

**MINUTES OF THE  
SENATE COMMITTEE ON EDUCATION**

**Seventy-Eighth Session  
February 10, 2015**

The Senate Committee on Education was called to order by Chair Becky Harris at 3:30 p.m. on Tuesday, February 10, 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 Lipparelli  
Senator Joyce Woodhouse  
Senator Moises (Mo) Denis

**COMMITTEE MEMBERS ABSENT:**

Senator Tick Segerblom (Excused)

**STAFF MEMBERS PRESENT:**

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

**OTHERS PRESENT:**

Dale Erquiaga, Superintendent of Public Instruction, Department of Education  
Mindy Martini, Deputy Superintendent for Administrative and Fiscal Services,  
Department of Education  
Nicole Rourke, Clark County School District  
Vivian Austin  
Janine Hansen, State President, Nevada Families for Freedom  
Lynn Chapman, State Vice President, Nevada Eagle Forum  
Barbara Dragon, Nevada Homeschool Network

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Amy Bauck  
Elissa Wahl  
Christina Leventis  
Cindy Lake  
April Tatro-Medlin  
Robert Ruppert  
Jessica Lagor  
Juanita Clark, Charleston Neighborhood Preservation  
Veronica Stevens

**Chair Harris:**

I will open the hearing on Senate Bill (S.B.) 25.

**SENATE BILL 25**: Revises provisions relating to public schools. (BDR 34-316)

**Dale Erquiaga (Superintendent of Public Instruction, Department of Education):**

The Department of Education (NDE) proposes a number of revisions relating to public schools. Section 1 addresses membership of the State Board of Education. Elected officers and those appointed to unexpired terms of elected officers are ineligible to serve on the Board. An exception is made for members elected to a board of trustees of a school district and members who also represent the Nevada System of Higher Education as outlined in S.B. 25 section 1, subsection 2, paragraphs (a) and (c).

Section 2, subsection 7 is an attempt to define the responsibilities of the NDE in coordinating programs for children from birth through prekindergarten. For the past 10 years, the NDE has managed state-funded preschool programs for approximately 1,400 children, these include: Head Start, Title 1 preschools and special education programs. In addition, a portion of child care development funds and administrative authority have been transferred from the Department of Health and Human Services. The result has been a significant expansion of the NDE scope of responsibility. We recognize the suggested language may be too broad and, therefore, would be open to discussion and amendments if necessary.

Section 3, subsection 1 proposes to strike language requiring the NDE to adopt regulations relating to environmentally sensitive cleaning and maintenance products. This is not within the expertise of the Education Department, however, we recognize there is concern among parents, especially those whose children have severe allergies. The bill directs this responsibility to local school boards.

Sections 4, 10, 11, 12, 13, 15, 17 and 18 replace language related to the study of English with the phrase, "English language arts." References to foreign languages would change to "foreign or world language." Our Office of Standards and Instructional Support is requesting these changes.

Section 7 updates old statutory language and clarifies the NDE budgetary process. In 2011, the Nevada Legislature and the Governor agreed the Superintendent of Public Instruction would be designated executive head of the Department. As such, the superintendent submits the Department's budget to the Governor and the request is included in the Executive Budget. The suggested modifications in section 7 of S.B. 25 reflect the changes in process.

Section 12 addresses the Council to Establish Academic Standards. The Council has existed since the 1990s and is the first step in the adoption of academic standards. Standards are recommended to the Board, which then adopts them. The NDE approves of this process. It gives the public multiple opportunities to have input in the adoption of standards. Not all courses of study have been listed in statute. Section 12, subsection 1, paragraph (a), subparagraphs (9) and (10) add foreign or world language and any other course of study requested by the Superintendent of Public Instruction. The language is purposely general to allow for flexibility. We are contemplating standards for internships, apprenticeships and work study, among others. Career and technical education standards follow a different path and are not reviewed by the Academics Council. There may be occasions when, for example, a career technical standard includes apprenticeships and overlaps with academics. We would want the Academics Council to provide advice to the Board as well. Without a change in statute, the superintendent does not have this authority.

Section 14 revises the manner in which the NDE provides a required informational pamphlet. The Department suggests the pamphlet be transmitted electronically and available on the NDE Website. Statute should reflect this change.

Section 16 addresses suspension and revocation of licenses issued by the Board. In the event a licensee requests a review, statute requires the hearing to be held within 30 days following the selection of a hearing officer. We propose changing this language to provide parties the ability to agree to a later hearing date, if necessary.

