

**MINUTES OF THE
SENATE COMMITTEE ON EDUCATION**

**Seventy-Eighth Session
April 30, 2015**

The Senate Committee on Education was called to order by Chair Becky Harris at 2:43 p.m. on Thursday, April 30, 2015, in Room 2135 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. [Exhibit B](#) is the Attendance Roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

COMMITTEE MEMBERS PRESENT:

Senator Becky Harris, Chair
Senator Scott Hammond, Vice Chair
Senator Don Gustavson
Senator Mark A. Lipparelli
Senator Joyce Woodhouse
Senator Moises (Mo) Denis

COMMITTEE MEMBERS ABSENT:

Senator Tick Segerblom (Excused)

GUEST LEGISLATORS PRESENT:

Assemblywoman Teresa Benitez-Thompson, Assembly District No. 27
Assemblywoman Olivia Diaz, Assembly District No. 11
Assemblyman Edgar Flores, Assembly District No. 28

STAFF MEMBERS PRESENT:

Todd Butterworth, Policy Analyst
Risa Lang, Counsel
Jan Brase, Committee Secretary

OTHERS PRESENT:

Chelsea Capurro, American Diabetes Association

Senate Committee on Education
April 30, 2015
Page 2

Nicole Rourke, Clark County School District
Jessica Ferrato, Nevada Nurses Association; Nevada Association of School Boards
Lindsay Anderson, Washoe County School District
Mary Pierczynski, Ed.D., Nevada Association of School Superintendents
Luis Valera, Vice President for Government Affairs and Diversity Initiatives, University of Nevada, Las Vegas
Seth Rau, Nevada Succeeds
María Sheehan, Ed.D., President, Truckee Meadows Community College
Steve Canavero, Ph.D., Deputy Superintendent for Student Achievement, Department of Education
Omar Saucedo, Nevada System of Higher Education
Silvia Lazos, Chair, Education Committee, Latino Leadership Council
Michael Flores, College of Southern Nevada
Patrick Gavin, Executive Director, State Public Charter School Authority
Gil Lopez
Elena Arrascada Aramini
Keelan Anson-Ayrault
Carrie DeBarger
Krissy Brown, Principal, Mt. Rose K-8 Academy of Languages, Washoe County School District
Savannah Fraley
Cameryn Mitchell
Eliot Current
Ryan Smith
Chris Case
Kim Gerlach
Craig M. Stevens, Clark County School District

Chair Harris:

I will open the hearing on Assembly Bill (A.B.) 285.

ASSEMBLY BILL 285 (1st Reprint): Revises provisions relating to the self-administration of certain medications by pupils in public schools. (BDR 34-812)

Chelsea Capurro (American Diabetes Association):

Assembly Bill 285 allows students with diabetes who are able to self-manage their disease to do so in a classroom, on school grounds, on school buses and

at school-sponsored activities. Permission and parental consent are required. Thirty-six states allow students to self-administer their medications, and eight states are pursuing similar legislation. This small change would prevent students from having to leave the classroom to test their blood glucose levels, thus saving 30 to 45 minutes a day in lost instructional time. Medical technology has advanced to improve diabetes management. Blood glucose levels can be tested accurately within seconds, and insulin delivery systems are easily administered.

Medical waste associated with blood glucose monitoring and other diabetes management is minimal. Assembly Bill 285 gives schools the authority to establish blood-borne pathogen protocols and procedures required for compliance. The bill does not specify student age. Students are able to manage their conditions and administer their medications at various ages. The decision would be made by parents and physicians.

Chair Harris:

Can you address the specifics of medical waste containment and proper disposal of sharp medical devices?

Ms. Capurro:

The delivery mechanisms are either an insulin pump or an epinephrine auto-injector system. There is little or no medical waste. Schools would develop protocols to ensure the proper disposal of sharp medical devices. I can research and provide additional information.

Senator Hammond:

This legislation addresses medicine delivery systems and testing equipment. The decision about the students' ability to manage their conditions is made by parents and physicians. Is this correct?

Ms. Capurro:

Yes, this is correct. Many students have been managing their conditions for a long time and do not need assistance, while others may need support.

Nicole Rourke (Clark County School District):

The Clark County School District (CCSD) supports A.B. 285. The sponsor has accepted our proposed amendment addressing medical waste containment. If

students have orders from a physician allowing self-administration and are trained in disposal protocols, they are capable of managing their conditions.

