

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

**Seventy-Ninth Session  
February 22, 2017**

The Committee on Education was called to order by Chairman Tyrone Thompson at 3:16 p.m. on Wednesday, February 22, 2017, in Room 3142 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4401 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. Copies of the minutes, including the Agenda ([Exhibit A](#)), the Attendance Roster ([Exhibit B](#)), and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at [www.leg.state.nv.us/App/NELIS/REL/79th2017](http://www.leg.state.nv.us/App/NELIS/REL/79th2017).

**COMMITTEE MEMBERS PRESENT:**

Assemblyman Tyrone Thompson, Chairman  
Assemblywoman Amber Joiner, Vice Chair  
Assemblyman Elliot T. Anderson  
Assemblywoman Olivia Diaz  
Assemblyman Chris Edwards  
Assemblyman Edgar Flores  
Assemblyman Ozzie Fumo  
Assemblywoman Lisa Krasner  
Assemblyman William McCurdy II  
Assemblywoman Brittney Miller  
Assemblyman Keith Pickard  
Assemblywoman Heidi Swank  
Assemblywoman Jill Tolles  
Assemblywoman Melissa Woodbury

**COMMITTEE MEMBERS ABSENT:**

None

**GUEST LEGISLATORS PRESENT:**

None



**STAFF MEMBERS PRESENT:**

Amelie Welden, Committee Policy Analyst  
Karly O'Krent, Committee Counsel  
Sharon McCallen, Committee Secretary  
Trinity Thom, Committee Assistant

**OTHERS PRESENT:**

Christina (Christy) McGill, Director, Office for a Safe and Respectful Learning Environment, Department of Education  
Amber Reid, School Social Work Liaison, Social Workers in Schools Grant, Office for a Safe and Respectful Learning Environment, Department of Education  
Tammy Malich, Assistant Superintendent, Education Services Division, Clark County School District  
Gina C. Session, Director, Department of Civil Rights Compliance, Washoe County School District  
Katherine Loudon, Coordinator, Counseling Services, Washoe County School District  
Lauren Belaustegui Ohlin, Director of Grants Department, Washoe County School District  
Peggy Edwards, Coordinator for School-Based Resource Coordinators, Healthy Communities Coalition, Lyon County School District  
Jason Lamberth, Private Citizen, Las Vegas, Nevada  
Aimee Hairr, Private Citizen, Las Vegas, Nevada  
Angie Sullivan, Private Citizen, Las Vegas, Nevada  
Brian Bresee, Private Citizen, Las Vegas, Nevada  
Daniel Lincoln, Private Citizen, Las Vegas, Nevada  
Theresa Bresee, Private Citizen, Las Vegas, Nevada  
Estrella Gomez, Private Citizen, Las Vegas, Nevada  
Susie Lee, Chair, Board of Directors, Communities In Schools of Nevada, Las Vegas, Nevada  
Tiffany Tyler, Chief Executive Officer, Communities In Schools of Nevada, Las Vegas, Nevada  
Terri Gomez, Private Citizen, Las Vegas, Nevada  
Ed Gonzalez, representing Clark County Education Association

**Chairman Thompson:**

[Roll was taken. Committee protocol and rules were explained.] Today we will hear two presentations. The first will be presented by the Office for a Safe and Respectful Learning Environment in the Department of Education. The second will be a presentation from Communities In Schools of Nevada.

I would like to provide some context for our first presentation. During the 2015 Session the Legislature passed Senate Bill 504 of the 78th Session, also known as "Hailee's Law," which

addressed safe and respectful learning environments in schools. During hearings on the bill, we heard testimony about bullying, cyberbullying, and potential solutions to ensure that K-12 students are in a safe and respectful place to learn and grow. The end result was a bill that included a variety of ways to address this important issue. These included new requirements for reporting and investigation, as well as the creation of the Office for a Safe and Respectful Learning Environment within the Department of Education that is specifically devoted to promoting a safe and respectful learning environment across the state. That is one of the offices we will be hearing from in our first presentation. I would like to thank our presenters in advance for their coordination.

Aside from the Office for a Safe and Respectful Learning Environment, we will be hearing from the Clark County School District, Washoe County School District, and the Lyon County School District. The Committee has asked them to provide an overview of their activities and operations, as well as an update on how they have been implementing S.B. 504 of the 78th Session since the 2015 Legislative Session.

**Christina (Christy) McGill, Director, Office for a Safe and Respectful Learning Environment, Department of Education:**

I want to begin by giving a very hearty thank you to the fearless parents, students, legislators, advocates, and Governor Sandoval who worked together to push S.B. 504 of the 78th Session. Your time, heartache, and commitment make working for the Office for a Safe and Respectful Learning Environment an honor for Amber Reid and me.

I will quickly present the "how" and "why." Amber Reid and the districts will get into the "what." They will tell you what has happened thus far, some of the results, and some recommendations that they have for you today. First, I will tell you how our office works with the districts to ensure this law is implemented. We want to make sure the law is followed and there are regulations. We want to do a plus-one. We want to go beyond that and support our districts to see that this law is really making a difference for our children and our schools. In order to do that, we want to look at collaboration, listening, teamwork, inclusion, shared leadership, and causality [page 2, ([Exhibit C](#))]. I bring this up because we are the Office for Safe and Respectful Learning Environment, and we think we should "walk the talk" to model that example. Looking at causality—we are supporting of the districts, the districts are supporting of their schools, the schools are supporting of their teachers, and the teachers are supporting of their students—all of this works together to create a safe and respectful learning environment.

We also want to look at collective impact. One of the first things is a shared agenda. It is not to say that all of the districts have to have the exact same mission and vision, but there are shared elements. What the teachers and the students are saying at the schools start to appear in our plan at the state to implement these plans. We also want to move from fragmented measurements to a shared measurement to give you, the districts, and the schools the best data to evaluate making database decisions.

We would like to have mutually reinforcing activities, where the state is reinforcing and supporting the districts, and on down the line, so that we all know our roles and are supporting each other. In addition, we need continuous communication between the districts and the Department of Education. We are a backbone organization that supports safe and respectful learning.

Why is our shared work so important? Environment is a part of academics. Being a mother in rural Nevada, I know the value of making sure your soil is fertile and tilled before you begin to sow the seed. That is similar to what the safe and respectful learning environment is all about, making sure that our schools are places for all students to succeed. From the chart [page 3, ([Exhibit C](#))], you can see that not all of our students are successful. That is just not okay with us. We want to work with everyone to see that all of our students are successful. That is why our work is so important.

It is also important for our schools to respond from the beginning—so we do not watch our children struggle as they enter kindergarten and wait until middle and high school before we respond. We want to create a system that starts responding the instant a child begins to struggle instead of sometimes waiting for years.

At the state level, we have produced a model policy on bullying [page 4, ([Exhibit C](#))]. We have a "safe to tell" reporting method by which all students have the ability to anonymously report any worries they may have, whether it relates to suicide or traumatic events. We have the Safe Schools/Healthy Students grant and the Project AWARE grant. We are also looking at a Social and Emotional Learning (SEL) teaching program across the state and working together with our districts for the tiered systems of support.

**Amber Reid, School Social Work Liaison, Social Workers in Schools Grant, Office for a Safe and Respectful Learning Environment, Department of Education:**

As Chairman Thompson mentioned, this office was created during the 2015 Legislative Session by the passage of Senate Bill 504 of the 78th Session which amended provisions to the state's anti-bullying laws [page 5, ([Exhibit C](#))]. The Governor's final budget transferred just under \$17 million to put social workers or other mental health workers in Nevada schools and through a block grant titled "Social Workers in Schools." The language of the Governor's budget, Senate Bill 515 of the 78th Session specified ten different professional licenses or degrees that qualified for the purposes of filling those positions. Although the grant is titled Social Workers in Schools, we have had to be mindful of using the title of "school social worker" because it is against the law in Nevada to refer to yourself as a social worker unless you hold a social work license.

As you can see in this table [page 6, ([Exhibit C](#))], the level of license or degree of the Social Workers in Schools professionals that have been hired to date is broken down. We used the language in the bill of school mental health worker in order to clearly identify those that have a social work degree and those that do not. In practice, we have asked all of our Social Workers in Schools professionals to use "Safe School Professional" as

a unifying title, incorporating the name of the Office for a Safe and Respectful Learning Environment and highlighting the focus of the services that are to be provided.

While having the ten different professional licenses or degrees from which we could hire does have its challenges, one of the major benefits of that flexibility is that it allowed us to access existing professionals across the field of behavioral health, especially within our rural and frontier counties. The benefit of greater latitude in hiring was noted by the Legislative Counsel Bureau and the Department of Education in the closing documents for S.B. 515 of the 78th Session.

While we do lean on the social work license, as you can see on page 6, only about two-thirds of our professionals have a social work degree. However, none of the services the Social Workers in Schools professionals are providing are limited to the scope of practice of social work license. We know there is a need right now for the services provided by the Social Workers in Schools professionals—the data tell us there is a need, the kids and families tell us there is a need, and our educators tell us that there is a need. The ability to recruit and hire from a variety of behavioral health professionals across the state has been a key component of the successful implementation of this grant. As a result of that flexibility, the services that have therefore been provided, quickly and directly to students who do have critical needs, have had an invaluable impact in the lives of many families across the state.

Language in S.B. 515 of the 78th Session further required that the funding go to schools with the greatest need, and the Legislature required the use of a school climate survey in order to determine those needs. The Office for a Safe and Respectful Learning Environment contracted with American Institutes for Research to develop the Nevada School Climate/Social Emotional Learning Survey. The data from this survey also provides one component in the development of a framework that is reflective of school climate and environment and will be used to support evidence-based decision-making, as well as measuring the impact of student support services such as the Social Workers in Schools grant.

