

**MINUTES OF THE  
SENATE COMMITTEE ON EDUCATION**

**Seventy-ninth Session  
March 21, 2017**

The Senate Committee on Education was called to order by Chair Moises Denis at 3:36 p.m. on Tuesday, March 21, 2017, in Room 2134 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. [Exhibit B](#) is the Attendance Roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

**COMMITTEE MEMBERS PRESENT:**

Senator Moises Denis, Chair  
Senator Joyce Woodhouse, Vice Chair  
Senator Tick Segerblom  
Senator Pat Spearman  
Senator Don Gustavson  
Senator Scott Hammond  
Senator Becky Harris

**GUEST LEGISLATORS PRESENT:**

Senator David R. Parks, Senatorial District No. 7  
Assemblywoman Ellen B. Spiegel, Assembly District No. 20

**STAFF MEMBERS PRESENT:**

Todd Butterworth, Policy Analyst  
Asher Killian, Counsel  
Linda Hiller, Committee Secretary

**OTHERS PRESENT:**

Ruben Murillo, Jr., President, Nevada State Education Association  
Brian Rippet, Vice President, Nevada State Education Association  
Kyla Rippet  
Aidan Rippet

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Natha C. Anderson, President, Washoe Education Association; Director, Nevada State Education Association  
Brett Barley, Deputy Superintendent for Student Achievement, Department of Education  
Ed Gonzalez, Clark County Education Association  
John Eppolito, Protect Nevada Children  
Spencer Lang, Chair, Nevada Youth Legislature  
Olivia Yamamoto, Nevada Youth Legislature  
Pat Skorkowsky, Superintendent, Clark County School District  
Craig M. Stevens, Clark County School District  
Vikki Courtney, President, Clark County Education Association  
Angie Sullivan  
A.J. Delap, Office of Intergovernmental Services, Las Vegas Metropolitan Police Department  
Mary Pierczynski, Nevada Association of School Superintendents; Nevada Association of School Administrators  
Mary Bryan  
Aimee Hair  
Jason Lamberth  
Nicole Rourke, Associate Superintendent, Community and Government Relations, Clark County School District  
Stephen Augspurger, Executive Director, Clark County Association of School Administrators and Professional-Technical Employees  
Nick Vassiliadis, R & R Partners Foundation  
Jane Heenan, Executive Director and Clinical Director, Gender Justice Nevada  
Laura Hernandez, Family and Youth Services Coordinator, Gender Justice Nevada  
Patrick Gavin, Executive Director, State Public Charter School Authority, Department of Education  
Lindsay Anderson, Director, Government Affairs, Washoe County School District  
Christy McGill, Director, Office for a Safe and Respectful Learning Environment, Department of Education  
Brad Keating, Clark County School District

CHAIR DENIS:

I will open today's meeting of the Senate Committee on Education with Senate Bill (S.B.) 303. Vice Chair Woodhouse will be presenting that bill.

**SENATE BILL 303**: Requires an audit of certain performance assessments conducted in public schools. (BDR S-306)

SENATOR JOYCE WOODHOUSE (Senatorial District No. 5):

Senate Bill 303 requires an audit of our Statewide system of student assessments. We do a lot of testing in our schools. In Nevada, a typical student will take a kindergarten entry assessment, a few early reading assessments, around six criterion-referenced tests (CRT) in English and also in math, three science CRTs, four end-of-course exams and a college and career readiness test. That amounts to 20 standardized tests, and those are just the tests required by the State and federal government. School districts also administer their own tests, plus a student struggling with language proficiency could take as many as nine more tests.

A 2015 report by the Council of the Great City Schools found the average American student sits for as many as 112 mandatory standardized tests between kindergarten and high school graduation. That comes to almost nine standardized tests per year. The Council's report also found that these tests average more than two hours to administer, and if they also require several hours of class time for preparation, it means a typical student spends more than half a school year on testing during their school career.

When Congress passed the Every Student Succeeds Act of 2015 (ESSA), they acknowledged a potential problem with testing nationwide. The Act encourages states to improve and streamline the assessment tools and examinations used to monitor the performance of students and schools. It also authorizes the use of federal funds to assist states with an audit, which Congress hopes will assist in realigning the system of assessments with the new and more flexible federal requirements.