Chair Harris:

Do you anticipate each classroom would be equipped with a sharps container, or would students be required to go to the nurse's office?

Ms. Rourke:

I am researching this issue and will provide information.

Jessica Ferrato (Nevada Nurses Association):

The Nevada Nurses Association supports A.B. 285 as amended.

Lindsay Anderson (Washoe County School District):

The Washoe County School District (WCSD) supports A.B. 285 and appreciates the clarifying language.

Ms. Ferrato (Nevada Association of School Boards):

The Nevada Association of School Boards supports A.B. 285.

Mary Pierczynski, Ed.D. (Nevada Association of School Superintendents):

The Nevada Association of School Superintendents supports A.B. 285.

Chair Harris:

We will close the hearing on A.B. 285 and open the hearing on A.B. 374.

ASSEMBLY BILL 374 (1st Reprint): Revises provisions governing education.
(BDR 34-1064)

Assemblyman Edgar Flores (Assembly District No. 28):

I am speaking on behalf of every student who has told me they did not apply for admission to college because they did not know they were eligible.

Under existing law, all students in Grade 11 take the ACT examination, a college and career readiness test. The *Nevada Revised Statutes* (NRS) outlines the uses of the assessment results. Assembly Bill 374 would require all students in Grade 11 to meet with a counselor, administrator or other educational personnel to revise the academic plan for the pupils to ensure their readiness using transcripts and the results of the ACT examination, if available. We

envision a substantive, one-on-one conversation focusing on students' post-high school plans. The advisor would be in a position to evaluate possible deficiencies and academic strengths and weaknesses. Students would be advised where additional work is necessary to prepare for college and career success without a need for remediation. If remediation is necessary, the advisor will coordinate with parents or legal guardians to create an academic road map.

A similar program has been developed in the WCSD. Students who were eligible for the Millennium Scholarship were planning to attend 2-year colleges in order to save money. Some students with low grade point averages thought they would not be eligible to attend college. Counselors in the WCSD were able to discuss possibilities and alternatives with these students. Studies indicate the usefulness and effectiveness of educational road maps.

Section 1, subsection 1 of A.B. 374 requires at least one individual meeting with each student in the eleventh grade for the purpose of reviewing his or her academic plan. The academic plan is designed in the student's first year of high school. Subsection 2 is enabling language providing for the use of the results of pupil's college and career readiness assessments, if they are available. The goal is to clearly state the importance of holding the assessment meeting with or without the ACT examination results.

Senator Hammond:

You anticipate that every student will speak with a counselor. The ACT may not be administered until November or December. Would it be possible to hold the meeting in the fall, before students take the ACT?

Assemblyman Flores:

Yes, the bill allows flexibility in the timing of the academic plan meeting and may occur before taking the ACT. Our hope is the ACT will eventually be scheduled earlier in the year for eleventh graders. We want to avoid the need for schools to schedule all of their meetings in just 1 or 2 months.

Senator Hammond:

Assembly Bill 374 will be useful to students who would otherwise take only a couple of courses in their senior year of high school. With information from their academic plan meeting, they will know if they need to take a particular class or concentrate in a particular area in order to meet their goals.

Assemblyman Flores:

Section 1, subsection 3 addresses remediation. If it is determined remediation is necessary, the academic advisor will coordinate with students and parents or legal guardians to revise the academic plan to ensure the pupil is prepared for college or career success before graduation.

Senator Lipparelli:

It appears the bill is proscriptive, requiring school districts to take certain actions. There may be a percentage of students who have clear and organized post-graduations plan and do not need to meet with a counselor. Could the goal be accomplished if the language were broader and schools were provided more flexibility?

Assemblyman Flores:

Nevada Revised Statute 388.205, subsection 3, paragraph (c) requires an annual review of academic plans. Assembly Bill 374 does not require an additional meeting. It expands the existing requirement to include college and career readiness.

A student who recently graduated early from high school with an exemplary grade point average enrolled in a community college, but did not complete her course of study. When she was in high school, it was assumed she, as a talented and skilled student, had the information she needed to enroll in and succeed at a 4-year college. She had not had the benefit of a road map and a meeting with a counselor. We need to meet with all students, even if we assume they do not need help.

Chair Harris:

I have had the opportunity to work with at-risk students who need guidance to recognize their potential and realize they are college and career ready. It would be useful to have test scores before meeting with students in their junior year of high school. These scores can have an impact in students' decisions and abilities to succeed. I would suggest academic plan meetings take place after the ACT tests are administered and scores are available.