As you can see here [page 7, ([Exhibit C](#))], we chose to implement a staggered award process that would allow us to recapture unused funding in order to efficiently and effectively maximize the use of the funding according to the purposes of the legislation, which is to put social workers or other mental health workers in schools. We built in very quick turnaround times and deadlines which helped get the majority of the Social Workers in Schools professionals up and running in their schools within the first two months of the school year.

Last June, the Interim Finance Committee appropriated just over \$11 million for fiscal year 2016-2017. Since July 1, almost \$10.9 million in awards have been issued to 11 school districts and 7 charter academies, resulting in 225 Social Workers in Schools professionals serving 164 school campuses statewide; and we are still growing. Prior to the Social Workers in Schools grant awards rolling out just over a year ago, there were fewer than 30 school social workers in the entire state of Nevada.

Regarding the types of services and activities that our Social Workers in Schools professionals provide to schools, you will find in your packet a copy of this document [page 8, ([Exhibit C](#))], which is a literature review of services that school social workers provide in schools across the country and the world. We chose to organize that information across a multitiered system-of-support framework because that is a framework that is familiar to and used by educational systems. We have provided this document to district and charter school partners as a sort of menu of services that allows administrators to begin to understand and visualize how they might utilize their Social Workers in Schools professionals to best serve the unique needs that exist within each campus. By way of clarification, all professionals hired under the Social Workers in Schools grant are required to operate within the scope of their license or degree. None of the services we are asking the Social Workers in Schools professionals to provide hinge upon a level of licensing or degree; this grant is not meant to provide clinical services at this time.

The *Nevada's External Outcomes Evaluation* found that the Social Workers in Schools program is already having a beneficial impact across multiple domains in the lives of students [page 9, ([Exhibit C](#))]. It is supporting families to meet the physical and mental health needs of their children through crisis intervention and response by mitigating the impact of abuse and trauma and fostering positive school climates in order to support early intervention with an emphasis on reducing bullying and student behaviors that have traditionally led to out-of-school suspensions or expulsion.

When we meet with leadership from district and charter academies and with school administrators, we hear overwhelmingly that they love their Social Workers in Schools professionals and that they have seen the positive impacts those individuals have had in their schools. Often the first question I get when I meet with principals is, "Do we get to keep them?" We regularly get phone calls or emails that ask us how they can get more Social Workers in Schools professionals for their schools and what they can do to support the expansion of the program.

Not only did the *Nevada External Outcomes Evaluation* report perceive beneficial impacts across multiple domains in the lives of students, the findings also reported perceived beneficial impacts in academic indicators for students as well [page 10, ([Exhibit C](#))]. While these findings are encouraging, we are collecting data on service delivery across tiered service categories based on the tiered framework of supports mentioned earlier. We are also collecting additional baseline data regarding attendance and truancy, office discipline referrals, incidents of bullying and other violence, substance use and abuse, suspensions, and expulsions, for example. This will be incorporated into the data from the school climate survey to create a framework that reflects school climate and environment and can be used to focus efforts that support Nevada's goal of becoming the fastest improving state in educational outcomes. We look forward to continued partnership and collaboration with stakeholders from our districts, charters, and communities as we continue to grow the Social Workers in Schools program to meet the needs of the students and families in Nevada.

**Christy McGill:**

We asked for feedback from our districts to see how it was going and what they recommended [page 11, ([Exhibit C](#))]. One suggestion was to move from breadth to depth in the Social Workers in Schools program, to empower districts, and to reduce turnover rates of social workers. These turnovers concern us because they affect our most vulnerable students whose relationships with adults is paramount. Other recommendations were to braid state and federal funding to enhance the Social Workers in Schools grant, and when possible, expand programs to reduce the current wait list for Social Workers in Schools programs to eligible schools.

**Tammy Malich, Assistant Superintendent, Education Services Division, Clark County School District:**

Both Senate Bill 504 of the 78th Session and Senate Bill 515 of the 78th Session came at a convenient time for the Clark County School District (CCSD) as we were working through our Pledge of Achievement [page 13, ([Exhibit C](#))] in the superintendent's initiative, focusing specifically on our achievement gaps. The CCSD began working with administrators for alternatives to out-of-school consequences. If students are not in school, then we cannot eliminate that achievement gap. Our data accuracy and consistency were also a concern. At that point, we implemented a new student information system, Infinite Campus, which is now a statewide system. We were also in the process of providing support to our schools to address the needs of all students while ensuring a safe and orderly school environment.

The impact and results of our work [page 14, ([Exhibit C](#))] over the ensuing three years resulted in significant reductions in expulsions, from 4,695 to 1,968, and reduction in suspensions from 22,649 to 14,757 for the district. This enabled us to reduce our alternative school sites from eight down to three in CCSD. The reduction in alternative sites allowed us a funding stream for our comprehensive sites, enabling them to fund programs on site to address climate needs. That program is Heightening Opportunities Providing Enhanced Education (HOPE<sup>2</sup>).

At the same time, we worked on implementation of S.B. 504 of the 78th Session which changed the provisions of *Nevada Revised Statutes* (NRS) 388.121 to 388.145 inclusive [page 15, ([Exhibit C](#))]. That allowed us to bring about a comprehensive change. We updated our district policy P-5137, Safe and Respectful Learning Environment, to reflect those changes. Because we have the new information system, it also allowed us to create all of the necessary tools for parent notification, reporting, written reports, and follow-up within our Infinite Campus system, creating more consistency and accuracy.

We created guidance documents, frequently asked questions, and letters and forms so that all of our schools were using consistent language and consistent notification. We initiated a bullying icon on our district email system so that all administrators, upon appointment to a school site, have access to that icon which provides them with a variety of resources, guidance, forms, and tools to use to assist parents and families.



We created a comprehensive and mandatory training presentation for all of our administrators who must attend every three years, or when the law changes. Although we had training in 2013, we again implemented that training in 2015 to reflect all of the new changes. Every site-based and central office administrator was trained in August prior to the start of the school year. We also produced a professional filming of that training to ensure that all site-based administrators were trained before they arrived at a site. In addition, any retired administrators who come back to substitute have to go through that training before they take on the job of school administration.

We provided unique training to school counselors to notify them of changes in the laws as well as the requirement to report—if they are assisting a student, they cannot just address that individually, they have an obligation to report to an administrator. We train the counselors on how to conduct the ten-day follow-up for the bully as well as the victim. We have prepared an electronic annual training for all employees, and they must go through that training every year. All employees in the onboarding process also go through that training. We provided specific training to our bus drivers on how to report—because the school bus was mentioned as a location—so we could ensure accuracy and timeliness with their reporting to a school administrator.

Over the past two years we have provided training for 66,513 employees in central office support between the Education Services Division and the Equity And Diversity Education Department [page 16, ([Exhibit C](#))]. We trained an additional 8,057 participants from school sites and community organizations, and 340 schools reported participation in district-sponsored Week of Respect activities. Activities and programs that are supported through the Equity And Diversity Education Department in regard to school climate include the following:

- Community Matters
- Helping Everyone Achieve Respect
- Operation Respect/Welcoming Schools
- 7 Habits of Happy Kids—(The Leader in Me)
- Anti-Defamation League: No Place for Hate
- Be Kind: Josh Stevens Foundation
- Best Buddies
- Capturing Kids' Hearts
- Challenge Day
- Coping Skills K-12
- Kelso's Choices
- Kids are the Core K-5
- Love and Logic

Through HOPE<sup>2</sup> [page 17, ([Exhibit C](#))] or HOPE Squared, we were able to fund 85 secondary schools, and 20 elementary schools with the general fund dollars that we netted



from the closure of alternative schools. Those program goals are specific to reducing overrepresentation as well as providing alternatives to suspension and expulsion. Some of the examples of programs funded through HOPE<sup>2</sup> are:

- In-School Suspension
- Schools Targeting Alternative Reform On-site (STAROn)
- Mentoring Programs
- Rachel's Challenge
- Ron Clark Academy
- Positive Behavior Interventions and Supports (PBIS)
- Challenge Day
- Make a Way
- Restorative Justice
- Naviance Program
- Home Visit Project
- Why Try
- Project Wisdom
- Think Law

In addressing the needs of our students who have exhibited behavioral concerns on campus versus off campus, we found a great need to provide school climate support to all of our schools. Senate Bill 515 of the 78th Session allowed us the opportunity to do that [page 18, ([Exhibit C](#))] by providing the Social Workers in Schools grant.

In 2015-2016, CCSD was awarded 104 social worker or other mental health professional positions, and we did fill all of those positions even though there was a very short turnaround for that. In 2016-2017, we had 129 Safe School Professionals; we now have 130 in place. Safe School Professionals provide multitiered systems of support to students, families, schools, and communities. The IMPACT program has also increased our capacity across the district. Prior to S.B. 515 of the 78th Session we had 20 social workers for 357 schools. That is almost unconscionable. We now have the 130 plus the 20—many of our Victory schools elected to provide social workers, and we obtained another 20 social workers through our HOPE<sup>2</sup> funds. It has increased capacity, and our schools do not know what they would do without those staff members on their campus.

The primary support the funds have provided this year is to allow for 1,079 hours of school climate promotion as well as crisis intervention services. This has been of service to school counselors, assisting them in crisis intervention.

Some of the challenges we faced with S.B. 504 of the 78th Session I would not call obstacles or barriers because we found a way around them [page 19, ([Exhibit C](#))]. One is the inclusion of criminal offenses in S.B. 504 of the 78th Session. Also there is concern from the Office for Civil Rights U.S. Department of Education regarding Title IX of the Education Amendments Act of 1972, as to investigation timelines with sexual harassment included in

the bullying law and the concern that the two-day window is not sufficient. They would like a longer timeline when it results in sexual harassment or sexual discrimination. Other challenges are for students with disabilities and labeling those students unnecessarily, as well as meeting the timelines regarding employee rights, bargaining agreements, labor laws, and more.