In response to this, S. B. 303 requires the Nevada Department of Education (NDE) to audit our K–12 assessment tools and examinations. It also requires school districts and charter schools to collect and provide information requested by the NDE to carry out the audit. The bill further requires Nevada's audit plan to meet the necessary prerequisites for receiving a federal grant under ESSA. Upon completion of the audit, the NDE must submit a report of the results to the State Board of Education (SBE) and to the Legislature.

When the No Child Left Behind Act of 2001 was enacted, it began the era of test-based accountability in our Country. It is easy to look back now and be critical of this increased emphasis on testing, but the truth is, we probably needed more testing. However, as sometimes happens in public policy, we took a good idea a little too far. Every time we wanted to ensure accountability, we required another standardized test. Now, these tests have become an impediment to doing the underlying activity they were intended to measure—the education of our children. The ESSA and the federal funding it makes available will give us an opportunity to step back and reassess our current situation, and to decide if there is a better way forward. This bill is an important step in regaining a balance between our need to educate our students and our desire for accountability.

SENATOR HAMMOND:

An audit costs money, but I think the ESSA provides flexibility with some of the money, so we can pay for the audit using monies coming from the federal government. Is that correct?

SENATOR WOODHOUSE:

The NDE representatives will be testifying today, and I think they can answer that question.

CHAIR DENIS:

I agree that a focus on learning and less time on testing is good.

RUBEN MURILLO, JR. (President, Nevada State Education Association):

I would like to thank Senator Woodhouse for sponsoring S.B. 303, which would require the Nevada Department of Education to conduct a full audit of student assessments at every grade level. The goal of the audit would be to identify and eliminate unnecessary and redundant student assessments. The focus on testing creates a very stressful learning environment for students and diverts valuable classroom hours from teachers. Students should be focused on mastering their coursework, not solely preparing for test after test after test.

At a recent town hall meeting to discuss testing, a teacher reported that a student asked her, “Is this test required for my graduating? If not, I don’t want to take it.” The pressure to have your students do well on standardized testing also puts an undue burden on teachers. At the same town hall, a teacher

reported that some students get visibly upset, ill or simply give up because of the pressure of taking a standardized test.

With an audit of our current assessment structure, possibly funded by ESSA grants, we can consider testing our students in a way that provides meaningful data to assist in their learning while maintaining accountability within our schools. Recently, the Minnesota Office of the Legislative Auditor released a report on the impact of standardized testing with legislative recommendations. Their report found that standardized testing can be time consuming, divert school resources and produce results that can be confusing.

My organization, the Nevada State Education Association (NSEA), hopes this audit will lead to a discussion and action to determine the effectiveness and identify the redundancy of assessments. We at NSEA recognize that difficult conversations will result, but until we have an honest conversation about standardized testing and its impact on our students, we are doing them a severe disservice.

We have a family here from South Lake Tahoe, a teacher and two of his children, who will testify about the effect that testing has had on them. I have submitted a letter of support ([Exhibit C](#)).

BRIAN RIPPET (Vice President, Nevada State Education Association):

I am a teacher at George Whittell High School (GWHS) serving students from seventh grade to twelfth grade in Zephyr Cove, Nevada, through the Douglas County School District (DCSD). Some of the tests we give at GWHS include the Measures of Academic Progress (MAP) tests, a series of tests that are given up to three times a year per subject in every classroom from kindergarten on up. Once the students get to ninth grade, they no longer need to take it, and it has no bearing on their graduation. We also give the CRTs that are the predecessor to the Smarter Balanced Assessment Consortium (SBAC). I brought with me a couple of our test subjects, my son and daughter.

KYLA RIPPET:

I am a ninth grade student at GWHS. For both CRT and MAP testing, our teachers put a lot of stress and pressure on us to do well. It came to the point where our principal would tell us we would have to go to either summer school or do helpful reading or math classes if we did not do well on those tests. Over the years, I remember many kids from my class pushed to tears during the tests

because they would be so stressed out and frustrated. We usually prepare for the tests about one week to two weeks ahead of time, which would distract us from our other important schoolwork and stress us out.

AIDAN RIPPET:

I am in the eighth grade at GWHS. In elementary school, my class was really competitive. When we would take the MAP test and get our scores, we would always start comparing them. When people who scored below grade level, like a score of 210, for example, others would say, "Oh, I got 215." Those people who scored below the cutoff would feel stupid and not very good at learning. They thought everyone else got a higher score and that they were the only ones with a low score. No one with a low score would brag about that.