The NDE licenses private schools and institutions that are accredited by national and regional accrediting agencies. Section 19, subsection 2 of S.B. 25 lists these accrediting agencies in statute for clarification purposes.

Section 20 authorizes the Interim Finance Committee to approve expenditures from the Educational Trust Account to the NDE when the Legislature is not in session.

Finally, we propose deleting two outdated sections of the law, *Nevada Revised Statutes* (NRS) 385.060 and 390.400. First, the Board no longer uses a department-specific official seal in authentication of its acts. Second, the NDE does not have the resources or staff to approve or disapprove lists of books for use in public school libraries. It would be appropriate for school librarians working with their local school boards to maintain library inventory. However, the NDE retains textbook approval authority.

The NDE has proposed several conceptual amendments ([Exhibit C](#)). First, section 1 of S.B. 25 proposes requiring appointed members of the State Board to serve until the qualification of their successor is established. Appointments expire in January, and with the potential for lag time in the Governor's Office appointment process, the January meeting can be at risk of not having a quorum. Next, an amendment to NRS 385.610 would add an additional parent member to the Advisory Council on Parental Involvement and Family Engagement. There are 10 members on the Council, only two of whom are parents. We suggest language designating the additional member as "The president of the Nevada Parent Teacher Association board of managers, or a designee nominated by the president." Lastly, the NDE proposes to amend NRS 391.038 subsection 4 to delete outdated organizations and replace "the National Council for Accreditation of Teacher Education" with "a national agency for accreditation acceptable to the Board." The NDE licensure staff has requested a more generic term that is consistent with language throughout the statute.

**Mindy Martini (Deputy Superintendent for Administrative and Fiscal Services,  
Department of Education):**

The Department of Education proposes amendments to S.B. 25 relating to part-time distance education and the calculation of the basic support guarantee per pupil. Section 5 of the bill amends NRS 387.1233, subsection 1, paragraph (a), subparagraph (4), sub-subparagraphs (I) and (II) to clarify that the count of the pupils is to the school district in which the student resides. The goal is for the NDE to receive a single count from the residential school district reflecting actual student attendance data in part-time distance education programs. The residential school district can then accurately articulate reimbursement information.

Section 6 of S.B. 25 amends NRS 387.124, subsection 4, to clarify that the per-pupil apportionment for a part-time program of distance education must be made to the school district in which the student resides. The resident school district must allocate the apportionment based upon the written agreement required pursuant to NRS 388.854 and 388.858.

Sections 8 and 9 of the amendment state, that for a pupil to enroll in part-time program of distance education, it is required that the resident school district or school enter into an agreement with the board of trustees or the governing body of the charter school which is offering the part-time program of distance education. The agreement must include the percentage of the apportionment the part-time program should receive. The percentage must be made on the number of courses the student is taking from the part-time program.

The NDE would like to maintain language that requires students to obtain written permission from the student's residential school district to engage in full-time distance education. This would give the residential school district information regarding the student's status.

**Senator Hammond:**

Section 9 amends NRS 388.858, subsections 2 and 3. Subsection 2, states that a student who is enrolled in a brick-and-mortar school and who enrolls in a program of distance education must be allowed to take the class.

Subsection 3 requires that the governing body of the school in which the pupil is enrolled enter into a written agreement with the board of trustees or

governing body of the distance learning school. What would happen if they were not able to come to an agreement?

**Ms. Martini:**

This agreement provision is meant to provide for the parties to discuss payment, not to determine the student's enrollment. The NDE is working with the Legislative Counsel Bureau's Legal Division and the school districts to clarify the language and the intent.

**Chair Harris:**

I have seen the intended language. It is written to presuppose an agreement. We cannot mandate an agreement. What is the process if school districts do not agree to terms?

**Ms. Martini:**

We will need to continue to work with the Legal Division to clarify and address this issue and will return to the Committee with updated information.

**Senator Lipparelli:**

Section 19 amends NRS 394.241; subsection 2 increases the number of accreditation organizations. Can you elaborate on the reasons for selecting these organizations? How does it relate to the suggested amendment a more blanket national agency for accreditation acceptable to the Board? On one side, you are enumerating, and on another, you are allowing for any organization approved by the Board.