We also found challenges with S.B. 515 of the 78th Session. When the grant was first awarded, we discovered there were very few State Board of Education licensing mechanisms in place to put employees on school campuses. Again, we found a way around that. We created a high-ranging support staff position in CCSD, and that is how we were able to bring other groups other than school nurse, school psychologist, and school social worker on board. Our School Social Workers certification was not offered in our local higher education institution. We met with University of Nevada, Las Vegas (UNLV) and they quickly pulled together a program and for a School Social Workers certification program in place.

Staffing is a challenge. We exhausted all of our qualified candidates as employees the first year; we then contracted with outside vendors. For the second year, because of the tiered rate of pay, that was no longer a concern. However it caused a different concern. The tiered rate of pay has caused some inconsistency, and some employees decided to leave the field because we are limited in how we can pay them. They do not get paid on breaks and holiday or if they are sick.

There is little support for liaisons with add-on days or mileage. In CCSD, we have three liaisons that serve all 74 schools. There is no support for extended school years for Zoom schools or year-round schools. We will not have year-round schools next year, but this year and last it was a concern. There is no support for training, no add-on days to bring professionals in to provide training. We have had to flex and trade out days, but every day staff are pulled out for necessary training that means they are not on the school campus assisting students.

Another challenge has been the negotiated agreement for licensed employees. Our CCSD teachers got a raise; therefore, it limited our hiring of licensed school social workers. Even our new employees exceed the tiered rate of pay system. However, the benefits far outweigh the negatives or the challenges for our students in CCSD as well as for the students in the state [page 21, ([Exhibit C](#))]. I will give a couple of data points that support our efforts. Among our schools that have HOPE<sup>2</sup> in place and S.B. 515 of the 78th Session social workers, for semester one of the 2015-2016 school year, J. Harold Brinley Middle School had 1,457 suspensions and 828 for the same time period this year. Brian and Teri Cram Middle School had 905 for semester one last year, 413 this year. Eldorado High School had 1,447 last year and 853 this year. The data show that these individuals are making a huge difference and impact on our campuses keeping students on campus, and ensuring that all students are safe while on campus.

**Gina C. Session, Director, Department of Civil Rights Compliance, Washoe County School District:**

Washoe County School District took the initiative to create a new Department of Civil Rights Compliance for the district, in part to implement S.B. 504 of the 78th Session and also to make sure we are being effective in addressing bullying in the schools [page 23, ([Exhibit C](#))]. The Department of Civil Rights Compliance was created in April 2016. I was hired as the director, and I am the only employee of the Department of Civil Rights Compliance. I am an attorney, and our department is in the Office of the General Counsel in the Washoe County School District. The duties of that department include making sure that our board policy, administrative regulations, and procedures are consistent throughout the schools in our district and that S.B. 504 of the 78th Session is being consistently implemented in all of our schools.

I have been working on creating streamlined procedures for filing and resolving complaints. It is important that our process for filing a complaint or a bullying complaint is easy and accessible and that all students and their parents are aware of the system and feel comfortable coming forward so that we are notified. If we do not have complaints, our department is not aware of the problem and cannot stop the conduct. That is a priority for the department.

We are presenting training for all staff in the district [page 24, ([Exhibit C](#))]. The school administrators that conduct the investigations are not necessarily versed in due process or investigations, so as an attorney I can act as a resource to assist them with those duties. Finally, I have been working to establish a good relationship with the Department of Education for collaboration and support. I also work with the Office for Civil Rights at the federal level to resolve complaints.

What have I been doing from April 2016 until February 2017? Before I arrived in April, a flurry of training had already taken place to ensure that S.B. 504 of the 78th Session had been implemented as efficiently as possible. In the fall after the law went into effect, we trained transportation employees, nutrition services, coaches, school principals, vice principals, counselors, the school secretaries, and deans. We provided a tremendous amount of training to ensure that we have consistent application of the law across the district.

As a resource, I receive numerous phone calls from school administrators from all of our schools. We need to empower our administrators to be investigators and to be proactive in spotting bullying issues and making sure that the actions are stopped. As part of my resource role, I visit schools, meet with parents, and work with Counseling Service Coordinator Katherine Loudon to make sure we support both bullies and victims and that we have safety plans in place to make sure the conduct stops.

We have an online complaint system called the Bully Free Zone on which a parent or student can fill out a bullying complaint, submit it to the school principal, and then it comes to me. I have to give a lot of credit to the school principals because by the time I contact them, they have already become aware of the problem, have contacted the parents, and have started the investigation. They are very efficient in making sure the conduct stops.

During the course of the time I have been here, we have resolved four Office for Civil Rights complaints—two were dismissed, and two have a resolution agreement we are carrying out that will make us even more effective in addressing harassment, sex discrimination, and racial discrimination. In addition, we have resolution agreements to make sure that our students with disabilities have access to our websites.

There have been tremendous benefits to our students as a result of S.B. 504 of the 78th Session. We have greater consistency across all of our schools in their response to bullying and bullying activities. Our training is more focused and S.B. 504 of the 78th Session gives us the protocols for every school to follow to make sure our schools are safe. It requires our administrators to take immediate action to stop the bullying conduct and to follow up and make sure both the bully and the victim are feeling safe and able to access their education. It is important to make sure we document our investigations and show the work we are doing and the steps we have taken to stop the bullying behavior. We use Infinite Campus for that.

One of the challenges has been to help the administrators distinguish between peer conflict and bullying [page 25, [\(Exhibit C\)](#)]. Peer conflict is a natural developmental stage for kids, distinct from bullying. When we are dealing with peer conflicts it is important to teach students skills to respond and resolve problems between themselves. For bullying, it would be inappropriate to bring a victim and a bully together to try to resolve their problems. One of the hallmarks of bullying is power differential. Usually the bully is in a more powerful position and presents the repeated threat of harm. Administrators' proper investigation techniques, due process, and documentation do not always come naturally, so that is an important component in the training I have developed for principals, vice principals, and deans.

A concern for the Office for Civil Rights is that sometimes we have sexual harassment or race discrimination situations that may not be conducive to a two-day investigation. If you need to interview more than 20 students and bring in parents, the two-day timeline for those complex incidents has presented challenges. For everyday bullying, it has been a good thing because we can get right on it, stop it quickly, and move on. The broadening of the law for staff-on-staff bullying has challenges in terms of labor relations, labor rights, and complying with the two-day timeline.

**Katherine Loudon, Coordinator, Counseling Services, Washoe County School District:**

I am also supervising our emerging Social Workers in Schools program and the social workers. I would like to say on behalf of this bill that it definitely brought us, as a district, together in a spirit of continuous improvement to look at what we were doing around this issue. Indeed, multiple departments have come together to work on training consistency, manuals, and tools. What those of us in counseling specifically have noticed and appreciate is the requirement for follow-up within ten days. There is a need for immediate action and support to warn and let parents know that their child has either been an alleged victim or the child instigating that behavior.

Our district recognized the need for investigation, the immediate need to stop, the remedy, and a real emphasis on prevention. Our district is nationally recognized for our work in SEL and multitiered systems of support. It is wonderful as a district to see that in action together with the law. Relating to Social Workers in Schools, we appreciate our Department of Education partnership as with Ms. McGill, Ms. Reid, and also Ms. Blakeny. We often work together on cases in situations.

There are some issues that we want to read into the record related to school social workers. We would like to build toward consistency in qualifications and scope of practice [page 26, ([Exhibit C](#))]. With the broad range of allowable education licenses that qualify someone to work as a Safe School Professional, it has broadened the pool of candidates. However, when we think of standard of practice and communicating role expectations across schools, it is not the same thing. Are we working to expand the pool of school social workers endorsed through the Department of Education to work hand in hand with our families, school counselors, and school psychologists, or are we creating some new type of endorsement such as a school-based mental health worker?

In addition, we would like a more clear definition of the use of the "school social worker" title. There is work being done to educate and provide individual support with that school social worker title. It is something that is very distinguished and those individuals who have attained school social worker status worked very hard to get that title. We have a level of care and expectations around that title. It is difficult to present to an administrator that this "Safe School Professional" is going to provide the same care with less license.

The individuals who have taken these positions are incredible people. On a daily basis, I receive emails from principals talking about how great they are. School counselors are working shoulder to shoulder with the Safe School Professionals who are hired as contractors. It takes a lot of courage to accept a position as a contractor where the guarantees of employment, of benefits, and support are not there. There are a lot of differences and requirements to become a contractor for a school district that are not required for others in those roles. They are incredibly courageous and dedicated to children and families, and we want them to know how much they are appreciated in the Washoe County School District.

When you hire someone as a contractor, it creates challenges with job security, confusion with having systems for separate payrolls, performance monitoring, and pay scale. Contractor employment does not reflect a competitive pay scale. What will happen is the contractors will be hired on, begin working with our families, and then some will have to leave because they are not paid at a competitive rate. That has been a challenge. We would like to ensure a more stable workforce and work to provide a three-legged comprehensive mental health program of school counseling, school psychologists, and school social workers.

We would also like to improve some of the selection criteria, and the Department of Education has worked with us on this. In the beginning, our district had lesser than expected allocations, and much of that had to do with some of the selection process. They are changing some of the requirements for the grant, not only around the results of our climate

and safety surveys, but also in regard to free and reduced-price lunch, homelessness, behavior, anger, substance abuse, and discipline—a variety of different things.

