school board that is elected and accountable can be the voice for the community so that the standards in Clark may be different than those in Esmeralda. I am curious as to the reasoning behind this.

Elisa Cafferata:

When this law was first created and passed in 1980, it acknowledged the balancing act between the state having a requirement that we needed to address the new reality in our health, and local control. That was why they created the local sex education advisory boards to give input to the local school districts. We very much support that model. We believe there should be local input and, pretty much, local control. That is maintained in the bill. The reason to have the state update the list of topics that need to be covered in each school district is because of the realities our young people are facing. We are trying to strike a balance. Certainly, it is up to the Legislature to help us craft that balance. We believe, for example, because 70 percent of high school students are sexually active by the time they graduate from high school, they absolutely need to have information about birth control. This list of topics brings the current issues into the framework while leaving the specific control with the local school districts.

Assemblywoman Cohen:

As it stands now with the opt-in provision, or as it would be under the bill with the opt-out provision, can a parent pick and choose?

Elisa Cafferata:

My understanding is Washoe County has a system where parents can choose specific lessons in elementary school when the issues of puberty are first introduced. At the middle and high school level, you have to take the whole package because each day's lesson is built on the previous lesson. I will ask the school districts to give you their various takes.

Vanessa Spinazola, representing American Civil Liberties Union of Nevada:

We are here in support of A.B. 230. Although the *United States Constitution* guarantees the government will neither promote nor interfere with religious beliefs, some of the justifications for keeping Nevada sex education laws as they are, are based on a religious premise, and this violates the core freedom of Americans by using public dollars to convey religious messages. Assembly Bill 230 seeks to standardize unbiased, medically accurate sex education across the state while permitting parents an opt-out provision so they can maintain their own religious beliefs.

In addition to censoring vital health care information that teens need to make healthy and safe decisions, sex education programs that are not medically accurate may raise other civil liberties concerns by creating an uncomfortable environment for gay and lesbian teens who, at this time, cannot marry. Therefore, it censors their ability to obtain critical information to protect themselves in same-sex relationships. For this reason, A.B. 230 would remedy these situations, and the ACLU supports it.

Stacey Shinn, representing Progressive Leadership Alliance of Nevada:

We are here in support of A.B. 230. I want it on the record that this was voted in the top five priorities for the legislative session by our plan board. It also qualifies as a racial equity report card bill. Teen pregnancy rates in Nevada are high for all young women, but it is alarmingly disproportionate for young women of color. Young African-American women are twice as likely to experience pregnancy as young white women, and Latinas are three times as likely. In addition, young Asian women in Nevada experience pregnancy at almost the national rate for that group.

Without effective sexual health education in our schools, young people of color will continue to be disproportionately impacted by challenges that come with unintended pregnancies and sexually transmitted diseases.

Jocelyn Diaz, Private Citizen, Carson City, Nevada:

I am in support of A.B. 230. I am also going to speak on behalf of a friend of mine who had to leave, Sarah Silverberg.

Sarah wrote that, "As a woman who grew up with very conservative parents, I am writing in favor of A.B. 230. The changes that every person goes through as they grow from a child to an adult were terrifying to me. Because I was undereducated, as a parent, I already teach comprehensive sex education to my children to minimize the fear and confusion that surely we all feel as we grow into adulthood."

The program that is being suggested today is the kind of positive change that we need in our schools. Educate, educate, educate. The statistics given by Assemblywoman Neal and Ms. Comlossy were staggering. I agree wholeheartedly that some of our children will only have this education to rely on. Opt out instead of opt in.

I, myself, would like to say we need comprehensive sex education at a very early age because children are learning earlier and earlier from sources we may not necessarily want them to learn from, such as media and friends.

I feel that I know quite a bit about sex education since I took a class and I gave my own 8-year-old daughter the sex talk. It was difficult, but I did get a book from Planned Parenthood. There were mixed feelings, as I really did not want her to know all of this yet because she is just a baby, but she has friends that are a year or two older. Afterward, I was so relieved that I got to my daughter before anyone else. I would also like to say another important component of this bill is, children need to know about their bodies as early as possible so they can have control over what is happening. Children need to know what is okay and what is not.

Katherine Loudon, Counseling Coordinator, Safe Schools, Substance Abuse, Violence, and S.H.A.R.E., Washoe County School District:

On behalf of Washoe County School District, we would like to speak in support of A.B. 230. Washoe County School District already has in place the Sexual Health and Responsibility Education (S.H.A.R.E.) program which serves more than 25,000 with a 98 percent participation rate. We have a comprehensive sexual health and advisory education board which meets to discuss many of the issues that are currently present in this bill. The mission of our S.H.A.R.E. program is to provide students with factual, comprehensive, abstinence-based instructional programs delivered by specially trained educators addressing HIV/AIDS awareness, reproductive systems, sexually transmitted infections, and sexual responsibility.

The S.H.A.R.E. program is designed to help students make informed choices and avoid at-risk behavior.

Kathryn Weber-Karp, S.H.A.R.E. Specialist, Washoe County School District:

I have been in the district since 1985, and this is my ninth year with the S.H.A.R.E. program. I am speaking in support of A.B. 230. We have a large number of teens getting pregnant, and we need to give them the education and support to prevent pregnancy and help them have higher graduation rates. While the S.H.A.R.E. program is comprehensive and has been cited by the Title V Maternal and Child Health report as a comprehensive and at-risk prevention model, we are always looking at ways to strengthen and improve our program and delivery model.

We also support the opt out. We do have 98 to 99 percent participation rate, and this aids to help things go more smoothly and lower the cost of handling paperwork. By adopting this bill, it will help achieve the state goal of raising the graduation rate and improving the health and future of all of our students.

Assemblywoman Neal:

Washoe County School District is already doing what is in section 1, paragraph (I), and you have the most comprehensive programs. Tell me how paragraph (I) works within your program or do you actually implement this particular paragraph?

Katherine Loudon:

With regard to paragraph (I), we have throughout the program a lot of information about media. We see this bill as related to other prevention and intervention that we have in place. On parent preview night, which is a provision in our required information for parents, we provide information about pornography and the distribution of sexually explicit materials. It is currently in effect in NRS, for safe and respectful learning environments, so the concept of cyberbullying and sexting is included as part of our prevention and intervention.

Kathryn Weber-Karp:

At parent preview nights, we give a presentation on Internet safety for parents, what children are exposed to, and how to protect them. In fifth and seventh grades, we have specific lessons over using the media. In high school, we address the issue of sexting. We are always looking at ways to expand sex education because that is an area that really influences the sexual decisions of teenagers.

Assemblywoman Neal:

Paragraph (m) says, "The board of trustees shall periodically revise the content" Because this is somewhat new, we have not had the benefit of this periodical revising. What do you envision to be periodic? What is the timeline you plan for implementing revisions, and do you already have something in mind that CCSD would use as a model?

Katherine Loudon:

We recently worked together with the juvenile justice providers, and we are meeting with our advisory board on a regular basis. We definitely need more help on this topic and have consulted individuals such as our Nevada Attorney General and others. Periodic review for us would be quarterly, because we review several different components of our program of study on a quarterly basis.