With respect to remediation, students need various levels of assistance. It is important to begin this effort as early as possible to enhance their high school academic careers and give them solid foundations for college.

Luis Valera (Vice President for Government Affairs and Diversity Initiatives, University of Nevada, Las Vegas):

The University of Nevada, Las Vegas (UNLV) Center for Academic Enrichment and Outreach works with students in the ninth and tenth grades to plan high school class schedules which will prepare them for college. With additional funding, we would be able to work with younger students in developing interest in science, technology, engineering and mathematics courses. We assist with financial aid, college readiness and remedial courses. Our outreach efforts include conversations with parents.

Chair Harris:

How many students are you able to reach?

Mr. Valera:

There have been fluctuations. The economic downturn has reduced enrollment, but we generally reach more than 50 percent of the students in each school we visit. We focus on at-risk schools and make an effort to meet with both students and parents. I will research and provide current data.

Assemblyman Flores:

In regard to Chair Harris' question and the timing of the academic plan meetings, I have tried to come to a workable accommodation. As I have mentioned, the WCSD has conducted a pilot program and found the process to be effective. Many students whose academic performance is average will graduate from high school without a plan and will benefit from an evaluation and conversation in Grade 11. Through the process, students learn from school counselors they are eligible to go to college. For many students, this type of encouragement is decisive.

For students who are credit deficient or whose grade point average is too low for 4-year college admittance, counselors or administrative personnel can explain the options. These students are not aware they can attend a community college where they can work to improve their performance and transfer to a 4-year institution.

Senator Hammond:

I anticipate a logistical challenge in scheduling a large number of meetings. How can we be certain all parties can attend and the meetings will be meaningful?

Do school districts expect to have adequate staff? What would be the process in follow-up remedial meetings?

Assemblyman Flores:

Staffing is a concern. I considered what could be done with existing personnel and recognized that academic planning meetings are currently taking place. Assembly Bill 374 expands on the existing process to include the formation of a road map to college, trade school or career. School districts support A.B. 374 and do not expect that additional resources would be needed.

The intent of the bill is to encourage schools to schedule a remediation meeting when necessary, but the school is not required to do so. The remediation process would include speaking with parents or legal guardians, outlining the students' educational deficiencies and offering a plan for meeting objectives.

Chair Harris:

I will suspend the hearing on A.B. 374 and open the work session on A.B. 27.

ASSEMBLY BILL 27 (1st Reprint): Makes various changes regarding the licensure of educational personnel. (BDR 34-315)

Todd Butterworth (Policy Analyst):

I will read from the work session document ([Exhibit C](#)).

Senator Gustavson:

During a previous hearing, we heard testimony indicating this bill will affect approximately 14 potential new teachers. Is this correct?

Seth Rau (Nevada Succeeds):

We have identified more than 100 university students who are citizens of foreign countries and are preparing to become teachers. Assembly Bill 27 would provide them with the opportunity for employment in Nevada.

Senator Denis:

We have made an investment in these students, and we should make an effort to offer them employment.

SENATOR HAMMOND MOVED TO DO PASS A.B. 27.

SENATOR DENIS SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

* * * * *

Chair Harris:

We will move to A.B. 30.

ASSEMBLY BILL 30 (1st Reprint): Revises provisions relating to plans to improve the achievement of pupils enrolled in public schools in this State. (BDR 34-312)

Mr. Butterworth:

I will read from the work session document ([Exhibit D](#)).

SENATOR WOODHOUSE MOVED TO DO PASS A.B. 30.

SENATOR DENIS SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

* * * * *

Chair Harris:

We will move to A.B. 112.

ASSEMBLY BILL 112 (1st Reprint): Revises provisions governing the policy concerning a safe and respectful learning environment for children enrolled in public schools throughout the State. (BDR 34-220)

Mr. Butterworth:

I will read from the work session document ([Exhibit E](#)). A proposed conceptual amendment to ensure terminology referring to personnel other than administrators, principals, and teachers is consistent within the bill and with current statute was proposed by Chair Harris.

SENATOR HAMMOND MOVED TO DO PASS A.B. 112.

SENATOR WOODHOUSE SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY

* * * * *

Chair Harris:

We will conclude the work session with A.B. 150.