We are missing some administrative support at the district level for these individuals. We have people with multiple licenses, trained at a variety of different levels. We need to provide them with support and training. We get some support from the Office for a Safe and Respectful Learning Environment, but we need district-level support to ensure the most effective launch of the program.

We are also looking to provide computers and supplies for their jobs, as well as mileage and more days for them. We will have multitrack year-round schools in our district next year, but need sustainability for the summer.

**Lauren Belaustegui Ohlin, Director of Grants Department, Washoe County School District:**

With S.B. 504 of the 78th Session and S.B. 515 of the 78th Session we have been able to leverage federal funds. We have a grant from the Project Prevent Grant Program to help children who have been exposed to pervasive violence. This grant has enabled us to hire social workers through those grant funds. We are piloting some Safe School Ambassadors programs which will also help strengthen our efforts and what we are doing with S.B. 504 of the 78th Session. In addition, we do hire social workers through other state-funded grants such as through the Victory School program, and through Title III of the Higher Education Act of 1965 we have a social worker for English language learners. We are also working with University of Nevada's School of Social Work, in both Las Vegas and Reno, to build that pipeline of workforce for the future.

**Peggy Edwards, Coordinator for School-Based Resource Coordinators, Healthy Communities Coalition, Lyon County School District:**

I work for Healthy Communities Coalition, and I work very closely with the Lyon County School District in helping them be proactive [page 27, ([Exhibit C](#))]. How our district and all rural schools differ from our larger counterparts is that our high schools, intermediate schools, and elementary schools are spread across 2,000 square miles. Our district office is located in Yerington, and our population pockets are in Fernley, Silver Springs, Dayton, Yerington, and a lovely K-12 school in Smith Valley.

When you look at small schools in rural areas, you find that the principals know their students and their families. They take the health and welfare and the education of their students personally. It is astounding when you come into the schools and see that the schools are families and the hubs in their communities in a way that is not only a source of pride, but it is the central part of all of our communities.

Senate Bill 504 of the 78th Session gave our district and our principals an opportunity to look at what they were doing and to structure it in a new way—a new way to collect data, to make sure they investigated any instance of bullying or cyberbullying carefully, to keep records



and documentation, and to respond to the parents and students as they had done in the past but in a more organized way with better protocols.

The difference in our rural setting is that we took this as an opportunity to become more proactive. Lyon County has given the training and is collecting the data, so they are in compliance with the law. However, their focus became how can we ensure that our students feel safe in the school environment and that our students can get the education they require, need, and deserve. The school district took on SEL as a priority.

One of our mottos is "Every student, Every classroom, Every day" [page 28, ([Exhibit C](#))]. We used our health and wellness hub as a place where we could bring all of our agencies together to look at what barriers and challenges the schools faced in providing SEL for their students and providing anti-bullying programs for their students. The health and wellness hub brings together stakeholders committed to increasing access to services for Lyon County's children and their families.

Our partner agencies include Rural Counseling and Supportive Services, Lyon County Health and Human Services, the Department of Education, Lyon County Juvenile Probation, the Department of Child and Family Services, Zephyr Wellness, Community Chest, Turning Point, Central Lyon Youth Connections, and Health Communities Coalition of Lyon and Storey Counties.

We meet monthly as a team, and collaboration is core to what we do. The school district can bring any kind of issue or challenge that they have to the health and wellness hub. This group of people's conversations always lead to action, and barriers crumble under the weight of creative solutions. In this context, strategies have been adopted for implementing S.B. 504 of the 78th Session and beyond.

We selected and implemented the Ages & Stages Questionnaires®: Social-Emotional for children 0 to 5 years old to aid in the early identification of children with social and emotional lags. We embedded into our schools resource coordinators. I supervised them, and I am very proud of them. They are funded by Safe Schools/Healthy Students, and they are school-based employees who serve our students and families in elementary and intermediate schools in all four of our school communities. Resource coordinators are bridge employees linking families with medical, dental, mental health, and social services in the community. Resource coordinators work closely with school counselors and Safe School Professionals, otherwise known as school social workers, to implement Tier 1 interventions, which are the universal interventions in our schools. We also adopted the evidence-based Signs of Suicide Prevention Program and the well-being check, which is only used with active consent from parents for all of our students in middle and high school. We introduced state-funded Safe Schools Professionals into area schools to provide group and individual social and emotional support for our students, and to address student behavioral challenges when they are first identified.



Lyon County School District has encouraged teachers and other staff to participate in youth mental health first aid, currently funded by Project Aware. They selected Search Institute's Developmental Assets as a framework for social and emotional learning in all of our schools.

We are very proud of the students from one of our schools who are in a program called Project SUCCESS [Schools Using Coordinated Community Efforts to Strengthen Students]. They were taught, "If you want to lift yourself up, lift up someone else." [Page 27, ([Exhibit C](#))]. Teachers who were trained as asset builders taught these young men the strategies of asset-building. They are now going into third-grade classrooms and training younger students in asset-building as well.

Ten Lyon County School District administrators have been trained in Developmental Assets. Eight administrators have been trained through the Search Institute in Relationships, Effort, Aspirations, Cognition, and Hearing surveying [page 28, ([Exhibit C](#))]. All administrators and all school workers will be trained in asset development by the end of the year, including our bus drivers and food service workers who have an extraordinary amount of contact with the students and are trusted. They can provide a lot of information about our struggling students.

The essentials of asset-building training equips and supports administrators, teachers, and support staff in building developmental assets, which are experiences, opportunities, skills, and qualities that help young people make responsible and healthy choices. In other words, to create a world where all young people are valued and they thrive.

Our goal is to create a caring school and focus on wellness [page 29, ([Exhibit C](#))]. We intervene early; we work closely with Lyon County Juvenile Probation. Our goal is to ensure that children do not get on their caseload and that children are not suspended or expelled, especially our elementary school children. The social workers and resource coordinators coming into our schools have made a wonderful contribution to keeping our children in the educational system and to helping families find services, so the problems their children are experiencing can be solved while they continue to be educated.

We have schoolwide and classroom wellness activities. We have a preventive education series that is offered to all ninth graders in our high schools by a program called Project SUCCESS—an alcohol and drug prevention program—funded by the Substance Abuse Prevention and Treatment Agency with some braided funding from Safe Schools. Project SUCCESS provides support groups for our students in high school. Safe Schools Professionals provide group and individual support for our students. We have a group called Vocational Opportunities for Inclusive Career Education that is being run in two of our middle and high schools for young women who are having concerns about their lack of confidence, and in building their own strong identity. Currently, our juvenile probation staff, resource coordinators, and our Safe School Professionals are working together to provide that group education.

We have a Week of Respect in conjunction with our bully-free policies. Here are some of our students celebrating the Week of Respect, [page 29, ([Exhibit C](#))]. We have activities such as:

- Be Kind Like Josh
- Attitude of Gratitude
- Mix-it-Up Day
- Natural Helpers
- Kindness and Character
- Random Acts of Kindness
- Teaching Tolerance

Attitude of Gratitude gives our students an opportunity not only to have someone grateful for them, but for them to express their gratitude to adults in the school and people in the community. Mix-it-Up Day teaches tolerance. Students choose to have their lunch and other free periods with students they do not normally associate with. Natural Helpers are students identified for their ability not to become bystanders in a bullying incident and for the compassion and their ability to empathize with other students who may be struggling. Kindness and Character is an educational program that we bring into our advisory classrooms for our middle school students.

Teaching Tolerance is a program so important to all of our schools. As part of that we recently had Rock Your Moccasins Day at Yerington High School, where our Native-American students were able to shine with their own culture. The Native American Club is growing in Yerington, and it is open to all students. We are very proud of that.

With all of the staff we have been able to bring to our schools, we have been able to work collaboratively to prevent bullying, to increase student success, and to connect students and families to services, which has been a huge part of the success of the students in our schools. [Page 30, ([Exhibit C](#))]. We have done screenings; we know that is very important. Last year we screened 594 children 0 to 5 years of age through our Ages & Stages Questionnaires®. We educated 2,783 middle and high school students in the Signs of Suicide program, and 85 students were screened with their parents' consent in what we call a well-being check.

**Chairman Thompson:**

Thank you so much, and I say that to all of our presenters. I know it is a lot of information and we really appreciate that. It was necessary.

**Assemblywoman Tolles:**

Could you expand on what constitutes a screening with regard to the 594 screenings you conducted?

**Peggy Edwards:**

The Ages & Stages Questionnaires® that we use is the one for SEL and it is actually distributed for prekindergarten as they arrive to apply for entrance into the school. It is given

to the parents to fill out, and they talk about what their child can do at these ages, and what they struggle with. In some cases as part of our Child Find Project, some of the parents come in and we will do the screening with them, but not for them. The screens are scored and we look for any areas where a child is below expected levels. When that occurs we call the parents and we ask them what they think about this, and if they are concerned, we offer some activities they can do at home so that they can help their child rise to an average level. We also talk to the pre-K teacher, with the parents' permission, about some of the extra help that a student might need if they enter pre-K.

**Assemblywoman Tolles:**

Is part of the purpose of this to identify early signs of autism, Asperger's, hypoxia, developmental disabilities—or is it purely social engagement?

**Peggy Edwards:**

It is more SEL. Some of the things you mentioned would certainly show up in that screening and would clue the pre-K teacher to alert special education services and bring all of the school services to bear for, basically, our 3- to 5-year-olds.

**Assemblyman Elliot T. Anderson:**

You mentioned problems with the broadening of the statute to include adults, but that has been the law. As it was, it is always referred to as "persons," not "pupils" and not "children." I am curious about what problems and challenges have you had with the law as it applies to adults?