Assemblywoman Diaz:

You have a 98 percent participation rate in WCSD, which I think is awesome. Is it currently opt in or opt out?

Kathryn Weber-Karp:

It is currently opt in.

Assemblywoman Diaz:

If we were to change to opt out, would this pose a problem in the school district?

Katherine Loudon:

We recognize that a part of comprehensive health and safety is including education about how to keep their reproductive system healthy and safe. We recognize that our *Holt Lifetime Health* book for high school science includes many components that are represented here and are already approved by our board of trustees. Once the parents' questions are answered regarding the specifics of the program that are often myths or rumors, we find that parents participate in the program. We think that would be successful, it would help students, it would be convenient for parents, and help the school district to address the issue more simply.

Assemblywoman Diaz:

In your knowledge in coordinating this program in WCSD, have you had many complaints from the parents? It sounds like you are doing a wonderful job educating both parents and students.

Kathryn Weber-Karp:

We have very few complaints. We are very transparent with our information and have had more than 16 elementary, 4 middle, and 2 high school parent preview nights where the parents can view materials and ask questions. I also see parents individually, and I am available by email and telephone. Yesterday I spoke to four different parents who had questions and once their questions were answered, I got 100 percent participation from them.

Assemblyman Stewart:

I do not see anything broken in your system. You have 98 percent, you are working with the opt in, you have a council that meets regularly; I do not see anything wrong with what you are doing.

Katherine Loudon:

Thank you. We want to continually improve our program because there is always changing information around this topic. We support this bill because we are supporting the continuous improvement and sharing of materials for something that is very important to our Nevada youth.

Kathryn Weber-Karp:

While things are working well in WCSD, we would like all counties in Nevada to have the comprehensive education so that all children get the same information and have it taught in an effective and comprehensive manner.

Assemblyman Duncan:

Why not bring the good parts of this bill to the advisory board, which has connections with the community and parents and brings everyone together to then vet all of this information? I am having a hard time understanding that if this is working and we need to educate other communities, why taking away local control is a bad thing.

Are you hearing of issues in other counties of separation of church and state? I assume that is abstinence-only curriculum.

Katherine Loudon:

We have a comprehensive sexual health and responsibility education advisory board that does talk about these issues. This bill, more specifically, goes through multiple issues and that is why, as a district, our district has chosen to support the bill. The bill also allows our district to make decisions and to work with many others on what is introduced when, so we do not see a loss of a lot of local control. That being said, relating to church and state, we have always had faith-based members and open meetings for all of our sexual health and responsibility education. Anyone from the community is invited to attend.

We have parents and clergy, as well as several other entities who sit on our advisory board. That works well for us because we recognize people in our community come from many different areas and they all have a voice on this difficult topic.

Assemblywoman Dondero Loop:

Since WCSD is supporting the bill, can you tell me exactly what more you would have to do, or what you would have to do differently if the bill were to be passed?

Kathryn Weber-Karp:

There is not that much we would have to change. It would be the opt out. We would still send permission forms home, but they would only be signed if you do not want to be part of this program. We would put more emphasis on some areas such as LGBT that we are already looking at and implementing.

Assemblywoman Fiore:

What makes me nervous about legislating our curriculum as a state law versus taking it out of the communities is sometimes I hear from the 19 schools in Assembly District No. 4. Three decades ago, we implemented the Department of Education in Washington, D.C. Our states have to abide by federal law. Now suddenly we are going to implement state law and take it out of the hands of the communities. Your program is a great program, but why legislate it and not keep it with the communities?

Katherine Loudon:

Perhaps that is not a question I am qualified to answer. I am just presenting my WCSD's opinion regarding the proposal of this bill. However, as a district we see the components of this bill as related to comprehensive school health and safety and an integral part of health and development of children. We are approaching this issue just as we would be preventing substance abuse as a school district and recognize there is no such thing as healthy substance abuse. We would want our children to abstain from drinking, but we would also want to empower them to know that if they were drinking, not to drive, and also to know that there is such a thing as binge drinking. We do not want our students to engage in sexual activity, but we want them to understand what the related risks are and be informed should they engage in sexual activities.

Assemblywoman Fiore:

I am okay with your not answering my question, but I am not okay with not representing Clark County School District and making sure that my district has that choice.

Assemblyman Eisen:

Can you tell me when you implemented the S.H.A.R.E. program you currently have?

Katherine Loudon:

It started in 1989. It has been continually improved since then.

Assemblyman Eisen:

Do you have data on teen pregnancy rates and teen sexually transmitted infection rates over that time period in Washoe County?

Kathryn Weber-Karp:

We do have that data, but we do not have them with us. We can provide them at a future date.

Assemblyman Munford:

In talking about sex education in the schools, in 1970 through 1972, I taught sex education in Clark County. I do not know if it was a districtwide program. It was left to the individual schools whether they wanted to implement it. We had an open-minded principal who was bold and independent in his thinking. He decided to have a sex education program, but something that was attached to it was the students had to get permission from their parents before they took the class. It has already been tried in Clark County. I do not know what the status of it is now; I just know I taught it back then for three years.

Reverend Greg Davis, Private Citizen, Las Vegas, Nevada:

I would like to state for the record that I do not want the 30 or 40 children that I am in charge of weekly, having sex.

Chairman Elliot Anderson:

Sir, are you in opposition or support?

Reverend Greg Davis:

I speak in support of A.B. 230. I think it needs to be across the board that all students are getting the same information. I have buried children and I have buried adults who have made choices that were not the best. I believe that this kind of information in Nevada is going to help.

Astrid Silva, Private Citizen, Las Vegas, Nevada:

I grew up in a Catholic, Latino household. My parents never spoke to me about sex except for my quinceañera when I turned 15 and with a priest. I was told I needed to wait until I was married to have sex. Also at 15 years old, I had a four-minute video in my health class, which was with my physical education

teacher, depicting a woman giving birth. I did not find out what a Pap smear was until I was 22 years old and that was because my mother was diagnosed with cervical cancer and I had to be tested for precautionary reasons.

I am going to tell my story today because I know my parents will never hear this. At the age of 18, I engaged in my first and only relationship with someone who was very abusive and would use my immigration status as a method to threaten me and my family. I was able to leave the relationship before being forced to do something that I did not want to do.

In our families, we are not taught how to deal with these situations. Every student should have this information available to them so they can learn about their bodies and how to be in a relationship. Sometimes we respect our religion and our parents so much that we fear to ask them the basics even when we are in danger. I hope that all of you will support A.B. 230 and realize that this goes far beyond our individual wants or needs and extends into people's lives.

Keith Reisinger, Private Citizen, Las Vegas, Nevada:

I am here speaking on behalf of Medical Students for Choice and the Gay and Lesbian Medical Association at Touro University Nevada, the largest medical school in Nevada.

As health care professionals in training, the health education of the population we work with is incredibly important to us. [Spoke from prepared testimony ([Exhibit L](#)).]