**Mr. Erquiaga:**

Section 19 addresses accreditation agencies that work with the Private Schools Office of the NDE. This section is meant to make clear the standard agencies in a specific office of the NDE. We would be willing to discuss removing this change.

**Senator Lipparelli:**

Is the Board the determining body deciding the accreditation agency used by the NDE or its offices?

**Mr. Erquiaga:**

No; for example, the licensure office of the Commission on Professional Standards in Education sets those regulations and the license is issued by the

superintendent. For the private school licensure office, the Board issues the license. There are several different governing entities within the Department of Education.

**Senator Hammond:**

Which federal testing compliance requirements are we addressing with this bill?

**Mr. Erquiaga:**

Section 13 of S.B. 25 addresses compliance with U.S. Code (USC). In Title 20 USC, beginning with the No Child Left Behind Act, students must have at least one test in English and math in high school. Science testing is required in Grades 5 and 8 and once in high school. We have always complied with these requirements through the High School Proficiency Exam. When we made plans for changing to end-of-course assessments, we addressed English and math, but have not provided for science exams. This language in S.B. 25 addresses compliance with those requirements.

**Senator Hammond:**

I will reserve my questions on section 2, subsection 7, concerning coordination of educational programs for children from birth through prekindergarten. I expect that you would like to address some of the concerns that may be expressed.

**Mr. Erquiaga:**

Yes, we oversee programs for young children, preschool, child care and Head Start and their families. The NDE receives legislative appropriations and federal grants. However, the language is very broad, and we will be open to work with the Legal Division and others to correct and clarify.

**Risa Lang (Counsel):**

We can work with the Department to develop language that is more specific and more clearly meets the intent.

**Nicole Rourke (Clark County School District):**

Tomorrow in an award ceremony at Clark High School, the Clark County School District (CCSD) will be honored with the College Board Advanced Placement (AP) District of the Year Award for being the nation's leader among large school districts and simultaneously expanding access to advanced placement program courses and improving AP exam performance.

The CCSD supports S.B. 25.

**Vivian Austin:**

As a parent and an educator, I am concerned about section 2, subsection 7, which states the Superintendent of Public Instruction will “coordinate educational programs for children from birth through prekindergarten.” It opens the door to more government intervention through the school districts and from the NDE. Studies of Head Start have found the positive effects of the program are minimal and no longer evident by the end of the first grade. This is not the forum for discussing Head Start, but if this ineffective program that begins when children are 3 and 4 years old is not a wise use of taxpayers money, how will a program beginning at birth be any more successful? Funds spent on programs for children from birth to age 3 might be better utilized supporting students from Grade 3 to Grade 8 when, generally, student performance lags.

**Janine Hansen (State President, Nevada Families for Freedom):**

The broad language in section 2, subsection 7 is of concern to us. We are asking that the language specifically address those duties of the NDE in early childhood education. We have seen that government prekindergarten programs have been a colossal failure, a misuse of public funds and are extremely intrusive. One of the National Education Association’s (NEA) goals is to support early childhood education for children from birth to age 8. We have argued that the agenda of the NEA is particularly radical. I am hopeful we will see new, more specific language before moving forward with this legislation.

**Lynn Chapman (State Vice President, Nevada Eagle Forum):**

President Barack Obama, in 2013, called for high quality universal preschool for every child in America. Available is one thing, mandated is another. We are also concerned about the vague wording in section 2, subsection 7, of S.B. 25. It is useful to note Finland’s experience. Finland is considered the educational leader of the 40 developed countries and does not begin formal learning until a child is 7 years old. Although most Finish families take advantage of free prekindergarten offerings, the only activities children engage in are play and socialization.

**Senator Hammond:**

Play and socialization are an important part of learning, and it is a concern that schools are reducing the time children are given during the day to go outside and play.



**Barbara Dragon (Nevada Homeschool Network):**

I have submitted a statement of our position on section 2, subsection 7 of S.B. 25 ([Exhibit D](#)). Today in testimony, the Department states it needs this language because the NDE now administers and funds preschool programs. Where is the legislation to support the funding? Senate Bill No. 378 of the 75th Session was a preschool standards bill we did not support. The bill was vetoed by Governor Jim Gibbons. I have provided the Governor's veto message, which expresses the importance of parental responsibility for their child's early childhood education ([Exhibit E](#)).

I am concerned that the language, as written, would authorize future programs paid for by the taxpayers. The NDE has grant funding of \$6 million, which will be distributed over the next few years. What will happen to the preschool programs when the funding is exhausted?