**Gina Session:**

My understanding was that part of the change in the law is that it did broaden it to "all persons," so that we could have staff-on-staff bullying in addition to staff-on-student bullying, which is a broadening. It can become problematic when we are in the middle of our two-day investigation if a staff member is involved. They have labor representatives that they are entitled to bring to a due process investigation if there is a possibility of discipline. Sometimes that process of their entitlement to representation can complicate the process of trying to complete a two-day investigation.

**Assemblyman Elliot T. Anderson:**

To be clear for the record, the law always used the term "person." It never referred to "pupils" or "children." One of the things we took testimony regarding was the fact that, unfortunately, adults were modeling bad behavior in front of the children, and children modeled that behavior. That is why that bill passed: to bring it to attention that this law applies and there needs to be training for adults to model correct behavior. Are you saying, in terms of the challenges, it is just making the investigations go on longer than normal?

**Gina Sessions:**

Correct, in that with students, we can bring them in and we can conduct our investigation unfettered. With employees, they have certain labor rights that complicate the process.

**Chairman Thompson:**

On your last slide [page 26, ([Exhibit C](#))], you talked about the clear use of the school social workers title and the challenges you have had with that. My question is, do you feel that it is going to make the connection with the students better by actually having social workers versus those who have skills around social work without the licensure?

**Katherine Loudon:**

Yes, very much. There is a difference between the training, licensure, and education required to be a social worker. Also, there is additional training and internships and experience in schools required to be a school social worker. A school social worker does have a level of expertise in working with families that is different. We see in other states across the country, particularly on the East Coast, who have more school social workers working with counseling, psychology, and families, that there is a higher level and quality of care and service.

**Assemblywoman Tolles:**

Research tells us that maltreatment leads to long-term physical, mental, and academic consequences. This is a very important topic. If I understand you correctly, right now you are limited by the NRS to investigate complaints within two days. Is that correct? Would there have to be an NRS change in order to extend that in those cases where an investigation is more challenging?

**Gina Sessions:**

The statute states that the investigation has to be completed within two school days. You can have one additional school day if you can document that you are having difficulty contacting a witness or a parent. We believe it would be a good change to give us some flexibility in those more complex investigations where we are going to have a better understanding of the event if we are given more time to talk to witnesses and gather the information. We understand the importance of stopping the behavior, and that is what is behind the two-day investigation requirement: that we figure out what is going on and we stop it. We can have cases where we can have more than 20 students who are witnesses, and to complete that type of investigation in a school that may already have many other things they are trying to deal with at the same time sometimes can cause a hardship.

**Assemblywoman Tolles:**

Could you walk me through if there is an allegation of harassment or abuse that is brought forward by a child toward an educator, what that process looks like for investigation?

**Gina Sessions:**

We are required by NRS Chapter 388, in terms of investigation, to treat that the same as student-on-student bullying. We tend to approach it by speaking to the complaining party and to as many witnesses as possible to determine if the criteria for bullying is met before we interview the alleged offender. That way we can determine if the conduct is shown to be

true, and we are going to have to take disciplinary action. We are required to let them know that this interview may result in discipline. That triggers their ability to bring a representative to that interview.

**Assemblywoman Tolles:**

If it is of a more serious nature, for example, sexual abuse or harassment, is that dealt with internally within the district, or is that elevated just like any other form of sexual abuse would be elevated per mandated reporting requirements to child protective services?

**Gina Session:**

Absolutely. If law enforcement needs to be involved, we would make that connection as well.

**Assemblyman Pickard:**

Once we have a handle on the criminal aspect and we know that serious issues like sexual misconduct would be elevated to law enforcement immediately, can you walk me through what some of the challenges are? You mentioned the need for representation that you face with staff-on-staff bullying or a hostile work environment. If we want new teachers to come, we want to make sure they have an appropriate environment.

**Gina Sessions:**

One of the challenges that we have is that whenever there is any kind of staff issue, for instance a supervisor trying to take appropriate steps to discipline an employee, we may get a bullying complaint. It is almost like the student peer conflict versus bullying distinction. What is expected in normal conduct in a workplace given expectations of a supervisor for an employee as opposed to what crosses over the line into a bullying type of circumstance? We have seen an increase in staff-on-staff bullying complaints that arise out of typical workplace expectations.

**Assemblyman Elliot T. Anderson:**

I would like to shift topics a bit, although it is in line with adults modeling poor behavior, just in a different context. I have seen some news reports that there has been a lot of racial animus motivating a lot of bullying nationwide, maybe in response to adults not modeling that appropriately, or maybe politics seeping in from home. Has that been a trend that you have seen in Washoe County as well?

**Gina Session:**

Unfortunately, it is something that we have seen. I have only been with the district a short while, but there have been issues for our Hispanic students. I have seen issues for Muslim students. Certainly, our lesbian, bisexual, gay, transgender, queer population is a vulnerable population. I have a difficult time judging whether that is an increase, but I have certainly seen those types of complaints that are consistent with some of our political climate today.

**Assemblywoman Tolles:**

I appreciate this topic; it is such an important one. Is there tracking of those specific incidents that are reportable or to be evaluated?

**Gina Sessions:**

Something at which we work very hard and has to do with our reporting consistency is in the Infinite Campus system. It has to do with coding, and part of my training of the administrators is making sure when they document these bullying incidents, that it be documented as bullying and racial if it is also a racial incident. It should be described specifically in the Infinite Campus system so that we can track and access that kind of information.

**Chairman Thompson:**

We will go to Las Vegas and bring up the Clark County School District.

**Assemblyman Elliot T. Anderson:**

I would like to repeat that last question of mine to CCSD. I asked Washoe County School District if, in line with adults modeling poor behavior for children, they had seen an uptick in racially motivated bullying, perhaps as a result of politics seeping in from home or the news.

**Tammy Malich:**

We, too, have seen an increase in racially motivated bullying. Also, in our Infinite Campus system, when the school selects bullying as the event code, it gives a breakdown of the different types of bullying so that we can disaggregate the data by types of bullying. It is important to note that if the school does not code the event in Infinite Campus as bullying, none of the reports that are required under the statute will populate. The parent notification, the ten-day follow up, the written report—those all automatically populate once the schools select bullying as the event. It helps create that assurance at the schools that "a" select bullying, and "b" code it correctly.

**Chairman Thompson:**

Could you answer the question that I had about the clear use of the school social workers title, and if you feel like that would have a dramatic effect on those who are not social workers.

**Tammy Malich:**

While I value the title of school social workers and that license, I think that limiting it to that group of individuals would prohibit us from filling our positions. Again, in CCSD with 130 positions, we value the ability to hire those other mental health professionals. We are very careful to use the Safe Schools Professionals title. I agree that we should not be referring to people by an incorrect title, but I think we need that flexibility to be able to hire marriage and family therapists, social worker interns, clinical social workers, and school psychologists, as well as those other categories in order to fill our positions. All of them bring a value to the table. I cannot say that we have any particular group to date, by licensure, that we have had a concern with. I know there was some concern in the

community with certain groups of those other mental health professionals. We have not experienced that. We have had employees where this position was not a good fit for them, but it was not necessarily based on their licensure. There are people who have a skill set and a license that is not necessarily a school social worker license that are valuable in this position, create a lot of positive school climate, and make a huge impact on our schools.

**Chairman Thompson:**

I am going to do something a little differently today. I am going to open up public comment twice. I will go to Las Vegas, then I will come to Carson City.

**Jason Lamberth, Private Citizen, Las Vegas, Nevada:**

I live and work in Clark County, Nevada. I am the father of Hailee Lamberth and an advocate for suicide prevention efforts; I am against bullying. In our 2015 Legislative Session, I banded together with other parents in our state and worked closely with Senator Parks, Assemblywoman Spiegel, and other legislators on anti-bullying legislation. The Governor heard our concerns, pledged his full support, and on May 20, 2015, Governor Brian Sandoval signed Senate Bill 504 of the 78th Session, Hailee's Law.

The Office for a Safe and Respectful Learning Environment was born from Hailee's Law. It maintains a 24-hour hotline that provides outreach; anti-bullying education and training to schools; and receives and investigates complaints and reported bullying incidents. The office works with 225 social workers that have been placed into 164 of Nevada schools. These are just a few of the functions of this office that are critical to ensure that all students have the ability to learn in an environment that truly is safe and respectful.

Before Hailee's Law was passed, parents reached out to me asking for help—they were out of options with no place to go. Since the Office for a Safe and Respectful Learning Environment was established, the volume of parents contacting me has lessened. Those that do, now have an office with integrity to go to for help. Some of the calls that I get now are from folks in other states, such as Nebraska, Michigan, Florida, Wisconsin, California, and New York, asking how they can get Hailee's Law and an Office for a Safe and Respectful Learning Environment in their area.

Bullying presents one of the greatest health risks to children, youth, and young adults. Bullying hinders the goal of high academic achievement and can cause anxiety, low self-esteem, depression, physical and psychological ailments. It can lead to eating disorders, self-harm, and suicide.

The hard work of the Office for a Safe and Respectful Learning Environment is helping to change that in Nevada; it is helping to change the culture in our state. I am so very proud of Christy McGill, Dr. Edward Ableser before her, Victoria Blakeny, Amber Reid—and all of those involved—for their commitment to creating a culture of kindness. Their successes are immeasurable. I am confident that their work is saving lives. I am excited for the future of this office in continuing to make positive changes in the lives of children.



Personally, I look forward to the opportunity to further strengthen Hailee's Law, to expand it into private and parochial schools, and to defend it from any potential legislation that would attempt to weaken or lessen it. Thank you.

**Chairman Thompson:**

I just want to say what a great dad you are. I know it is difficult, but to be there for your daughter and advocate for other families, we truly appreciate that.