Angie Sullivan, Private Citizen, Las Vegas, Nevada:

My observations are anecdotal, but as a teacher talking to other teachers, there is a very real fear in Las Vegas for the health, safety, and emotional welfare of our students and the way they are approaching sexual issues. I believe knowledge is power. We need to empower our youth to make the best personal choices. The data shows that a large number of our youth are becoming pregnant.

I am also worried as a schoolteacher there are basic things I teach my students that you would think parents would take care of. I am not implying parents are negligent, but I believe we need to support them in their role as parents. We need to provide them with the information to enable them to help their children. I also believe every teacher out there wants what is best for the student and cares strongly that this is an important component of a person's life.

It is not my intent to take away anyone's right to educate their own child, but I would like to provide education if parents and children need it.

Erika Greisen, Private Citizen, Las Vegas, Nevada:

I am a senior in high school. In my high school we have lots of girls who are pregnant, and I think a lot of it is because of being uneducated in the school. I am lucky because my mother actually taught me about sex when I was younger. I was also sexually abused as a child so my mom told me very early what sex was and what no meant. As I got older, I told my mom that I might want to start having sexual relations. She then told me that if I was going to do that, to be smart, take sex education, and go to Planned Parenthood. I went to Planned Parenthood and decided to put myself on birth control that I paid for every single month.

I believe that the girls who are pregnant at our school are very uneducated. There was no talk about birth control. There was no talk about the proper use a condom. There was not a lot of information, and I know from friends of mine that their parents do not want to talk to them because it is a sore subject. They do not want to say that sex is okay to have. As teenagers, we need to know how to protect ourselves. I support A.B. 230.

Emmily Bristol, Private Citizen, Las Vegas, Nevada:

I have been a resident of Las Vegas for 14 years along with my husband. I want to support A.B. 230 as a mother and as a Christian.

I want to also talk about the fact that I am a survivor of sexual abuse. Even though I did receive sex education in my home and even as a child I received comprehensive sex education in Alaska, there was a distance between what I experienced as a survivor and what I had been taught. I was not taught anything about healthy relationships. It is very important that is in this bill.

I am also a third generation of a family of women who were pregnant as teenagers. I am the first person in my family to break that cycle. I had my daughter when I was 33 years old.

I would also like to highlight what was said by Assemblywoman Lucy Flores and others that these cycles need to be broken and the only way to break them is through education and awareness. Young people are not necessarily getting that at home. That is why we need comprehensive sex education.

Rafael Lopez, Private Citizen, Las Vegas, Nevada:

I am with the Vegas Mpowerment Project. We are a group that prevents HIV through education between the ages of 18 to 29 of those who identify as gay, bisexual, and transgender men.

We live in a state where ethnic minorities are making up a larger portion of the population. According to the Centers for Disease Control (CDC), ethnic minorities are among the groups most affected by HIV. In 2009, the CDC reported that 39 percent of all new HIV infections were between the ages of 13 to 29 years of age. Of those, 69 percent were men who had sex with men and 65 percent of those were African American.

I support A.B. 230 because this creates a space for people of color and other sexual orientations. It costs about \$19,912 on average to pay for life-saving medication annually. It is essential that HIV-positive patients stay on lifesaving medication to live a long, healthy life. It is also not a surprise that ethnic minorities are least likely to have health insurance. So where do they turn if they do not have health insurance? They turn to public assistance, because they have no other choice. This program would be cost-effective and save billions of dollars for this country, as well as our states.

Parents need to ask if it is worth coming into a room watching their child wasting away in a bed like I saw my friend two years ago on this day.

Dr. Amanda Morgan, Private Citizen, Las Vegas, Nevada:

I am a health educator at UNLV and the only course I teach is education for sexuality. I am a full-time health educator. I am amazed by how many of the 18-, 19-, 30-, and 60-year-old people I have in my class have not had basic sex education about their bodies, reproduction, hormones, or birth control. It is mind-blowing to me. I ask you to support A.B. 230 because I believe it can change the future of Nevada and provide opportunities for our children to get education before they get to me as college-bound students.

[Vice Chairwoman Dondero Loop assumed the Chair.]

Caitlyn Anderson, Private Citizen, Las Vegas, Nevada:

I am a 16-year-old high school student in the Clark County School District. I have had plenty of experience as it relates to this bill, and I strongly support A.B. 230.

When I was in the eighth grade I had my first sex education class, and I do not feel I got the education I needed. It led to me being in many unpleasant situations that could have been very easily prevented. I am lucky to have

a mother who was able to teach me about healthy relationships and to guide and point me in the right direction. If I had a teacher I could have trusted and heard about comprehensive, medically accurate facts it is possible that I would not have been in those situations.

I had a family friend I trusted very much who raped me. I think if I could have had these classes, it would not have happened, and I would not have to carry it around. I did not even know that I was a victim.

We have the chance right here and now to make a difference for my peers who have been raped or have had someone hurt them. They do not know what to do. They do not know where to go or how to prevent it. I have had friends tell me they did not know if they were pregnant and wanted to know if it was legal to buy a pregnancy test kit at 16 years of age. That is the information they should be getting from our teachers. Not a lot of parents are equipped with the knowledge or confidence to talk to their children about this. As a 16-year-old, this education could have helped me so much, but I am lucky to have a supportive mother and to be able to tell her these things now. Having better sex education in eighth grade could have helped me more than you know. I strongly urge your support for A.B. 230.

Vice Chairwoman Dondero Loop:

Make sure to tell your mother you love her. Is there anyone else in support in Las Vegas? [There was no one.] Is there anyone in support in Carson City? [There was no one.] Is there anyone in opposition?

[Chairman Anderson resumed the Chair.]

Chairman Elliot Anderson:

We will start here in Carson City?

Janine Hansen, representing Nevada Families Association:

It is important to note that we do have sex education in every county in the state. What is good about Nevada's current law is that local communities and local parents can come together to determine what they want to have their children taught in their community. For years, I participated in those discussions when I lived in Washoe County. What this bill does is make those local committees meaningless, although it keeps them intact.

If you look in section 1, line 5, it says, "The course of instruction must comply with the standards for content and performance" Essentially, whether or not the local community agrees with everything mandated in this bill, it does not matter because they will be forced and mandated into doing it. That is one of

the reasons sex education has worked in our communities and our state because people with very diverse areas of concern can come together to determine what they want in their own local communities. It is a very sensitive topic and this has helped to keep it meaningful and one that parents can have more support for.

We all want children to have information, but information with teenagers does not always translate into responsible behavior. We have heard many stories today. I will share my story.

My daughter made some irresponsible decisions. She knew about contraceptives and had access to them, but because she was on drugs, she was making irresponsible decisions. She had a baby out of wedlock. It was difficult for her, and she called me one evening to come rescue her from an abusive situation. She was with a boyfriend who was also on drugs. She had information, but she made poor decisions.

Ultimately, she had a little girl named Willa. My daughter decided to keep that little girl and she is now 7 years old and is one of my 11 grandchildren and a beautiful child. My daughter told me that little girl changed her life. She is now married, has her own business, and she is very responsible. However, she had a time when she was rebellious and did not act responsibly.