The Nevada Homeschool Network supports the removal of section 2, subsection 7 from S.B. 25.

**Senator Hammond:**

A point of clarification, the grant you are referencing is \$43 million over 4 years, \$6 million in the first year. Are you asking if the State has the authority to write standards for children from birth to prekindergarten?

**Ms. Dragon:**

Following Governor Gibbons' veto of S.B. No. 378 of the 75th Session, I can find no statute authorizing the writing of prekindergarten standards. When I saw the grant application, I wondered if the NDE had authority to write standards used to apply for the grant. Compulsory attendance age is 7 years old. We offer first grade and kindergarten to 5- and 6-year-olds, though it is not mandatory. Why do we have prekindergarten standards in law when it is not mandatory that we do so?

**Chair Harris:**

Staff will research this issue.

**Theresa DeGraffenreid:**

I support removing section 2, subsection 7 from S.B. 25 and have submitted my testimony ([Exhibit F](#)).

**John Eppolito:**

I have submitted my written testimony ([Exhibit G](#)). Section 13 pertains to exams. It should be noted that the Smarter Balanced Assessment Consortium (SBAC) testing is used by only 16 states at this time. Nevada would save about \$14 million in costs by withdrawing from the Consortium. The money could be better used in other education programs. The SBAC is designed to penalize teachers and collect data on students. Testing is required for all Nevada children with no opt-out provision. Schools without a 95 percent participation rate will be penalized with an automatic one-star rating. I oppose giving the NDE more authority.

**Chair Harris:**

The language you referenced in section 13 is established law and is not one of the changes proposed with this bill. I will ask staff to look into the opt-out issue.

**Senator Denis:**

Mr. Eppolito, in your written testimony you seem to be saying that all of the State Board members are appointed. Only four members are appointed the others are elected by congressional districts.

**Mr. Eppolito:**

Of the seven voting members, three are appointed by the Governor. The four nonvoting members are appointed. This is a good deal of control.

**Geannitta Jones:**

I have submitted written testimony in opposition to section 2, subsection 7 of S. B. 25 ([Exhibit H](#)).

**Amy Bauck:**

I oppose S.B. 25. I have submitted written testimony ([Exhibit I](#)).

**Elissa Wahl:**

I oppose the language in section 2, subsection 7, and ask that it be removed. I agree with Superintendent Erquiaga when he says the language is too broad. I am concerned about the possible costs to taxpayers. In addition, I am unclear about the NDE budget process as described by the superintendent in his presentation.

**Mr. Erquiaga:**

The Governor has executive authority over the State budget. The State Budget Act requires agency requests to be confidential until they are transmitted to the Legislature with the Governor's recommended budget. Therefore, the NDE budget is confidential until the Governor makes the State budget public. The budget is ultimately agreed upon in the Legislature, and it outlines NDE funding. Policy is built around this budget. Before 2011, the State Board, operating outside the State Budget Act approved the budget. In 2011, the NDE was moved inside the Executive Branch and is required to operate within the Budget Act.

**Senator Hammond:**

To clarify, the NDE, in 2013 and 2015, submitted a budget to the Governor's Office rather than going to the Board. Is that correct?

**Mr. Erquiaga:**

Yes, now, once the budget is approved, my office works with the Board to comply with statutory framework. Our requested changes in section 7 would reflect the process as it exists following the reorganization of the NDE.

**Christina Leventis:**

I am concerned that we, both as a State and as a Nation, are moving toward compulsory postpartum enrollment. It is important that we come to agreements about the government's and parents' respective roles in our children's education. I do not understand the need to change or replace the word "foreign" and request the bill not include "world language." Section 7 appears to give increased control over education to the Governor and decreased public representation on the State Board. Section 12 led to a unilateral decision by one individual to accept the Common Core Standards. I would request section 13 be stricken. Unfortunately, I expect the NDE to rely on USC Title 20 for justification of ongoing and endless student testing. I have spoken with many teachers who are concerned their job is mainly a prepping ground for testing. The challenge is to reject calls for more exams and allow teachers to return to teaching.

**Cindy Lake:**

The language in section 2, subsection 7 is extreme government overreach. Parental rights should be of paramount consideration, and I hope the Committee will consider striking this language.