**Aimee Hairr, Private Citizen, Las Vegas, Nevada:**

I received a phone call from a distressed mother in 2015. She was a complete stranger to me at the time, but we shared a common ground. Her daughter had been bullied by her peers, but in this situation a school cheer coach was also involved. It was still continuing. I could feel the pain she was in. She had climbed the chain of command at her school with no results and was now hitting a wall at the district level. She was clearly out of options. I could empathize with her pain and frustration. I told her to hold out for the opening of the Office for a Safe and Respectful Learning Environment. I had confidence it would work. I told her to give it a chance. I did not want to have to guide her on the path that I took. It does not always end well and, frankly, in my case, all of us walked away a little emptier from the experience. All this mother wanted was for her voice to be heard, for the bullying to stop, and for her daughter to cheer. I am happy to say that her daughter has been cheering for more than a year now, and I have personally watched the positive changes that have taken place. Thank you to the Office for a Safe and Respectful Learning Environment, and a huge thank you to Dr. Edward Ableser. You all mattered and you made a difference.

My own son was relentlessly bullied, harassed, and sexually assaulted when he was 11 years old at a middle school here in CCSD. The silence was astounding. Luckily for us, the American Civil Liberties Union reached out and helped start litigation when every effort to communicate had been exhausted. The Nevada Equal Rights Commission did an investigation that following year, and, in the end, concluded that my son was not given the right to a safe and respectful learning environment. That year his education suffered tremendously. During all of this, our Nevada State Governor, Brian Sandoval, and his incredible staff worked closely in crafting such an inclusive anti-bullying bill known as Hailee's Law.

I read an article in the newspaper saying that our state of Nevada did not place in the top ten states for suicide this year; we are eleventh. This is the first time in Nevada's history, according to Misty Vaughan Allen, our state suicide prevention coordinator. I spoke to her recently and thanked her for her efforts as well. While I realize measuring this statistic may be nearly impossible, I know in my heart it took every single one of you that voted for this law to help achieve these goals, and we are only at the beginning.

All of you should be so very proud of yourselves. You are making a difference for Nevada's children. If I only choose one thing that I have learned from my experience, it will always come down to simple communication. Without the bridge, the destruction can be so painful and endless to all involved. Words matter in the beginning, and they matter in the end.

I would just like to add that I know we are all dealing with political times where our children are now exposed to cruel forms of bullying mirrored from adults. No matter what political affiliation we have, it is common sense to know how incredibly wrong these behaviors are. If we expect our children to be upstanding, we as adults need to reinforce this.

**Chairman Thompson:**

Thank you for being an engaged parent and for your powerful words.

**Angie Sullivan, Private Citizen, Las Vegas, Nevada:**

I am a second-grade schoolteacher at Stanford Elementary School. I appreciate everything that has been said. A current issue occurred in my classroom in relation to the 15,000 students in CCSD who probably qualify for Deferred Action for Childhood Arrivals. This is deferred immigration action for students between ages 15 and 30 years of age who were brought here by their parents and do not have papers. There are also 60,000 parents who would qualify for Deferred Action for Parents of Americans and Lawful Permanent Residents. They are undocumented, but their children are Americans. It is estimated there are 100,000 students—one-third of CCSD students—who either do not have documents or their immediate family does not have documents. This puts them in jeopardy with the political football that is immigration at the national level.

It is hard to describe how unsafe the second-grade students in my classroom feel in this political environment. Yes, they know what is going on. They are well-versed in everything being said that might affect their family. The racism and xenophobia that is regularly seen on national television is brought into my classroom daily. Forty percent of my school participated in the boycott last week and stayed home for "A Day Without Immigrants" to let the community know that without them, places like my school would no longer exist.

I am worried that those who are so young, innocent, and through no fault of their own, are affected like this. It is very hard to learn in an environment where you are thinking that when you go home, you may not have parents, siblings, or other relatives. To me, Nevada needs to be realistic in providing education to teachers, public schools, and those who are working with children regarding the consequences of the immigration actions. It is a closeted problem, but, unfortunately, it is devastating to very young children.

While we are talking about safe environments, I wanted to speak for my community who cannot come to speak for themselves.

**Chairman Thompson:**

Thank you for sharing that with us and for your wealth of knowledge.

**Brian Bresee, Private Citizen, Las Vegas, Nevada:**

I am part of The Stop It Foundation. This is a foundation we started after the suicide of our son Samuel Bresee. We also testified during the hearings for the Safe and Respectful Learning Environment in Carson City, Nevada. As I have pondered on what this law does, it makes me so proud of the Nevada Legislature and our Governor for having the courage

to pass this legislation. It does not come free, but there are savings. How many children are losing their education because they are being traumatized at school? How many are dropping out? Studies say there are a whole lot of them. Uneducated citizens, down the road, are going to need more assistance and mental health services, and the bullies are going to need to be incarcerated, according to the statistics.

I am proud of the example Nevada is offering to other states and other organizations. Thank you.

**Chairman Thompson:**

I want to echo a thank you for being a parent that is continuing on to help other families. You do not know how much your reaching out to others helps.

**Daniel Lincoln, Private Citizen, Las Vegas, Nevada:**

I am Hailee Lamberth's uncle. I have lived and worked in Nevada my entire adult life, and I attended school in the CCSD from fourth grade through twelfth. On December 12, 2013, my life and the lives of my family tragically changed forever. On that day, we lost Hailee. In the midst of the most horrific time any family could ever go through, my family along with many other families and some great legislators, like Senator Parks and Assemblywoman Spiegel, and the Governor's Office worked very hard to pass legislation referred to as Hailee's Law.

This law addressed the issues and problems our schools face when dealing with bullying. The Office for a Safe and Respectful Learning Environment is a crucial piece of that legislation. This office gives parents of bullied children a tool to use to get their children help when their schools and districts are not properly protecting their children. People reach out to me through social media quite often. These people are desperate parents who have exhausted every resource that they know of to try to help their children. I immediately refer them to the Office for a Safe and Respectful Learning Environment. This office can be the difference between life and death, and I will forever be grateful for every single person who worked so hard to pass Hailee's Law, which created this office.

**Chairman Thompson:**

Thank you for being that uncle that is there for your niece and her memory. Keep up the fight.

**Theresa Bresee, Private Citizen, Las Vegas, Nevada:**

You just heard from my husband, and I testified before the Committee as well for S.B. 504 of the 78th Session. I really appreciate all that you have done by passing this law. I brought a picture of my son Samuel. We lost him to suicide on June 9, 2014, and today would have been his seventeenth birthday. With the help of this law and the Office for a Safe and Respectful Learning Environment, it is making a difference. I have parents who come to me

asking for help on what they should do. Getting clarifying information on bullying truly is. My son was a witness to a bullying incident, and it was nice to see how quickly the school contacted us within that first 24 hours to let us know that he was a witness and what the procedures were.

Because of Hailee's Law, I know, as Aimee Hairr commented, the suicide rates have been going down in Nevada. I am glad we are leading the way. I am so thankful for the Office for a Safe and Respectful Learning Environment.

**Chairman Thompson:**

Thank you, and again, we feel your strength. What a coincidence that today is Samuel's seventeenth birthday. That could mean a lot for different people.

**Estrella Gomez, Private Citizen, Las Vegas, Nevada:**

I was here on Monday to speak about bullying, and you invited me to come back. I was not expecting to hear what I heard today, and from the bottom of my heart, I commend the families for everything they have started. I think it literally begins with one voice speaking up and trying to make a difference. That is basically how I started. I got tired of being ignored at my son's school, Rose Warren Elementary School, and many other parents feel the same way. When your district or school is not following protocol and they are brushing you off, where do you go from there as a parent?

**Chairman Thompson:**

Thank you, Ms. Gomez. I appreciate the fact that you came back. That says a lot about public participation. Many times there is criticism that people do not participate. Dr. Malich should still be there, and if you will connect with her she will give you that information. At this time, we will close out public comment and move on to our presentation from Communities in Schools of Nevada.

**Susie Lee, Chair, Board of Directors, Communities In Schools of Nevada, Las Vegas, Nevada:**

After hearing these testimonies, those of you who were here in 2015 should be proud of the leadership you took. It is clear you are saving lives. At Communities In Schools of Nevada, we view the work that we do as addressing social and emotional needs, giving children a safe place to learn and grow, as well as providing the opportunity to have a one-on-one relationship with a caring adult. Those are the two basic tenets of our organization. We work with all of the stakeholders to address these important issues. Communities In Schools is one of the nation's proven, most effective dropout prevention programs. We have been in existence nationally for 40 years, and in Nevada since 2004. Currently, we have on-site coordinators that serve 59 schools and 58,000 students. Because of your leadership and the categorical funding with the Zoom and Victory schools, we operate in 12 Zoom schools and 21 Victory schools, as well as other schools throughout Clark and Elko Counties; most recently we have been in Washoe County for two years. We are proud that we have one of

the most robust public/private partnerships with education in this state. Of the schools that we do serve, many of them raise private funds to contribute between 50 and 80 percent of the cost of what it takes us to serve a school site.

We want to talk to you about the evidence-based integrated student services that we provide and what that means at a school site [pages 2 and 3, ([Exhibit D](#))]. We are aligned through the Every Student Succeeds Act, and we promote students' academic success by coordinating community and parent engagement, providing basic needs for students who live in poverty, and expanding learning and enrichment activities. In many of the high schools that we serve, we have an academy course which is an elective course taught by a certified teacher to help with college and career preparation. We are proud that 77 percent of the students who graduate and who have been case-managed by Communities In Schools go on to higher education.