One of the important things in our law is the opt in. It is important because we see that most parents decide for their children to participate—in WCSD, 98 percent. It maintains the presumption that parents have the right to decide and that is important. That is what opt in does. It has not prevented anyone from participating. It is a very parent-friendly decision to make.

Another of my concerns is opening up the committee to other people. Section 1, subsection 5, paragraph (d) talks about "A provider of health care." I was here in the 1980s when this bill was first put forth in Nevada. At that time, they wanted to maintain the same sex education within the school district and within the county. They did not want people coming in from outside the school district. This would open the possibility of having Planned Parenthood and other people who may bring in a different set of values and ideas into the classroom, possibly creating additional problems for the local school district and representing some kind of advocacy. I do not think we want to have that concern in our sex education program. [Read from [Exhibit M](#)].]

In fact, in Illinois and Indiana, in some of the clinics of Planned Parenthood, they have been recruiting volunteers and asking people to sign petitions and to participate as activists.

The sex education program in Nevada has worked. It provides protections for parents and families as they choose. My full testimony has been submitted ([Exhibit M](#)) and many of my concerns are addressed. We need to be careful when we have an advocacy organization who wants to change our laws that are already working.

Assemblyman Eisen:

Ms. Hansen, I ask this as a child advocate. As you are aware, I am a pediatrician and a medical educator. As I consider these issues, my first thought is always to the health and welfare of children. Twice, in your testimony, you referred to something, and I want to make sure I am clear. In light of Nevada being among the bottom of the list in terms of teen pregnancies, STIs among adolescence, as well as out-of-wedlock births, is our system actually working? You said twice that you thought the system was working. I am struck by that in light of the data we have.

Janine Hansen:

Perhaps I should say it this way. I do not think anything with regard to whether or not this is working. Our children are all at risk. There is so much advocacy for sex in the media and everything our children are touched with. The right messages are not being given anywhere for our children. For me, the program we have now is better than the program that is being suggested in this bill. Many parents have determined that is what they want—98 percent participation in Washoe County. I suspect there are similar rates in most of the other counties. I do not think the way we are approaching this entire issue is working in the schools or that this bill would help. We have essentially exposed people to all kinds of options and have not let them know that for every action there is a consequence. Young people have a difficult time seeing a consequence as a result of their action.

The other day I told my grandson it was too cold to go into the swimming pool and he said it was not. I let him go into the swimming pool, and he came out and said that I was right. It was too cold. He could not know that until he experienced it.

In our society today, when we believe in self-gratification, with everything we see in the media, it is difficult for us to teach responsibility on any level, even in families who are trying. We are surrounded by messages that do not encourage children or adults to make responsible choices.

I would not say that anything is working as well as it should, but I am very concerned this bill will take parents out of the equation and make the local committees meaningless.

We have seen the pregnancy rates in Nevada come down. I have worked to provide safe havens for young women who are pregnant. When I speak at the schools I say, "Once you are pregnant, once you have made that decision, you have three hard answers that last a lifetime. You can get an abortion. It lasts a lifetime. You can give the child up for adoption. It lasts a lifetime. You can keep the child. It lasts a lifetime." There are no easy answers for children once they make those decisions. It is more than sex education that we need to be worried about.

Assemblyman Eisen:

You answered my question both ways. It is working and it is not working. Let me say clearly that I am most grateful for the work you do in your community to support children who need help and may have made choices in their lives that put them in difficult positions. That outreach is incredibly valuable. Your concern about adolescents making good decisions is exactly why I think their getting the information is so important.

Lynn Chapman, representing Families For Freedom:

I am a little confused because I do not know how the human race has continued as it has when no one seems to know anything about sex.

I was a homeschool mom and I taught my daughter sex education. There were videos and books, and that is how I taught my daughter. I did not rely on anyone else to teach her.

I was in a graduating class of 632 in the dark ages. We did not have sex education, but we only had two girls that were pregnant out of 632. What seems to be the problem now? Part of the problem is that we are not teaching the children responsibility, and we really need to teach a whole lot more self-control.

Assemblywoman Cohen:

What happens to the children who do not have the parents at home teaching them?

Lynn Chapman:

Just because I home taught does not mean I am the only one out there teaching my daughter. A lot of people asked me what I did about sex education. I told them I sat my daughter down and discussed things. I told her she could always ask me anything she wanted and that I would answer her questions truthfully. I did, but I also made sure it was age appropriate. I have encouraged others, even though they did not homeschool, that is what they should be doing. If the schools have sex education, why are there so many kids getting pregnant or

having STDs? That was unheard of when I went to school. We did not have sex education nor did we have parents who always talked about it.

Assemblywoman Cohen:

Do you think there are students whose parents are trying to teach them at home, but the student is getting different information at school that may be conflicting, and that is why the pregnancy rate is high?

Lynn Chapman:

No.

Dale Lavelly, Private Citizen, Carson City, Nevada:

I was born out of wedlock to a mom who was 15 years old. My dad was 19 years old. I am glad they did not choose abortion. I have raised two young men. I came to Reno, Nevada when I was 12 years old, and my mother was trying to earn a living. In Nevada, she could do that for her and her family. I want to thank Nevada for that.

I did not get a lot of sex education. I am not against it. I am glad there is accurate information from the schools. I might not agree with absolutely everything. Parents need an important role. I am going to tell you something from my heart. I raised one child in the school system and was very unhappy. I raised the other child entirely homeschooled except for two years of private school and two years of Nevada Connections Academy. He is a wonderful young man. He has been on mission trips to Cambodia and is very active in our community. We support many wonderful community efforts such as Hosanna House. We support adoption.

We do understand that people will not always make the right decision, even with the best of information. I personally stand opposed to this bill. I do not like the wording. I think it takes sex education away from parents, school nurses, schoolteachers, and the local level. I think the reason they could not answer your question is because they are trying to do an end run. They are trying to push a more radical agenda and take it out of your hands.

Kimberly Burchiel, Private Citizen, Carson City, Nevada:

Thank you for the opportunity to share with you my concerns regarding A.B. 230. I work with youth and young adults every day at the Community Pregnancy Center of Carson City and see firsthand the damage that the ideology of the Comprehensive Sex Education approach has done to our youth. [Read from prepared text ([Exhibit N](#)).] I would implore you to look at other options and consider the whole health of our children.

Assemblywoman Neal:

I was listening to your concerns. I know you said "the whole health of the children," and it seems that you are pushing more toward abstinence. It is cited in the bill in paragraph (h): "The importance of abstinence as the most effective method" For the record, what I found interesting is that I am a parent who falls into the whole health of the child. I have a 16-year-old daughter who is a junior, and abstinence is what I prefer. However, here is what I know to be true. Regardless of what I feel or think, other children are having sex, and they are not thinking about abstinence. I would much rather they get an education about how to use a condom than have a baby. I know way too many children that have children, and they do not know what to do with them because they are children. It compounds an already systemic issue of broken families, and we keep creating new broken families that have no support system.