MR. RIPPET:

This bill is about an audit, which makes me think of a deep dive, and a scary one, if people are coming in to see what we are doing. I hope that is how this bill gets passed, so it can satisfy the question, "What are these tests?" I hope we go beyond just school district officials and principals, and that we ask the teachers in the classroom what tests are they required to administer. We also need to go to the counselors and ask them what tests they are required to give or supervise, and what happens to the students who need counseling while they are administering tests. I hope we go to the librarians and ask them how many times they are required to supervise a test, and what happens to their library while they are supervising tests. I hope we go to support personnel like secretaries or registrars, who are taken away from their jobs to organize and collate the tests, to supervise the tests and to track down the kids who did not show up for the test. I hope we ask about all the opportunity costs like what facilities are closed during testing time.

Today, we did make-up testing for the American College Test (ACT) for all of our juniors. Our library had to be closed all day, because that is the only location in our school that is adequate to hold that test.

Senator Woodhouse spoke about the number of tests a kid takes. She was understating that. I have a printout of my older daughter's MAP test scores starting in second grade. She has hovered between just below the cut score, or grade level, and just above that level more than 50 times. She is one of those kids who knows the cut score, and she will feel bad about herself if she scores below grade level. She will feel good about herself if she scores above it.

In the spring of 2012 in reading, she was one point above the cut score so she felt okay. In the fall of 2012, she was exactly at the cut score, so she probably felt bad. In the winter of 2013, she was one point above the cut score again and she felt good. In the spring of 2013, she was four points above, then she was two points above, hovering at that line. Did this tell the teacher any useful information about what my daughter needs to know? No, but it made a kid feel bad about herself.

My son, Aidan, has an interesting story. The school district started computerized MAP testing of five-year-olds in his kindergarten year. None of my kids had used computers, iPads, iPods or video games at home at this time. For Aidan, a computerized test was a fun experience in lights and buttons. In his first few MAP tests, he hovered around the first percentile. We were told he might always have difficulties in testing. By third grade, he tested into the Gifted and Talented program. His subsequent MAP test scores were in the ninety-eighth percentile, and his CRT tests were similarly high. No one ever looked into this huge discrepancy in testing. No teacher was ever rewarded for his or her progress or even asked about this incredible growth. Since he was in sixth grade, we have refused the MAP testing for Aidan. It has no bearing on his success, or on how teachers deliver instruction. We also refused the SBAC testing. Those tests have no bearing on the child or what I do as a teacher.

My youngest daughter took the SBAC test for the first time two years ago. This test was meant to replace the CRT test, and we were told it was the real test to see what the child knows and how well the teachers are doing. There was a tremendous amount of pressure. The CRT testing took a few hours over a couple of different days, while just one section of the SBAC took an entire day. When my daughter took that test, it made her cry. When I asked her why, she said it was because she did not know how to do it. She took the test seriously, and it was frustrating for her. The key point was when she said, "We had to do something with books." These were not real books, but it was something on the computer where the student was supposed to organize something.

This is not real life, nor is it real learning. I know there are things we have to do, but we do the MAP testing to predict how we might do on these other tests, and then we remediate and we fix, constantly trying to game the system. Like my daughter, a student can be one point above the cut score, so when he or she gets the printout at the school, it can have a star or a check instead of an X. I ask you to look into the district testing and take this audit very seriously.

SENATOR HAMMOND:

I get your frustration. I have been there myself. The audit ought to also ask the classroom teacher what test they can use that can diagnose where the deficiencies are right now with their students. The questions should be, how many tests do we give, which ones are redundant, and which ones really help us educate a child. That is what I am hoping we get out of this audit.

MR. RIPPET:

I agree, and I would never want to dictate to my colleagues what tests they can or cannot administer. We have an English teacher at GWHS who likes the MAP tests. When we had the High School Proficiency Examination (HSPE), we would do an HSPE science test. I taught physical science at that time to tenth graders. They would take that test, and it would show that they were low in earth science. Well, they were not taking earth science but 11 of the 33 questions were on earth science. My students got 5 of the 11 earth science questions correct and there was no way to tell what they really did or did not know. The test merely gave us a score that said they were low in earth science from a course they took two years prior. So, please ask the teachers and the support professionals who are being taken away from their regular jobs, about the testing they have to do.