Despite all of the progress that has been made with our goal of becoming the most improved education program in the state, we have challenges that I am sure you are aware of [page 4, ([Exhibit D](#))]. The graduation rate for free and reduced-priced lunch students averages 64 percent. The graduation rate for students of color is below 50 percent. Nevada continues to rank fiftieth in the nation for education.

Most importantly, we find time and again that teachers who are so stressed by the hours are impacted disproportionately by students in need. That is the hole we attempt to fill. We work collectively with community partners to bring resources to students at the school site. If a student shows up to school and is distracted by a toothache or hunger, their ability to learn is going to be compromised. In a state where almost one out of two students qualifies for the free and reduced-price lunch, this is definitely a challenge.

We are proud to have a partnership with the school districts that we work in, and we thank you for the support that you have given to students in need. We hope to continue that relationship.

**Tiffany Tyler, Chief Executive Officer, Communities In Schools of Nevada, Las Vegas, Nevada:**

I want to begin by saying that in the previous presentation you heard about the importance and impact of more tiered systems of support for students. At the core of our service delivery model is, indeed, a tiered system of support for students [page 5, ([Exhibit D](#))]. I would like to highlight a few other ideals of principles, particularly some of the aims that came out of the last legislative session, as well as some of the commitments that you have noted for this session as they relate to the investments in education. You will note that as a part of our model, not only is there a commitment to accountability, but our journey begins with a comprehensive needs assessment that engages many other stakeholders that contribute to this educational journey.

At the beginning of the school year, we meet with the school leadership, parents, students, teachers, and other community organizations to ask, What are the challenges that we face?

Beyond that, we look at the school improvement plan, and that serves as the foundation of our work there. As part of that work, we develop a comprehensive site plan where we identify as priorities anything from attendance to behavior or course performance, and then we ensure that there is a set of supports provided to each of the students and families in our schools. As part of that process, the first tier of support is interventions or assistance that all families at the school receive. Those things can include not only health care assistance or eyeglasses, but also on site of each of our campuses is a resource center where families can come for support with school supplies, clothing, uniforms, and even hunger backpacks for our children who live in poverty and do not have meals over the weekend.

We need a strong commitment which also recognizes that helping children graduate should not rest solely on the shoulders of educators. It takes each of us to ensure the success of our students. You will also notice a part of this model, the notion of integrated student supports at its core. Not only are there opportunities to ensure that we meet families where they are standing in need, but also a commitment to helping children to move forward by offering an array of programming to them.

As a part of that process, you will also note that we do not just ask you to take our word for the gains that we are making for families. As a part of our robust assessment process, not only do we evaluate ourselves internally throughout the school year to make sure we are delivering on the promise of our children, but we also independently evaluate our gains through other entities. Communities In Schools has been independently evaluated and shown to work effectively in rural, urban, and suburban schools. We are not only in 59 schools across the state [page 6, ([Exhibit D](#))], our service delivery includes providing to students on reservations, such as Natchez Elementary School in Wadsworth, Nevada.

We also have a commitment to partner formally with the school districts, but we do not attempt to be all things to all students. We literally partner with more than 900 other entities across the state to respond to student needs. We ask them to send us their core strengths and bring those strengths to the schools. When we have a sense of the needs of the schools, we can ask who we can bring in to support those needs. It requires a coordinated effort to make sure we are not duplicating services, while neglecting the top seven needs of the school, but it also provides an opportunity to work across systems to identify pockets of servers.

As part of our work, we have been able to look at the nexus between children living in poverty, homelessness, pregnant and parenting teens, adjudicated youth, and foster youth. Beyond what we now know about our work and their needs, what do we need to shift if we are going to move the needle for those students? We can say to you that not only did we help 84 percent of our case-managed students graduate at a time when the graduation rate was only 71 percent in our state, but that 77 percent of those students went off to college. What I hope you are seeing is that those are children who were likely couch surfing, coming out of human trafficking, in the foster system—some of our most vulnerable students—and to see them achieve a level comparable or higher to the general student population. To see them go on to college at a time when the national average is only 37 percent across the country says

something significant about assuring that there are caring adults across the community helping children with this journey. We hope that you will continue to make those kinds of investments.

We have talked about the evidence-based integrated student services and what it has meant in terms of outcomes for Nevada [page 7, ([Exhibit D](#))], but this work begins in kindergarten. When we think about dropout prevention, we think about the student who has arrived in high school and may not make it out. We hope that you can appreciate that the journey of dropping out begins early for many students. Often it is a confluence of variables that come together, whether it be managing the economic pressures of living in poverty or other external pressures that happen in school. As part of that discussion, not only do we tout our graduation rate and the number of children going on to college as a result of the support they received, as we look across our work beginning in kindergarten all the way through high school, we see these kinds of gains. Of those nearly 60,000 students that we are working with, 84 percent of those show improved academic gains; 76 percent show improved attendance; and 85 percent improve behavior.

While we are not solely focused on how we help more of them graduate each year [page 8, ([Exhibit D](#))], we can look back and see that at every step along the way, in each grade, there are children being supported to move on. Note the last bullet, the notion that 97 percent of our case-managed students are promoted to the next grade. You might ask why that is significant; it is significant because it is not the notion of social promotion. We think about the number of children who may leave school because they are unable to make the transition from middle school to high school because they cannot complete that one class of reading or mathematics successfully. Or maybe the student was registered ten days late in the semester and now they may not receive credit for that semester. We are saying that when we capture those students, as a result of the partnership across the community and having a caring adult there each day, 97 percent of the students begin to progress to the next phase for them. That is what we hope for our children.

I will briefly talk to you about the economic impact [page 9, ([Exhibit D](#))]. I am excited to say that for every dollar invested with our organization, there is a nearly \$12 return. Beyond that, I want to talk about the economic impact that happens on a more global level. Recent studies suggest that if we could lower the dropout rate to 10 percent for one high school class, it would result in nearly 66,000 more jobs, a \$10.9 billion return to our national economy. In the case of our consumer activities, between home and automobile purchases there will be another \$17 billion boost to our national economy. We can turn the tide. We do this work not only because of our commitment to youth, but because this is an economic imperative. When we ask ourselves how to move forward as a strong, healthy community, it is not only about how we interact with those students each day. You need to understand that the investment we are making is not just an investment in our children, it is an investment in our community because it directly impacts our economy. Note that we have a four-star rating with Charity Navigator. Every penny raised for that work goes directly to support students.



I will wrap up with a call to action [page 10, ([Exhibit D](#))]. Here is where we are, and where we hope to arrive is a part of this discussion. During the last session, you made some very bold investments in education, and we have heard there is an interest in doing more this session. We champion that work, and we thank you for it. We ask that you not only continue to make those kinds of investments, but as you figure out how we go from categorical to weighted funding, help us find a way to come up with the support needed to ensure that every student who walks through our doors has the resources they need. As we ask for that, we are equally committed to contribute to that effort in any way we are able.

Our workforce at Communities In Schools of Nevada reflects the rich diversity of our schools and in instances where we have a high English language learner (ELL) population, we will make sure we have a bilingual staff there as a commitment to being culturally responsive as a part of our work. For every penny invested we will make sure that you get a high return on it. If you will have the courage to find a way, we will honor it with solid, proven practice. Beyond that, I hope you will consider the next phase of the journey. We were ecstatic to help; 77 percent of those students who were failing and potential dropouts transitioned to high school. We recognize that this is just one phase of the process of ensuring that they are in a place where not only can they take care of themselves and their households, but also they can lead in our community. While we have academies on campuses as a strategy for helping students with credit retrieval then giving them the vital life skills they need to manage life, we hope you will also commit to investments that help them to the next leg. We will be there helping them with a baton to the next phase.

**Chairman Thompson:**

Thank you so much. You see how engaged we were in your detailed presentation and seeing how your data shows the results.

**Assemblywoman Krasner:**

I am looking at the slide for the "CIS Economic Impact" [page 9, ([Exhibit D](#))]. The center bullet says the annual average ROI . . . . "What is the ROI?"

**Tiffany Tyler:**

It stands for return on investment (ROI).

**Assemblywoman Krasner:**

How do you measure that?

**Tiffany Tyler:**

That actually came out of a formal, independent evaluation to look at the efficacy and fidelity of our programming. After calculating the investments made based on social services, the overrepresentation of dropouts, and incarceration, as well as dependence on health care and Medicaid assistance, if you just look at the social cost alone, it is an 18.4 percent return for the community. The underlying notion is this: we are going to invest one way or another. We need to decide as a community if we will invest in the front end or the back end. We can either invest by getting the supports in place now or pay later because they are incarcerated,

three times more likely to be unemployed, or receiving some type of social assistance. That is a reference to the social assistance, the overrepresentation of incarceration, and the wages and taxes that are lost when they are unemployed. I can provide that study to you.

**Susie Lee:**

The independent study was done by ICF International, and we are happy to make that available to you.

**Assemblywoman Woodbury:**

There are students in schools where these services are not fully integrated perhaps because there is such a small population of free and reduced-price lunch students or other factors. Do they have a way of accessing these services, and is there a way that the school can help them access those services?

**Tiffany Tyler:**

Currently, we are tied to the challenge of where the resources are. From this perspective, we, in some instances, are privately fund-raising nearly 80 percent of the cost to provide these services. Because of that, we first identify where the greatest need is. We have conducted a study and determined that as you look at the number of recipients for free and reduced-price lunch, the need is much greater than we speak to. We are attempting to get these services to communities where there is not the ability to leverage that funding or the percentage of the students is smaller. We work with organizations to bring services to students wherever we are. If there is a particular service or need—for example, if it is hunger—then we are going to make sure we bring entities like Three Square Food Bank to the table to say that we have discovered that in this particular school or area, they have a need for the services you provide. We heavily leverage a network of service providers. Although we cannot fully commit to bringing tiered services to every school, we still make the commitment to make sure that as a community we mitigate duplication by leveraging the services that others provide. In CCSD alone, there are approximately 200 more schools that we could be in. The short answer is you get a referral, even if we cannot be there every day.