Not so long ago, when I was younger, having sex was a flat out no. Do not think about it. Get your mind right. Go to church. That is how I grew up. I prefer my daughter to grow up knowing that she has a choice and an option. The rest of the children who do not have a parent and are doing whatever they feel like without parental supervision, what do we do about them?

I feel your concern. I read the bill and I thought the kitchen sink was included. At the same time, I understood I was coming into a situation from a policy perspective and could not just focus on what I felt and believed should be my moral compass for the rest of the children. I had to think about the children who do not have the benefit of that.

I wanted to say that because I get it. I am for abstinence all the way around, but at the same time, I know what is out there because I used to be in the schools. I had a 15-year-old student who got pregnant, and I was probably the only person who had the financial capability to give her a gift to even buy diapers. The real world is that there are kids out there who do not have the benefit. We need to figure out what to do with them. We need to have a balanced approach here. Look at this bill and whittle away until you see what you can keep.

Kimberly Burchiel:

For those children who do not have the benefit of a caring parent like you, all the rest of us adults around them should be courageous enough to tell them the healthiest thing for them is to abstain. There was a young lady who spoke about abstinence education actually causing problems for youth. I would like to know where she got that information because abstinence education includes discussion of contraceptives.

The difference between comprehensive sex education and abstinence education is that comprehensive sex education is going to focus on contraceptives and minimize the failure rate. The box says that condoms fail 1 percent of the time. Therefore, you would think, what is the problem? I will use a condom as it seems like the best thing to do. In a real-life situation, they are going to fail more than that and then, how many teens are actually going to put them on 100 percent of the time? In order for them to actually work and only fail 1 percent of the time, they have to be used and used correctly.

A condom does not protect you from every STD. The one that it will lower the most risk of is HIV/AIDS. However, there are so many STDs that a condom provides no protection against. When I was a teen, there were three STDs. Now there are many and only abstinence will protect against them 100 percent of the time.

There used to be 28 comprehensive education curricula that were approved by the federal government; there are now 31 approved for the Teen Pregnancy Prevention Program. If you look at all of those and look at how much time is spent on abstinence, it is a cursory nod at best. They deserve more than that.

A few weeks ago, I spoke to a girl who had already had several sexual partners. I asked her at what age she became sexually active. She said 14 years old. I asked her why and she said, peer pressure. We failed her. We needed to give her education on how to handle peer pressure. There is so much more we could do for our students.

Assemblyman Eisen:

I continue to be confused. I want to clarify that we have not suddenly had an increase in the different types of sexually transmitted diseases. Syphilis, gonorrhea, chlamydia, herpes, or cancrroid have been around for a long time. The only sexually transmitted disease that has made an appearance in my lifetime is HIV/AIDS.

That factual issue aside for the moment, I continue to be struck by this same argument. You say it is so important that we teach these teens more, that they know more. The fact is that abstinence-only education is associated with higher teen pregnancy rates. That has been clearly demonstrated repeatedly in the literature. I appreciate that you are not talking about abstinence-only education, and I do not think this bill dismisses abstinence. It explicitly says that it needs to be identified as the most effective, as the only 100 percent effective method of contraception prevention of sexually transmitted diseases. Condoms absolutely do decrease the risk of STDs other than HIV. It does absolutely eliminate that transmission, but certainly, there is an effect there.

Adolescents need to know, if they are going to engage in sexual activity, all of the tools at their disposal to decrease their risk.

I absolutely agree. The safest behavior for them is abstinence. No doubt about it. Adolescents have been having sex since there have been adolescents. This is not a twenty-first century phenomenon. There are biological forces at play here, and our responsibility is to ensure that adolescents are armed with the information they need to prevent exactly the kind of things you are concerned about; exactly the kind of things I have treated as a physician. For instance, I had to deliver a child from a 12-year-old, and it was her second child—for lack of knowledge.

We have to do better, and that is what this bill is about. I do not understand the testimony that we have to make sure that adolescents know this, yet we should not make sure that they know it. I am really confused by this. If you can help me sort out how we say, on the one hand, that adolescents need to have this and, on the other hand, we should not make sure they get it.

Chairman Elliot Anderson:

Is there further opposition here in Carson City?

Melissa Clement, representing Nevada Right to Life:

Nevada Right to Life is very concerned about the statistics we saw today. Those are exactly what we worry about every day. To go over some of the most discouraging ones, for instance, STDs disproportionately affect young people. Teen mothers are more likely to be poor. Eighty percent of males who father a child with a teen mom do not marry that mom. We know for a fact that the greatest indicator of whether a child will make it to the next level from the poverty level is parents and a home.

We have concerns with this particular bill, and I want to make it very clear that we are not against sex education, but the most glaring problem with this bill would be section 1, subsection 1, paragraph (i), which states, "The identification and explanation of reproductive health services, including, without limitation, effective and safe methods of contraception and contraceptive devices" Is abortion going to be included in that area as a means of contraception? That is obviously our biggest concern.

The words "comprehensive" and "medically accurate" sex education are subjective. If we talked about my comprehensive, medically accurate sex education, it would be a bit different than someone else's. That is where the root of the problem is. For example, I think it would be imperative to include the connection between abortion and breast cancer. That is found in a lot of

peer-reviewed literature. I know some will say that is not true. There are peer-educated reviews on both sides of that.

As a parent of three between the ages of 8 and 17 years old, this is my reality. The last time we talked about sex education, we were advocating for safe sex. That is an interesting term because that is not a term we use anymore. We talk about safer sex because there is an increase in STDs. Condoms do not help stop the spread of human papillomavirus (HPV) which has increased greatly. We are now finding there is also an increase in head and neck cancers, which are connected to HPV. Most sex education says that condoms are good and will protect you, but HPV goes through the latex of a condom.

Chairman Elliot Anderson:

I do have to remind folks to keep it brief. If you have written testimony, we will be happy to take it for inclusion into the legislative record for the members as well. We will take further opposition in Carson City.

Don Nelson, representing Nevada LIFE:

This is a serious issue because I read there are approximately 120 million STIs right now. If I were to make any observation about our sex education programs, they seem to me more functional than theological.

Our opposition concerns the words "comprehensive," as in comprehensive sex education, and "reproductive health services," which includes abortion, so we have the following four concerns. [Read prepared testimony ([Exhibit O](#)).]

Chairman Elliot Anderson:

I am going to ask you to speak with the bill's sponsor. I will now take some witnesses in Las Vegas that are in opposition to this bill.

Chris Albright, Private Citizen, Las Vegas, Nevada:

I am speaking as a parent of five current or former CCSD students. I am speaking against my own financial interests because I am a lawyer, and I have learned that when the Legislature passes a statute that is confusing and ambiguous, it is good for my business, because we go to court to get the judge help us understand what it means. Be that as it may, I would rather the money go into the classroom than the courtroom.

My opposition to this statute is based on the fact it is so rife with procedural and substantive ambiguity, confusion, and contradiction that it will inevitably lead to litigation.