NATHA C. ANDERSON (President, Washoe Education Association; Director, Nevada State Education Association):

I sent in a document from one of our Washoe County School District (WCSD) middle schools, Pine Middle School, with their upcoming SBAC testing schedule ([Exhibit D](#)). For the next ten weeks of school, there will be testing in the computer lab during nine weeks of those ten weeks. This will be a time that the library cannot be used. Additionally, one of the three administrators will be forced to proctor those tests instead of working with other students. This will also be nine weeks when one counselor will not be able to counsel and work with the other students.

The other thing that happens with all this testing is something we educators know, which is to have a student come back to class when they did not do well on a test, or maybe when they did well on a test, and we must bring them back fully into the classroom. We need to still try to teach these kids, and we still have them in class. We want them to continue to learn, and sometimes it is difficult to get them back on track.



Look at the math SBAC testing schedule on April 17, for example, [Exhibit D](#). That day, all seventh grade classes will be taking the test from 7:30 a.m. to 10:39 a.m. They will probably then have a break for 20 minutes, and they will return to the classroom. As teachers, we will need to get them back on track for whatever subject we are teaching. We have them for ten more weeks, and we want them to learn. Yet, it takes time, because sometimes their emotions are already in a jumble.

When the test score is all that matters, it takes away the love of learning. I do not have any evidence of this other than my experience as a teacher. The excitement of learning is what we as teachers want to ignite in our students, and testing interferes with that pure learning. I support [S.B. 303](#) so we can look at the assessments that really work and have a true discussion about what testing should be in our schools.

BRETT BARLEY (Deputy Superintendent for Student Achievement, Department of Education):

We understand the importance of assessments to inform instruction as well as measure our progress as a State, as a school district, as a school or classroom, and as students against bars of progress and content mastery. The goal is not to test more, it is to test smarter and to inform our instruction to advance student learning.

We think an audit is a smart idea. The NDE, in partnership with the U.S. Department of Education, assigned a regional comprehensive center to do an audit of the assessment system last summer. We look forward to working with the author to figure out what is in the audit that took place over the summer versus the intent of the bill. That audit was conducted through The Center on Standards and Assessment Implementation, engaging a number of stakeholders across the State at three different locations with teachers, parents, administrators and support staff. I will make the soft copy of this large document available to the staff who request it. We have breakout information on focus group results, as well as the survey of different stakeholders. We also have a list of the different State assessments and the amount of time each student at each grade level spends on those tests. What is not included, though, is what is happening at the district level. That is the part we need to iron out.

Finally, students in Nevada spend a little more than one day of each school year on the SBAC and ACT exams, which are required State assessments. Students also spend a lot of time working on district-required assessments. Figuring out how these two systems work together and complement each other is probably the real challenge we have before us.

SENATOR HAMMOND:

About the funding for the audit, I believe there is flexibility in the way the ESSA was presented to us. Is that correct?

MR. BARLEY:

There are some flexible pools of money through the ESSA fund. The NDE and Title I is able to hold 7 percent for school improvement, while Title II is able to hold 3 percent for other work, and Title IV is able to hold 5 percent. These are not huge pools of money, but there is some flexibility.

The audit that WestEd conducted on behalf of Nevada in the summer of 2016 cost \$143,000, which would use up most of our Title IV set-aside. It would not be an insignificant cost, but if we can work with the authors and others to identify questions that were not asked in that summer audit, there might be some savings there.

SENATOR WOODHOUSE:

I do want to ensure that everyone knows that, as of this moment, there is no fiscal note on this bill. If one does come up, it will likely come from NDE, but hopefully it would not become a detriment to getting this accomplished.

ED GONZALEZ (Clark County Education Association):

We support S.B. 303. Many may consider it a simple idea to periodically audit our assessment tools and examine what is effective. With the No Child Left Behind Act of 2001, one of the biggest complaints was the test and punishment part of that law and the high stake consequences attached to standardized test scores. This process unintentionally incentivized a focus on test preparation and the narrowing of the curriculum in schools as well as the over testing in many schools. However, ESSA puts more decision power back into the states and the school districts, which is why this bill is important. The purpose of the audit is to find out what tests work, what tests are duplicates and, more importantly, what can be eliminated. When we discuss accountability, we also have to

ensure that the tests have a standard on how useful they are and the amount of time they take away from the classroom.