**April Tatro-Medlin:**

I also request the language in section 2, subsection 7 be removed. Additionally, I have a concern with section 3 of S.B. 25, which removes certain requirements regarding environmentally sensitive cleaning products. Many people are sensitive to these products and can suffer severe health-related problems. I have submitted a handout of links to articles that address these issues ([Exhibit J](#)). I request the Committee carefully review this section of the bill.

**Robert Ruppert:**

I would like to express my concern about the many poorly educated young people I have encountered in Nevada. I am hopeful that Common Core State Standards will not lead to further erosion of the quality of children's education.

**Jessica Lagor:**

Section 2, subsection 7 should be removed from the bill. Parental involvement in their children's lives is essential, especially in the years from birth to kindergarten.

**Juanita Clark (Charleston Neighborhood Preservation):**

I have submitted written testimony ([Exhibit K](#)).

**Veronica Stevens:**

I am opposed to the concept of Head Start. A child becomes detached when removed from family. It may not be the intent of Head Start, but can be the consequence when a child spends time outside of the home and away from his or her parents.

**Mr. Erquiaga:**

We will work with your staff on the conceptual amendments to S.B. 25. Section 2, subsection 7 and section 12, subsection 10 can be removed. Our intent is to clarify Department processes, but we also want to respond to public concerns.

**Chair Harris:**

I will close the hearing on S.B. 25.

**Mr. Erquiaga:**

I have submitted a report, "Nevada at 150, Annual Report of the State of Public Education" ([Exhibit L](#)). I will now present, "Pre K-12 Overview" ([Exhibit M](#)). The slide presentation begins with a statement by John Edwards Bray who was a dedicated Nevada educator. Writing in 1917, he said that much had been accomplished in education, but much more remained to be done. He said we must always seek to revise and improve. These words are as relevant today as they were nearly 100 years ago.

Beginning with the budget, education is supported with about 60 percent from the State General Fund and 12 percent from federal sources. Education spending from kindergarten through Grade 12 and higher education account for approximately 55 percent of the State General Fund. The people of Nevada make a significant contribution to education.

The system consists of the Department of Education, 17 school districts, the State Public Charter School Authority, which has no geographic boundaries, three regional training programs, private schools and adult basic education. Not listed here, because they are not described in statute as part of the "system," are homeschool programs. In Nevada, we have 724 public schools and 203 private schools. There are 450,153 students enrolled in K-12 and 20,235 students in private schools. Charter school enrollment is 20,107. The Charter School Authority is now the third largest district in the State, following Clark and Washoe Counties. We serve more than 31,000 adult students and 6,000 prekindergarten children. Additionally, there are approximately 22,500 teachers and administrators employed in the education system.

Our system is diverse ethnically and has experienced major changes in recent years. Our student population is described as a majority minority population. There are more children of color in our schools than Caucasian children, who account for 36 percent of students in the system. Additionally, 55 percent of our students qualify for free or reduced-price lunch. About 11 percent are students with an Individualized Education Program and are special education students. Between 2 percent and 3 percent are gifted and talented, and 15 percent are English Language Learners. You will see these categories reflected in all of our accountability reports and statistics. We disaggregate data to help understand the achievement gaps we are experiencing.

I am the twenty-seventh Superintendent of Public Instruction for the Nevada Department of Education. Until 1955, the position was elected and was a constitutional office. Since 1955, the superintendent was appointed by the State Board of Education. In 2011, as we have discussed, the process was altered, and now the Governor appoints the superintendent. The superintendent is executive head of the Department and works with the Board as a policy partner. The slides addressing the "Vision, Mission and Goals" of the NDE are presented by the department to the Board for adoption. Our vision is that all Nevadans are ready for success in the twenty-first century. Our mission is focused on student achievement and educator effectiveness. Our goals and performance objectives have been changed in the last year and are more quantifiable. These goals address benchmarking a student through his or her career, supporting effective educators who serve students at all levels and ensuring the efficient and effective use of public funds. We have developed numeric-based metrics to track our performance in these goals.

The NDE has been restructured to align functions with vision. The Governor and the Board are leaders on budget and policy matters. We now work in three divisions: business and support, student achievement, and educator effectiveness and family engagement. Within each division are offices based on the statutory functions assigned to the NDE. The largest division in the Department is Student Achievement.

We are proud that the restructured system has provided for the Department to do only what the law requires. We are organized to allow the Legislature to better monitor our progress and track our spending.

There are a number of councils, committees and commissions that comprise the Department in addition to the State Board. As you consider policy bills, our hope is that you will not increase this number.