I will focus on the procedural problems with this statute. [Read from prepared testimony ([Exhibit P](#)).]

Chairman Elliot Anderson:

Sir, we have those concerns on the record, and we would ask that you follow up with the bill's sponsor if you do have further concerns. We will take your views into consideration. Thank you for pointing that out. Is there further opposition in Las Vegas?

Jeanette Clark, Private Citizen, Las Vegas, Nevada:

I served as the chair of the Clark County Sex Education Advisory Committee for 22 years from its inception in 1979 until 2001. I am opposed to the proposed A.B. 230. [Read from prepared testimony ([Exhibit O](#)).]

Tina Trenner, Private Citizen, Pahrump, Nevada:

I drove 175 miles today so I could speak on behalf of children. We are robbing many of our children of their childhoods. In listening to this hearing, I have had an education myself. I had absolutely no idea that Planned Parenthood was somehow inserted into this bill. I have been in the media for 40 years. I have been a radio station owner and have broadcast both nationally and locally, and I have a lot of information due to my exposure to the media.

If you are not aware, Planned Parenthood from its inception

Chairman Elliot Anderson:

I need to keep it to the bill. I cannot let you attack other organizations. Everyone has their opinion.

Tina Trenner:

I find it interesting that we do not have any religious-based people, but we have an organization like Planned Parenthood in the middle of this bill.

Chairman Elliot Anderson:

Thank you; there have been religious people here. I cannot have attacks on any group. Please be respectful if you want to talk about the bill.

Tina Trenner:

This belongs in local communities and definitely in our state. I do not like a board between me and my elected representative. I want to know exactly what is going on with any curriculum. I do not believe we need boards and other people in the middle.

I would also like to say that opting in and opting out is quite clever. I find by not letting the parents know by some paper that a child might or might not take home with them, is not efficient. I would not have expected my daughter to have gotten it home, and I do not think you should expect children to do that either.

To opt in is another subject, but to opt out is not right to put that on the families and is not something easily managed by many families.

Russell Cannon, Private Citizen, Las Vegas, Nevada:

I have six children who attended school in CCSD. I also have 12 grandchildren who are either currently in, or soon to be in, public schools. Three of our children are professional educators. [Read prepared testimony ([Exhibit R](#)).]

[Vice Chairwoman Dondero Loop assumed the Chair.]

Vice Chairwoman Dondero Loop:

I appreciate your comments.

Sam Castor, Private Citizen, Las Vegas, Nevada:

I am a local attorney, and I have new perspective having worked on Capitol Hill for both President Bush and President Obama while in law school. It seems the time is limited and perhaps it would be possible for the large number of people behind me to have another opportunity to voice their opposition. I would hate to have the Vice Chairwoman perceived as being biased on this subject.

Vice Chairwoman Dondero Loop:

We are not biased, sir, but there is a limited amount of time. If you will limit your comments instead of worrying whether we are giving you your time, we will use that five minutes for somebody else. Thank you very much.

Sam Castor:

Let me just highlight one concern that I do not think has been touched on at all. That is the issue of the First Amendment.

Vice Chairwoman Dondero Loop:

Sir, we do need to stick to the bill, and this bill is not about the First Amendment. It is about sex education in the public schools.

Sam Castor:

I understand that. I am speaking of having dealt with First Amendment issues when reviewing legislative action. Here the bill talks about the type of education we are providing to children. Whenever a state engages in any type

of content-based regulation, where they endorse a particular viewpoint or type of content they believe is appropriate, that type of legislation potentially infringes on the First Amendment, particularly when you are dealing with the education of children.

The United States government has taken great measures to ensure children are protected from indecency and obscenity. The Federal Communications Commission regulates the content purveyed by broadcasters. That is why basic contract law prevents legislators from allowing states to

Vice Chairwoman Dondero Loop:

Sir, we are not talking about contract law. We are talking about curriculum in schools. I know you are a lawyer, but I was an educator, and I do know curriculum.

Sam Castor:

I understand that. Whenever curriculum suggests or endorses a particular type of political viewpoint, that type of curriculum is infringing upon the First Amendment. My concern is that in opening the door to politics by removing such simple words as "factual" from the bill, the bill is opening the doorway for our children to be exposed to political viewpoints.

Vice Chairwoman Dondero Loop:

With that being said, sir, what you get to do is to work with the bill's sponsor and put it into an amendment if you would like to change those words. This is opposition, so what we would like people to do when they come up for opposition, the standard form is to tell us why you oppose the bill, not your personal, historical viewpoints of the law.

Sam Castor:

I appreciate that, and I am telling you why I oppose the bill. I believe that the bill suggests that educators can provide political viewpoints while they are teaching children about sex education. The reason I believe that is because the bill removes the word "factual," and the bill also uses politically charged words such as gender expression, gender stereotypes, gender identity, homosexual, and bisexual orientation. I agree 100 percent that my three children should be taught sex education. My concern is that when the state enters the fray where they want to talk about the different political viewpoints of how that sex education should be provided to our children, and they authorize individuals to reveal the back door behind legislation about why that bill was passed, then we are entering a situation where the First Amendment is implicated. I have concerns that this bill will be constitutionally challenged if this Legislature decides to approve it.

I hope the others will be given a chance to be heard as well because there are a large number of people behind me. [Submitted written testimony ([Exhibit S](#)).]

Vice Chairwoman Dondero Loop:

Thank you very much. We appreciate your time today.

Georgeann Ray, Private Citizen, Las Vegas, Nevada:

I am here as a parent, and I also served on the Clark County School District Curriculum Commission for the past two sessions. I have also been involved with the school parent groups over the past 15 years. I have four children who are in, or have graduated from, CCSD.

I am opposed to this bill for many reasons. One is that it has the phrase "comprehensive" in it. It does not delineate what that means. It also includes the word "must." This is not something the Legislature needs to consider. I believe strongly that this is something better served in the local communities. We work with our school board and the trustees all of the time and it works well.

I appreciate representatives Assemblywoman Fiore and Assemblyman Duncan from my area and their consideration in thinking that maybe this is something that individual school districts can deal with better, rather than having the state mandate for the whole state. If Washoe County School District is doing such a great job with their programs, maybe some of the other counties can look to them for an example and implement those parts of the programs that they feel would be best for their communities. The state is not demographically all the same. There are people in Clark County who do not have a clue what it is like to live Esmeralda County.

For that reason, I think this needs to be something that is not mandated by the state, but is looked at in the local school districts to be given that responsibility and to keep the hand of the parents involved. I completely agree that we need to have the parents sign to have the students attend the sex education courses. That is so important. I sat down with my child's teacher at the middle school, and we went over the whole curriculum so that I knew what my child was going to encounter. I would not be sitting in the class, and there were so many things that could come up as questions. If we are talking about comprehensive, many of those questions could come from other students who may have been exposed to more. The wording in this bill could open the door so much wider and lose a lot of the local control and parental input we want to keep.