JOHN EPPOLITO (Protect Nevada Children):

I am neutral on S.B. 303. I was a K-12 teacher for 6 years. My concern is with the SBAC test. As an educator, I never opted my kids out of a test until the SBAC test. If the NDE decides the SBAC is the only test to give, I am against S.B. 303, but if the NDE decides to get rid of the SBAC, I am for the bill.

CHAIR DENIS:

I will now close the hearing on S.B. 303 and open S.B. 108.

**SENATE BILL 108**: Revises requirements for the instruction in American government that is taught to pupils in public high schools. (BDR 34-523)

SPENCER LANG (Chair, Nevada Youth Legislature):

My colleague, Olivia Yamamoto, who brought the idea for this legislation, will be presenting from Las Vegas.

OLIVIA YAMAMOTO (Nevada Youth Legislature):

As a part of the Nevada Youth Legislature (NYL), each legislator is expected to propose a bill idea for an issue affecting Nevada's youth. I proposed that in our health classes, we should be teaching the concept of consent as it relates to consensual sex. The majority of my fellow legislators voted that this bill would be the most impactful, and we concluded that the criminal justice side of acts like sexual assault, rape, domestic violence, stalking, destruction of property and driving under the influence would be more beneficial. The information taught in this curriculum could potentially save lives and help children through their legal process.

This bill's focus is only to teach the law related to these crimes, as well as how victims can get help. We feel it is never too early to teach students about the unlawful actions of these crimes, especially sexual assault and rape because one in four girls and one in six boys will be sexually abused before they turn 18 years of age. Some of these children do not even understand what rape and sexual abuse is, and they think of this abuse as normal behavior. We need to educate students so they are knowledgeable about the crime and how to get help. The under-education of these crimes that are most common among minors will only perpetuate the ignorance surrounding illegal acts.

In the now-famous Stanford University Brock Turner case, it was only two graduate students from Sweden who stopped the brutal assault of an unconscious co-ed. There needs to be a single standard of respect, responsibility, empathy and compassion in every encounter for every person. We should not just be teaching boys to respect girls; we have to make sure they respect themselves, too. What kind of self-respecting person does that to another human being? It should be part of a school's job to teach respect, responsibility and compassion. That is what this bill is about. It is not a sex education bill. I do not ask that we teach sexuality or contraception, rather that we arm children with the knowledge and empathy to understand what consent means and what assault means. Nevada can lead the Nation in protecting our young people who need to be knowledgeable and responsible in real life.

MR. LANG:

Initially, S.B. 108 was focused on victims and sex-related crimes. However, since the proposal, the focus has changed. We shifted it away from both sex crimes and victims to make it more expansive and to educate students on certain crimes frequently associated with young people and the consequences of those crimes. The intent of the bill has now expanded to serve three core goals.

First, as a deterrent, the bill highlights some illegal activities frequently associated with minors, including drugs, alcohol and destruction of property. The bill also addresses the consequences of committing these crimes and the rights of those who do. We hope this bill will properly educate young people on how to conduct themselves lawfully and what to do if they have been accused of committing a crime.

Second, this bill addresses the rights and resources offered to victims of crimes such as domestic violence. We hope this educates people who may be affected by crimes like this on what rights they may have.

Third, the bill highlights the resources and responsibilities of people who are witnesses to crimes. We hope this helps witnesses to know their rights, as well as their responsibility to report a crime.

As youth legislators, we each represent between 27,000 to 40,000 young people in our districts. It is our position that it is absolutely vital that students

have access to this type of information. We hope it will be implemented effectively so it can serve to any party involved in a crime. After receiving a draft of the legislation, we had the opportunity to speak with several people who have an interest in our bill. From those discussions, we agreed there were some revisions necessary.

First, from NDE, we learned that the bill should be more flexible and not just be restricted to government classes, especially considering the financial literacy bill that shortens the government class time. The NDE recommended we amend the bill to instead allow the subject matter to be taught in any social studies class between ninth grade and twelfth grade. We support this amendment to the bill. We also learned of concerns about developing content and the costs of that process. The Young Lawyers Section of the Nevada State Bar has offered to help in developing curriculum and possibly creating a video that can be shown as part of the class.