**Assemblywoman Tolles:**

I can also attest to the power of this program. I toured Vaughn Middle School in the Washoe County School District, and they were amazing. I was incredibly impressed by that ROI. I wonder if we, as a Committee, could get the breakdown of the dollars that are coming from the categorical funding that was passed last session? Having that data would be helpful for us as we have these discussions about categorical funding this session.

Could you explain to me how you work with SEL? It was interesting to have these two back-to-back. You have the SEL crossover and then the Communities In Schools. Where do you complement and where do you differentiate between your services?

**Tiffany Tyler:**

I can say there are several instances where we are working in partnership with school social workers on campuses. As a part of that process, we formally coordinate the work to ensure there is no duplication—it is a part of that site planning process that happens at the beginning of the school year. There is literally the identification of all of the areas of need, then determining who is best positioned to respond to it with the students' needs at the center of that process. In some instances you may see that the focus is on working in small groups whereas the other team is working individually with the most intense ones. In instances where we are talking about the first tier services, we are absolutely saying every student in that school will get eyeglasses if they need them, or food. It does not matter whether or not you are going to walk down the hall and see your social worker for those glasses because ultimately, from our perspective, it is about partnering with the community to bring all of our strengths to the same table on behalf of children.

**Susie Lee:**

In many of the schools that we participate in, especially high-risk schools, and most particularly in high schools, we will have a situation where there will be ten service providers at the school site. You will have the service providers, you will have us, and more.

We hold team meetings, and our site coordinators who are at the school will participate in those meetings to make sure that if a student is being taken care of by one agency it is not being duplicated by another. Along those lines, each of our high school and middle school site coordinators will meet monthly as a team for training. We will have agencies come in to present so that they know and are aware of what is out there. We view ourselves as a traffic cop rather than a service creator. In instances where we are with Social Workers in the Schools, we definitely want to use their services where they are needed, and then use our services to address basic needs.

**Assemblywoman Miller:**

I saw that the program is heavily dependent on donations. Are you receiving state and federal grants such as the 21st Century Community Learning Centers grant? Could you talk about the funding—how much comes from the school districts, the state, federal funds, or donations?

**Tiffany Tyler:**

More than 65 percent of our funding is from fund-raising. However, there are opportunities for schools to leverage federal and state support. Title I was previously a place where schools use to leverage for resources. More recently, Victory schools and Zoom schools funding have provided opportunities, and with the reauthorization of the Every Student Succeeds Act, there will be opportunities for the state to determine if they would like to leverage Titles I, III, and IV as part of that discussion. Resources are limited, so we welcome other opportunities to broaden our reach in support of children in poverty.

**Assemblywoman Miller:**

My understanding is that this is also an opt-in program for schools. When you are saying the school could use Title I funding, that would be their choice.

**Susie Lee:**

Yes, principals have the option. They get their budget, they set their budget. If they want the resources that we provide, we actually have a waiting list. There is much more demand than we can fill at this point. Much of our private funding comes from foundations and corporations throughout the state. We hold an annual fundraiser in Las Vegas where we raise approximately \$300,000. We are going to Reno after this to help raise money up here. We have private donations as well.

**Assemblywoman Diaz:**

I do not have a question, I just wanted to compliment Communities in Schools. You do amazing work in my district. For all of those kiddos that you help on a daily basis and all of the others who help, I want to thank you on behalf of my parents and the children of my districts. Thank you.

**Terri Gomez, Private Citizen, Las Vegas, Nevada:**

I came to discuss some topics that are dear to my heart. They coincide with some of the previous discussions. My main topics are in regards to bullying, special education, and the Schools Targeting Alternative Reform On-Site (STAROn) Programs, and staff.

There are approximately 1,200 students at the school that I currently work at, which is Frank F. Garside Junior High School in Las Vegas. Only 40 percent are at reading level, which means that 720 students are not at reading level. These numbers are from the *CCSD 2015-2016 Accountability Report*.

Students can easily become frustrated if they cannot keep up with others in the same grade level. We need curriculum in English and math where students are learning the same topics in reading and math, but at different levels. The current reteaching mechanisms are to provide the student with the same material over again. Teachers are out of compliance if they are off-topic or try meeting the exact need of a struggling student. Students that struggle have achievement needs that need to be addressed immediately.

Currently substitutes like BrainPOP, Achieve3000, Edgenuity, ALEKS, Reading Plus, and Ascend Math are not a part of the curriculum and cost a great deal of money to the school, some as much as \$15,000 to \$20,000 each.

According to the *CCSD 2015-2016 District Accountability Report*, 60 to 70 percent of students in special education are African American or Hispanic American. An overrepresentation of English language learners are also in special education.

English language learners are not considered a disability. The Garside *2015-2016 School Accountability Report* stated there was only a 6 to 8 percent increase in ELL at Garside and other Title 1 schools like it. So, if there are five students, there would be less than one student that increased in knowledge.

Garside had 1,189 students last year. Thirteen percent were in special education, so about 155 students. Yet only 480 of total students are at reading level. The majority of the students, 709 to be exact, are at risk of failure because they are not at grade level. The accountability report does not show the actual levels of performance for the remaining 709 students. I believe there are 30 schools in the CCSD that are considered at-risk or Title I. That is potentially 21,000 at-risk or Title 1 struggling students.

**Chairman Thompson:**

How many more points do you have, Ms. Gomez?

**Terri Gomez:**

I have two other points. I want to discuss how that brings up behavioral issues. When you have so many students that are struggling at the third, fourth, or fifth grade level, they are going to act out. We have STAROn, which is an on-site program implemented because we have 70 to 80 percent of African Americans who were being sent to behavioral schools. The numbers have not changed much, and what I see is that students need advocates that will help them write out the statements when they get a referral so that they have a chance to express themselves. Many of them simply do not have the ability to write out something that may have been taking place for years. It takes emotional strength to write out what was taking place. I think the students' behavior is a mirror of what they are seeing and feeling.

Much of what is taking place in the school district is a cycle. I am currently finishing up my master's program in special education; I have about three courses left. I will not be entering the workforce because of my own biases and the discrimination I encountered this past year at CCSD and UNLV. I saw that in Governor Brian Sandoval's budgetary proposal for this year that \$115 million is being given to the universities. Yet, many of our students are not making it to postsecondary. There is no bridge; most of the students are from out-of-state. I do not know what the requirements are for universities' residency claims. I know that students in my class have been in Nevada for a year and finishing and claiming residency before the six-month gap.

**Chairman Thompson:**

Ms. Gomez, this is what I would like to propose to you. First, I want to applaud you for writing everything out. We do not want to miss out on anything, so please leave your written testimony so we can include that for our record and we can all look at it. It seems you have a lot of information that can be good for us.

**Terri Gomez:**

I do not want to sound like an angry person, I just want to help and assist the school district. I have worked in this community for the past 15 years, and I see a lot of injustices. That is the reason I am here, I want to see change.

**Ed Gonzalez, representing Clark County Education Association:**

I want to go on the record and thank the Committee and schools for the good work they do in the Clark County School District. I want to thank them for bringing up the weighted funding formula. This is something the Clark County Education Association has brought up before. We have talked to leadership about this issue. I want to thank Chairman Thompson, along with Assemblywoman Diaz, for joint-sponsoring Senate Bill 178, which is a bill that will deal with the weighted funding formula. We believe the time is now and the time is right to do this, especially with the CCSD organization where power is going to the building. It is not just the inner core; this affects many students, especially in Clark County. For example, there are more than 30 percent ELLs in the Joseph L. Bowler Sr. Elementary School in Mesquite. If they are not speaking the language, they are not going to find jobs there. Even Robert L. Taylor Elementary in Henderson, Nevada, has a free and reduced-price lunch population of more than 80 percent. It affects so many communities.

**Chairman Thompson:**

We will close out our public comment. Are there any other comments from our Committee? [There were none.] The meeting is adjourned [at 5:43 p.m.].

RESPECTFULLY SUBMITTED:

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Sharon McCallen  
Committee Secretary

APPROVED BY:

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Assemblyman Tyrone Thompson, Chairman

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

## **EXHIBITS**

[Exhibit A](#) is the Agenda.

[Exhibit B](#) is the Attendance Roster.

[Exhibit C](#) is a copy of a PowerPoint presentation titled "Office of Safe Respectful Learning Environments," dated February 22, 2017, presented by Christina (Christy) McGill, Director, Office for a Safe and Respectful Learning Environment Department of Education; Amber Reid, School Social Worker Liaison, Social Workers in Schools Grant, Office for a Safe and Respectful Learning Environment, Department of Education; Tammy Malich, Assistant Superintendent, Education Services Division, Clark County School District; Gina C. Session, Director, Department of Civil Rights Compliance, Washoe County School District; Katherine Loudon, Coordinator, Counseling Services, Washoe County School District; Lauren Belaustegui Ohlin, Director, Grants Department, Washoe County School District; and Peggy Edwards, Coordinator for School-Based Resource Coordinators, Healthy Communities Coalition, Lyon County, School District.

[Exhibit D](#) is a copy of a PowerPoint presentation titled "Integrated Student Supports," dated February 22, 2017, presented by Susie Lee, Chair, Board of Directors, Communities in Schools, Las Vegas, Nevada; and Tiffany Tyler, Chief Executive Officer, Communities in Schools of Nevada, Las Vegas, Nevada.