Mary Ann Gothard, Private Citizen, Las Vegas, Nevada:

I am a parent of two high school children. I have heard so much talk tonight about birth control, contraceptives, and condoms, which I believe we are already teaching in school. At least my daughters who are in high school have assured me that they have learned about those things in their classes. I do not know how much more explicit we need to be to children to explain how to use these items, or whether it is going to help the problem at all.

My concern with this bill is the many times you use the term "without limitation," such as skills necessary to promote sexual responsibility "without limitation," methods of contraception "without limitation." Does that include abortion also? It is very vague, and I am not comfortable with it.

If you Google comprehensive sex education, you will find many news articles of other states who have adopted this program and the parents, once they find out what is really happening in it, are appalled. In fact, in North Carolina, they are trying to overturn it because they have found that they were using condoms on models of male genitals to teach students how to put condoms on. I am not sure I like the whole comprehensive sex education term

Also, I would like to keep it at the local level. We have already worked out these items with our school board and with our sex advisory committees, and I do not think we need a state law mandating comprehensive education.

Vice Chairwoman Dondero Loop:

We will return to Las Vegas, but we are going to come back up to Carson City.

Briana Simmons, Private Citizen, Carson City, Nevada:

I am representing myself as well as my church, Calvary Chapel, Carson City, and my pastor who was unable to come today.

I am a licensed teacher and I am speaking against A.B. 230. It is obvious from even those in favor of the bill, that we agree that there is a problem, and we want it fixed.

I am nearly 33 years old, and I am a virgin due to the fact that I had the blessing of learning about abstinence and healthy sexual relationships and all the things we are hoping our students today can learn. I have been in relationships that were not sexually active and able to still have a healthy friendship with those people and their families.

The issue I have with this specific bill is that I do feel it takes the emphasis off of abstinence. I am aware that it is still in there, but I think it puts the emphasis

more on those students who are choosing to be sexually active rather than those that would benefit from hearing more about how to have a successful abstinent relationship. I am also concerned with the opt out versus opt in. With regard to papers not actually making it home and with the opt in, it sounds like we are having success with that already, so why change a good thing?

The topic with regard to the board of trustees and religious representation affects us in so many different ways, not just physically, but emotionally and spiritually. It concerns me to change that wording and open it up to where there could possibly not be religious representation, because then we are not adequately covering all sides of the issue.

Christle Robinson, Private Citizen, Carson City, Nevada:

I grew up in Carson City and went to Carson schools, and I opted in to take sex education and took an after-school program while I was in middle school. They paid me \$15 to say that I would not have sex. They had incentives and activities to try to keep us from having sex.

We had people who had AIDS come into our school to explain how they had contracted the disease and how it affected their lives. I had a very clear understanding of the sexual aspect. It did not keep me from having sex, and I got pregnant. It is important to be educated, but there need to be more activities to keep teens from having sex.

Christine Miller, representing Nevada Association of School Boards:

School board members have asked Nevada Association of School Boards (NASB) to share several concerns with you about A.B. 230 as written and presented to you today.

Although NASB supports the amendment regarding opt in and opt out as presented by CCSD, there are other matters that raise concern. If these concerns were addressed in future amendments, it is possible that NASB could support this proposal. We have shared the concerns with Assemblyman Bobzien and, in the interest of time, I will submit written testimony setting out these concerns. [Submitted written testimony ([Exhibit T](#)).]

Vice Chairwoman Dondero Loop:

We will go back down to Las Vegas.

Judie Brailsford, Private Citizen, Las Vegas, Nevada:

I have been a teacher and my husband was a teacher for 30 years. He taught marriage and family as it was called at that time, but it was sex education.

I have many family members who are teachers so I know what it takes to get and keep a teaching license in Nevada. [Read from prepared testimony ([Exhibit U](#)).]

Vice Chairwoman Dondero Loop:

Ms. Brailsford, just so you know, on page 4, it does detail who will be on that committee.

Judie Brailsford:

However, the committee can still be more broad than what is outlined there.

Vice Chairwoman Dondero Loop:

You are very welcome to send in an amendment on that.

Judie Brailsford:

Okay, but I do believe that the language tends to be vague, and it does not give any method, guidelines, or standards for the board of trustees to even vote on these people. [Continued to speak from prepared testimony.]

Sometimes in our schools, the children that need sex education the most—and I believe it is extremely important to have sex education in our schools—are not there because we have one of the highest truancy rates.

Vice Chairwoman Dondero Loop:

At any point, you are absolutely welcome to say ditto. We will put your name on the record and recognize that you are in opposition.

C.T. Wang, Private Citizen, Las Vegas, Nevada:

In one of the slides that Megan Comlossy presented were the two curves of descending pregnancy rates, the national, then Nevada's. I had to wonder why that was. We are taking the time to argue whether we want this bill or not. It seems that if we have a system in place that matches the national average in reducing pregnancies in teens, then, as Assemblyman Stewart said, we do not have a problem. Why are we fixing something that is not broken? What we need to address is why we have that difference between Nevada and the national number. I would offer, since Nevada has the highest dropout rate of the states, that tells me that we are not spending time on reading, writing, and arithmetic. We may be spending too much time on proper use of condoms. If we spent more time on the basics, it would save us a lot of time and not put up with this proposed bill. I oppose A.B. 230.

Vice Chairwoman Dondero Loop:

We do spend time on reading, writing, and arithmetic, sir. I promise you.

Analiese Castor, Private Citizen, Las Vegas, Nevada:

I am just going to say "ditto." I am especially grateful to Assemblywoman Fiore and Assemblyman Duncan for really standing up for the constituents. My main concern is that it stays with the parents who are the community and not the legislators. [Submitted written testimony ([Exhibit V](#)).]

Sheila Moulton, Private Citizen, Las Vegas, Nevada:

I have lived in Las Vegas for 35 years and raised six children who have all graduated from CCSD and now have families of their own. I have several concerns. [Read from prepared testimony ([Exhibit W](#)).]

Ruth Johnson, Private Citizen, Las Vegas, Nevada:

I served in the Clark County School District for 12 years, some of that time with Trustee Moulton. I currently serve on several boards in our community, one of which is one of the few adoption agencies in Nevada that works with young women. I notice there is not language in the bill concerning adoption as an option for young women who find themselves pregnant.

I would like to make a couple of points and I would like to say "ditto" to the local control. Local school boards are elected and fulfill the responsibilities to respond to a community that may not feel that the curriculum is serving its student population.

I would note that if A.B. 230 were truly an endeavor to be comprehensive, it would make a far greater effort not only to include parents and keep the opt-in language, but also provide parents with information so we can give our children the best education possible, along with the school district. Assembly Bill 230 totally excludes parents and their role as primary educators and ignores adult caregivers as a resource in the lives of our young children.

I concur with the comments made concerning those who can teach, and that they remain credentialed and part of whichever school district is locally serving the students so everyone is accountable for what is taught. In addition, give them an opportunity for recourse when there is a question regarding method and how the message is delivered.

I have written remarks for the record and especially for the members of the Committee. [Submitted written testimony ([Exhibit X](#)).]