**Senator Lipparelli:**

Is it possible to identify classroom spending as opposed to all other functions of education?

**Mr. Erquiaga:**

Yes, that information is available, and we will assist you in finding it. Continuing with the presentation, our finance offices have a number of functions: determine and audit enrollment numbers and base expenditures, work to calculate funding and monitor grant compliance. The Division of Educator Effectiveness and Family Engagement determines who can train educators, what they should know and be able to do, administers grants and renews licenses or suspends and revokes licenses. This office distributes Title II (a) funds for professional development. The educator evaluation system is under development and will be discussed during this Session. The Family Engagement Office works with policies, practices and plans and advises the Board and the superintendent.

The Student Achievement Office determines what students should know and be able to do, provides and approves resources, assesses proficiency, reports accountability results and provides interventions and supports.

The statewide system of accountability has changed in recent years. Once simply a repository for records, the NDE now administers an accountability system which is required in State law and meets federal standards. Some important benchmarks include a continuing drop-off in students' mathematics scores in Grade 8, a minor increase in graduation rates to 70 percent and the remediation rate which is much higher this year, mainly because we are measuring the rate based on placement in college courses. We will hear more on this subject in upcoming meetings.

This year, we are publicizing more information regarding underperforming schools. These schools are categorized as "priority and focus" schools, which are federal designations, and as one- and two-star schools, a State designation. In Nevada, we have identified 79 underperforming schools. This data will be updated on a yearly basis. State assessments are primarily summative tests, occurring at the end of the school year. The high school proficiency exam will be phased out and replaced with end-of-course exams.

The Smarter Balanced Tests (SBAC) for math and English have been prescribed by the State Board. Science tests are still a Nevada criterion-referenced test (CRT). This will be the first full year of implementation of SBAC. This is a new data set, which will provide information that is very different from the CRT. The SBAC tests college and career readiness as opposed to basic proficiency.

The SBAC are better aligned with the National Assessment of Education Progress tests and test at a high level of rigor. Once SBAC scores are reported, it will be important not to measure them against the legacy CRT scores. The NDE will be challenged with clearly explaining the changing scoring systems, especially to parents.

I will provide a brief overview of the Governor's budget. The Governor has proposed \$430 million in new categorical spending in four categories: early learners, modernizing the Nevada Plan, middle schools and high schools, and investing in change. Early learning includes programs for preschool, full-day kindergarten and "Read by Grade 3." Modernizing the Nevada Plan includes funding for special education, for Zoom and Victory Schools and for gifted and talented children. Programs for middle schools and high schools range from a major technology investment, advanced placement, career and technical education, Jobs for America's Graduates and college and career readiness grants, which help students in their senior year transition. Investing in change includes funding for professional development, charter school growth and for State turnaround initiatives in underperforming schools.

This Committee will hear bills related to the Governor's reform agenda. Topics will include reforms to collective bargaining and funding for a safe and respectful learning environment. The Nevada First Lady, Kathleen Sandoval's school breakfast initiative will be heard this Session, though not in the Education Committee. It is a comprehensive agenda in terms of reforms, investment and modernization.



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**Chair Harris:**

There being no further comment before the Senate Committee on Education, we will adjourn at 5:37 p.m.

RESPECTFULLY SUBMITTED:

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Jan Brase,  
Committee Secretary

APPROVED BY:

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Senator Becky Harris, Chair

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

<b>EXHIBIT SUMMARY</b>				
<b>Bill</b>	<b>Exhibit</b>		<b>Witness or Agency</b>	<b>Description</b>
	A	1		Agenda
	B	8		Attendance Roster
S.B. 25	C	2	Dale Erquiaga	Conceptual Amendments
S.B. 25	D	1	Barbara Dragon	Written Testimony
S.B. 25	E	2	Barbara Dragon	2009 Veto S.B. 378 Letter
S.B. 25	F	2	Theresa DeGraffenreid	Written Testimony
S.B. 25	G	1	John Eppolito	Written Testimony
S.B. 25	H	1	Geannitta Jones	Written Testimony
S.B. 25	I	4	Amy Bauck	Written Testimony
S.B. 25	J	2	April Tatro-Medlin	Handout
S.B. 25	K	2	Juanita Clark	Written Testimony
	L	20	Dale Erquiaga	Report
	M	21	Dale Erquiaga	Slide Presentation