ASSEMBLY BILL 150: Revises provisions governing the Governor Guinn Millennium Scholarship Program. (BDR 34-200)

Mr. Butterworth:

I will read from the work session document (Exhibit F). Working with the sponsor, Chair Harris has proposed the bill be amended to require the applicable entrance examination be taken by the student while enrolled in high school.

SENATOR DENIS MOVED TO AMEND AND DO PASS AS AMENDED
A.B. 150.

SENATOR GUSTAVSON SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

* * * * *

Chair Harris:

I will reopen the hearing on A.B. 374.

María Sheehan, Ed.D. (President, Truckee Meadows Community College):

Truckee Meadows Community College (TMCC) supports A.B. 374. The TMCC serves more than 11,000 students each semester in state-supported programs as well as additional students in noncredit, self-funded classes. As community colleges, we excel at developing and sustaining programs that match the needs of the local economy. To do this, we maintain communication with local businesses and community leaders.

Workforce preparation for jobs requiring more than a high school diploma and less than a bachelor's degree is one of the missions of a community college. However, we cannot prepare students for the workforce without a level of college readiness. To help ensure recent high school graduates entering our program are prepared for college-level work, TMCC works actively with the WCSD while these students are still in high school. Intervening while they are in high school is the best way to keep them on track to graduate at a level supporting career and college readiness.

Initiatives we have implemented include testing students for college readiness while in high school, reliance on mastery of twelfth grade coursework for determining prerequisites for English and mathematics courses and implementing a summer bridge program following high school graduation to prepare students for college success. We are also exploring a technical high school pathway that would provide key industry skills to students in the eleventh grade.

Constant communication with students and their families is one of the best ways not only to keep students on track for graduation, but also on track to graduate with the skills needed to enter the workforce or enroll in higher education. High school counselors and advisors are critical partners in ensuring the final years of high school lead students to workforce training or university and college readiness. Any intervention in the eleventh grade or earlier to provide preparation and direction for our students will be beneficial.

Ms. Rourke:

The CCSD supports A.B. 374. When students leave the eighth grade, we develop an academic plan. Students are offered a college and career transitional guide. The guide covers graduation requirements, financial aid information and post-secondary options. We collaborate with UNLV and community colleges. We provide programs such as the Advanced Via Individual Determination program and the Gaining Early Awareness and Readiness for Undergraduate Program.

Steve Canavero, Ph.D. (Deputy Superintendent for Student Achievement, Department of Education):

The Department of Education (NDE) supports A.B. 374.

Omar Saucedo (Nevada System of Higher Education):

The Nevada System of Higher Education (NSHE) supports A.B. 374. School districts across the State are in a strategic partnership with NSHE. Our campuses send recruiters to high schools during the year and appreciate efforts to improve students' senior transition and college-readiness options.

Silvia Lazos (Chair, Education Committee, Latino Leadership Council):

The Latino Leadership Council supports A.B. 374. I have submitted written testimony ([Exhibit G](#)). We agree with the need to be as impactful as possible with this bill. When NSHE provides information regarding student participation, we request the data be made public. During a recent meeting with parents, I found that they appreciate being informed so they can work with their children and help them increase their efforts. Nevada's students and the economy will benefit.

Michael Flores (College of Southern Nevada):

The College of Southern Nevada supports A.B. 374.

Ms. Ferrato:

The Nevada Association of School Boards supports A.B. 374. It is imperative all students in the State have the ability and the knowledge to move on to higher education. This is especially important in rural Nevada where students do not have comparable resources available to those in urban areas.

Mary Pierczynski of the Nevada Association of School Superintendents also expresses support.

Patrick Gavin (Executive Director, State Public Charter School Authority):

The State Public Charter School Authority supports A.B. 374. As we face challenges of both college access and college completion, we find a meaningful conversation with a student is critical to their success.

Gil Lopez:

I support A.B. 374. As a former substitute teacher and higher education admissions counselor, I understand the importance of guiding students in their college and career choices. As a student, I benefited from the UNLV Center of Academic Enrichment and Outreach programs and am currently in my final year of law school.

Mr. Valera:

The UNLV supports A.B. 374. I can provide the Committee with current data relating to college-going rates. Our staff has assisted community college students with understanding how credits transfer and how they apply to students' majors. This effort saves money for the students and for the university system.

Assemblyman Flores:

The bill's language is intentionally broad and allows for a variety of staff members to serve as academic plan counselors. This is to avoid placing burdens on school counselors.