Lisa Nelson, Private Citizen, Las Vegas, Nevada:

I am the parent of five children who have gone through the CCSD system and who have done very well. Two are currently attending junior or middle school here. I am also the grandmother of another generation of CCSD students.

I am here to argue against the passage of A.B. 230. I am asking that you strike the bill in its entirety. Also, I do not understand submitting amendments to a proposed amendment. I would say "ditto" to everything with a few personal insertions I would like to make. [Read from prepared testimony ([Exhibit Y](#)).]

David Strickland, Private Citizen, Las Vegas, Nevada:

I have four children, one in kindergarten and one in fourth grade. I ditto all opposition to A.B. 230 and the huge concerns of "comprehensive" and "without limitation." It is ironic that we teach our children self-discipline and to do the best they possibly can, yet this type of bill is without limitations on what is being taught. It frightens me that type of language is used. As previously mentioned, the kitchen sink has been thrown into this bill. That is why I am completely opposed to this bill.

Juanita Clark, Private Citizen, Las Vegas, Nevada:

On behalf of the Charleston Neighborhood Preservation, we will also send our message to Speaker of the Assembly Kirkpatrick and to Mr. Hambrick.

In listening to the testimony today, the word exploitation came to mind. Is this a type of exploitation? We know the curriculum for our students is full. I not only have children, but I now have grandchildren and great-grandchildren that are currently in the CCSD. Knowing what they need to learn and the depth to which they need to learn it, because history is now a little longer than when I went to school, we have great concerns about the abilities of our students as they come out of junior high school.

Vice Chairwoman Dondero Loop:

Ms. Clark, could you pause for a moment. We have a question.

Assemblywoman Swank:

I am unaware of where the Charleston Neighborhood Preservation is, and I live right by Charleston. Thank you.

Juanita Clark:

We are all over. Whenever there are concerns, people can contact us. We have had flyers in libraries all over the valley at various times, including Enterprise, Henderson, and even in Pahrump. Specifically, we are not a dot on a map. I hope that has not taken from what we had to say here. [Read from prepared text ([Exhibit Z](#)).]

Heidi Wixom, Private Citizen, Las Vegas, Nevada:

I just want to address section 1, subsection 1, paragraph (i), lines 13 through 17. [Read from prepared text ([Exhibit AA](#)).]

I agree that we need to update sex education content, but I am very concerned that we are going to be mandating something here we cannot afford.

Vice Chairwoman Dondero Loop:

Because we are a policy committee and not a money committee, we do not get to discuss the finances. Thank you for your comments.

Cristi Bulloch, Private Citizen, Las Vegas, Nevada:

I have two daughters that have been in CCSD. I am objecting to A.B. 230 as a proposed sex education bill. I believe there are no small decisions when it comes to the children of Nevada. The children are our future, and they deserve our best attention to their education. That includes sex education. I realize we have many children who have parents that are not teaching this in the home and there is a need for sex education. I ditto a lot of the concerns that were expressed today, with an emphasis on the proposal to opt out instead of opt in, which sets parents up for failure when they do not respond.

In addition, there is a statement about reasonable time for parents to review curriculum. That is not stated. That is a problem as well.

I would also like to make note that on the legislative website, there are 228 responses for the bill, and 427 responses against the bill.

I know there are many of us who are in opposition to this proposed bill, and we are representing their children and grandchildren. We are not representing an organization that may benefit from federally funded programming

Leslie Thomas, Private Citizen, Las Vegas, Nevada:

I am also here in opposition. I would like to say ditto to all of the things that have been said. I would like to see A.B. 230 completely taken out of the Committee.

Linda Peterson, Private Citizen, Las Vegas, Nevada:

I am here in opposition. I would like to add a ditto to strike the bill in its entirety. I would also express a ditto in my opposition to the special interest group crafting this bill. It is interesting that you would use the word "comprehensive" in this bill when you do not use it in math, English, or science. It is only used in sex education.

Vice Chairwoman Dondero Loop:

I think we have covered opposition in Las Vegas and in Carson City, so we will go to neutral.

Nicole Rourke, representing Clark County School District:

The Clark County School District would like to propose an amendment to A.B. 230 to return the provisions in section 1, subsection 6 to the original language, which allows a parent to opt their child in to sex education instruction rather than opt them out. Express permission for participation allows a parent to know when instruction is taking place, providing them an opportunity for conversation in the home on the topic and how it relates to their own family values ([Exhibit BB](#)).

Other than this provision, CCSD remains neutral on the remainder of the bill. We will continue to work with our Sex Education Advisory Committee to update our procedures manual curriculum and the list of outside groups for approval by the board of school trustees. Thank you.

Vice Chairwoman Dondero Loop:

We have covered all of the areas. Are there any closing comments? [There were none.] We will close the hearing on Assembly Bill 230.

[Chairman Anderson resumed the Chair.]

Chairman Elliot Anderson:

We have tried to make it easy for everyone to express their opinion. I will open up the hearing for any further public comment. [There was none.]

The meeting is adjourned [at 7:24 p.m.].

RESPECTFULLY SUBMITTED:

Sharon McCallen
Committee Secretary

APPROVED BY:

Assemblyman Elliot T. Anderson, Chairman

DATE: _____

EXHIBITS

Committee Name: **Committee on Education**

Date: **April 1, 2013**

Time of Meeting: **3:09 p.m.**

Bill	Exhibit	Witness / Agency	Description
	A		Agenda
	B		Attendance Roster
A.B. 130	C	Todd Butterworth, Committee Policy Analyst	Work Session Document
A.B. 222	D	Todd Butterworth, Committee Policy Analyst	Work Session Document
A.B. 224	E	Todd Butterworth, Committee Policy Analyst	Work Session Document
A.B. 260	F	Todd Butterworth, Committee Policy Analyst	Work Session Document
A.B. 357	G	Assemblyman David P. Bobzien, Washoe County Assembly District No. 24	Proposed Conceptual Amendment
A.B. 357	H	Christine Miller, representing Nevada Association of School Boards	Testimony
A.B. 230	I	Megan Comlossy, Policy Associate, Health Program, National Conference of State Legislatures, Denver, Colorado	PowerPoint Presentation
A.B. 230	J	Dawn Johnson, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	K	Elisha Morgan-Lange, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	L	Keith Reisinger, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	M	Janine Hansen, representing, Nevada Families Association	Testimony
A.B.	N	Kimberly Burchiel, Private Citizen,	Testimony

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A.B. 230	O	Don Nelson, representing Nevada LIFE	Testimony
A.B. 230	P	Chris Albright, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	Q	Jeanette Clark, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	R	Russell Cannon, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	S	Samuel Castor, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	T	Chris Miller, representing Nevada Association of School Boards	Testimony
A.B. 230	U	Judie Brailsford, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	V	Analiese Castor, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	W	Sheila Moulton, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	X	Ruth Johnson, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	Y	Lisa Nelson, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	Z	Juanita Clark, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	AA	Heidi Wixom, Private Citizen, Las Vegas, Nevada	Testimony
A.B. 230	BB	Nicole Rourke, representing Clark County School District	Proposed Amendment