Senator Hammond:

To clarify, staff members who assist with the process would do so on a voluntary basis. They would not be assigned the task. Is this correct?

Assemblyman Flores:

Yes, this is the intent.

Chair Harris:

I will close the hearing on A.B. 374 and open the hearing on A.B. 166.

ASSEMBLY BILL 166 (1st Reprint): Provides for the establishment of the State Seal of Biliteracy Program. (BDR 34-526)

Assemblywoman Teresa Benitez-Thompson (Assembly District No. 27):

Assembly Bill 166 celebrates our students' achievements.

Assemblywoman Olivia Diaz (Assembly District No. 11):

My parents stressed the importance of my learning to speak, read and write both English and Spanish. As an adult, I realize these are vitally important skills. Research has demonstrated learning additional languages develops neural connections and the ability to recall and retain information. Many elementary schools in Nevada are working to facilitate the process by which a second language is acquired. As we all know, it is easier to learn a second language when we are young.

Assembly Bill 166 seeks to recognize students who have attained high-level proficiency in one or more languages in addition to English. It will create a formal seal to be affixed to their diplomas.

Assemblywoman Benitez-Thompson:

Section 2 of A.B. 166 requires the superintendent of public instruction to establish a seal recognizing pupils graduating from high school with biliterate proficiency. This includes public high schools, charter high schools and the university-based high school for gifted students. Participation is permissive, but schools are enthusiastic about honoring their students in this way. The seal will be affixed to their high school diplomas, and transcripts will reflect their achievement. Section 2, subsection 2, paragraph (a) will be amended to provide for the seal to be affixed to the diploma only and not to the transcript.

Section 3 outlines the requirements for receiving the State Seal of Biliteracy. Students need to have successfully completed all courses of study in English language arts required for graduation with at least a 2.0 grade point average. Students must pass an advanced placement examination in a world language with a score of 3 or higher, or pass an international baccalaureate (IB) examination in a world language with a score of 4 or higher or pass an examination approved by the school district authorities. The NDE has Nevada Academic Content Standards for world languages and has developed curriculum for use in schools.

Senator Denis:

Can you outline the requirements for proficiency?

Assemblywoman Benitez-Thompson:

The required examinations and scores are an indication of proficiency. The Nevada Academic Content Standards for world languages outlines ranges in proficiency based on total number of hours accumulated and performance indicators. I will provide more information to the Committee.

Senator Denis:

I have found that students who successfully complete many years of Spanish courses are not, actually, able to speak the language. They can read and write, but do not fully understand.

Assemblywoman Benitez-Thompson:

We amended the language of A.B. 166 to remove 4 years of language courses as qualification for the seal because taking the courses does not always provide proficiency. We are confident the required testing outlined in the bill will demonstrate a working understanding of a second language.

Assemblywoman Diaz:

There are a number of evaluation tools available. It is important for students to be able to speak, read and write a second language and be properly tested.

Elena Arrascada Aramini:

I will present my testimony in Spanish and the English translation is as follows. When I entered kindergarten, I never thought I would know how to speak Spanish. Now I am in fifth grade and can speak, read and write Spanish. I am bilingual in Spanish and English. The preprogram is important because we learn to speak Spanish. In January, I went on a vacation in San Francisco. When I got into a cab, I spoke to the cab driver. He said it is important to learn Spanish because it will be easier to travel to other countries.

When I was in San Francisco, I spoke with a man who did not speak English. He was from Colombia. There is a little difference between the Spanish spoken in Colombia and Mexico, but when he spoke, his Spanish was almost the same.

It is very important for me to have a biliteracy seal because if I do not have it, I will not be able to go to college. It is also important because I want to have a good career, and I can help people who do not speak English.

The biliteracy seal will help our State because when we are in these professions we will be good representatives of Nevada.

Keelan Anson-Ayrault:

I am in the fifth grade at Jessie Beck Elementary School. The biliteracy seal will help us find good jobs and have many other benefits.

Carrie DeBarger:

I will present my testimony in Spanish and the English translation is as follows: It would be very good to have a biliteracy seal on my high school diploma.

Ms. Lazos:

The Latino Leadership Council supports A.B. 166. We have submitted a letter ([Exhibit H](#)). Nevada has one of the highest populations of children with parents who speak a language other than English, known as language isolation. These children should be encouraged to take advantage of the opportunity to build on their knowledge of a second language. The biliteracy seal is an official approval from the State and will improve the quality of existing dual-language programs.

Krissy Brown (Principal, Mt. Rose K-8 Academy of Languages, Washoe County School District):

The goal of our dual-immersion program is that every student by Grade 5 is biliterate and bilingual.

Savannah Fraley:

I am a fifth grade student in the Mt. Rose PK-8 Academy bilingual program. I support A.B. 166.

Cameryn Mitchell:

I will present my testimony in Spanish and the English translation follows. I am a fifth grade student at Mt. Rose Elementary School and I support A.B. 166.

Eliot Current:

I am a fifth grade student in the immersion program at Jessie Beck Elementary School. I support A.B. 166. Learning to speak a second language will help us get better jobs and improve our skills as students.

Chair Harris:

It also helps you to understand and appreciate other cultures.

Ryan Smith:

I am a Spanish teacher in the WCSD and the Nevada World Language Teacher of the Year for 2015. I support A.B. 166. This is an important opportunity for our students. To pass the Advanced Placement (AP) and IB examinations, students must demonstrate proficiency in a second language, speaking, writing, reading and listening. Another form of assessment is the American Council on the Teaching of Foreign Languages' exam known as the AAPPL. The AAPPL is communication-based and is used to determine language ability, especially in terms of speaking and listening.

Chris Case:

I am the director of the Global International Studies Program at McQueen High School in Reno and am a German language teacher. I support A.B. 166. Students enrolled in our Global Studies Program take classes in two world languages to the AP level. They also take AP courses in social studies and science. Themes are woven through all of their courses building the students' global view. Our goal is to improve our students' ability to succeed in an international workplace. As the Hispanic population in Nevada continues to grow, we have seen advantages to enhancing our Spanish for Spanish speakers courses.

Mr. Gavin:

The State Public Charter School Authority supports A.B. 166. Our higher education system does not require second language courses for admission, but many of our neighboring states do have this requirement. The seal of biliteracy and a notation on our students' transcripts will be a valuable advantage.

Kim Gerlach:

I teach AP and Honors Spanish in the WCSD. I support A.B. 166. The majority of my students are heritage Spanish speakers. Each year, more than 60 students pass the AP Spanish or literature test. Assembly Bill 166 is an excellent opportunity to recognize these students' efforts to build on their ability to speak the language.

Craig M. Stevens (Clark County School District):

The CCSD supports A.B. 166. We currently administer a nationally recognized examination used to determine world language proficiency. Students are tested on their ability to write, read and speak in a second language.

Ms. Ferrato:

The Nevada Association of School Boards and the Nevada Association of School Superintendents support A.B. 166. The bill provides for official recognition of students and their efforts. They will have an opportunity to compete and be successful in the global marketplace.

Chair Harris:

Students can benefit in the economy, but they can also understand and embrace another culture.

Assemblywoman Benitez-Thompson:

A growing number of English Language Learners are moving into northern Nevada and our communities. We are determined to be prepared.

Assemblywoman Diaz:

It is important that we value our heritage. Students who learn another language build self-confidence, and also learn to appreciate another culture.

Chair Harris:

I will close the hearing on A.B. 166.

Mr. Stevens:

The CCSD is building an AP Academy program across the district. Shadow Ridge High School has doubled the number of AP students. We have also increased the pass rate by 6 percent.

Mr. Gavin:

The State Public Charter School Authority is one of only two districts in the State that has met all three criteria of the annual measurable objects for the English Language Learners program.

Senate Committee on Education
April 30, 2015
Page 19

Chair Harris:

There being no further comment or business before the Committee, the meeting is adjourned at 4:34 p.m.

RESPECTFULLY SUBMITTED:

Jan Brase,
Committee Secretary

APPROVED BY:

Senator Becky Harris, Chair

DATE: _____

EXHIBIT SUMMARY				
Bill	Exhibit / # of pages		Witness / Entity	Description
	A	2		Agenda
	B	7		Attendance Roster
A.B. 27	C	1	Todd Butterworth	Work Session Document
A.B. 30	D	1	Todd Butterworth	Work Session Document
A.B. 112	E	1	Todd Butterworth	Work Session Document
A.B. 150	F	3	Todd Butterworth	Work Session Document
A.B. 374	G	1	Silvia Lazos/Latino Leadership Council	Written Testimony
A.B. 166	H	1	Silvia Lazos/Latino Leadership Council	Support Letter