SENATOR GUSTAVSON:

I understand that there are a lot of problems and issues out there. My concern is that we hear a lot of things we want to add to the curriculum of a school. Have you given any thought to how much time this would take out of a school day?

MR. LANG:

We discussed this with NDE, and we left that part out of the bill because we want it to be completely flexible for schools and school districts to decide how much time they want to allocate to this subject. At a minimum, I do not think it would take much time away from the classroom. This is what I understood from our meeting with NDE, especially since we are offering a four-year window for this subject to be taught.

SENATOR HAMMOND:

As a former classroom teacher, my only concern is the flexibility of the classroom teacher. For example, if I am teaching a government class, I have standards or curriculum I have to cover. I like to find out from my class what some of the topics are that they want to cover, because that helps me to figure out what keeps their attention. My concern is that we keep adding more and more of what is mandated to cover in a classroom, which gives less flexibility to the teacher. I also understand there is an amendment to the bill. It is hard to come out against a bill you guys worked very hard on and are very passionate

about, but when you come to us with a bill that can impact the way we teach in the classroom, it is important that we carefully vet it out.

SENATOR SPEARMAN:

The youth legislator in Las Vegas, Ms. Yamamoto, was talking about some of the ways we could implement this bill into current curriculum. It does not say in the bill that there has to be a separate curriculum. It says, "the instruction given in American government to pupils in public high schools to include certain instruction in criminal law." That word "include" says to me that what you are talking about is giving teachers the latitude. When I taught government, I used current affairs along with the textbook lessons. From my perspective, the word "include" implies that the instruction could be done as a part of the classroom curriculum. Is that correct?

MR. LANG:

Yes.

SENATOR HAMMOND:

Is a government or social studies teacher precluded from teaching that subject matter in a classroom today?

MR. LANG:

Do you mean are they qualified to teach it?

SENATOR HAMMOND:

No, if a licensed teacher is covering the subject of civil rights or civil liberties and the material is there, could your government teacher today teach on this subject matter, including the government standards?

MR. LANG:

I believe they do have the flexibility to teach this now, but we wanted to make it a mandate because we think it is important that every student receive this education.

SENATOR HARRIS:

Would you consider an amendment for high-stakes courses like advanced placement (AP) classes? We had a financial literacy bill come through this Committee that is a mandate. At that hearing, I expressed my concern about the order of priority in which the material is taught. I agree your subject matter

is important and significant, and that it is something young people need to be aware of. However, when you are asked to pay \$80 to \$100 to take a high-stakes test, the order in which that material is presented becomes important.

If you are taking an AP course, you are done with that course in April, and then you have another month or so of school. With the financial literacy bill, it was important to me that the AP curriculum get taught as the first priority, with the financial literacy piece as the second priority. I would like to see this class taught in the same timeframe so we are respecting the curriculum that needs to be taught due to the constraints of that AP timeframe, and also because families pay that extra money for those tests. I do think there is plenty of time after the AP test is over to adequately address some of these issues if a student has not taken the class prior to their junior or senior year.

MR. LANG:

The first two weeks of May are the AP weeks, generally, so there is a 3-week time period, after which could be the most effective time to teach this. I do not think it should take precedent over the AP material. I am amenable to working with you on that.

SENATOR HARRIS:

Thank you. I would not presume to speak for your AP teachers, but I know that there was a lot of free time after the AP tests in my children's classrooms, and it would be nice to have curriculum for teachers to fill that time with meaningful instruction.

MS. YAMAMOTO:

In my experience, after we take the AP exam, there is little to no instruction going on. It is a common notion that students check out after the AP exam, but with their interest in this bill and these issues, we hope they will become engaged at that time.

SENATOR SPEARMAN:

Often, when we start talking about curriculum, we build this box to say this is the way it has to be. There is nothing precluding teachers from teaching this subject matter now, but I heard you say that you want to make sure that everybody gets the instruction before graduating from high school. One thing to look at is to think of this not as a linear process, but as an integrated,

interdisciplinary aspect of learning. We could consider it as a tool to help students learn how it impacts their ability to move forward as an adult. If we say this will happen—and maybe this should be an amendment—then give the teacher the latitude on how to integrate that subject matter into the lesson plans.

We put a lot of emphasis on testing to determine the effectiveness of teachers, and yet testing takes time away from instruction. If we are going to do this and say that this is a part of instruction, then give the teachers—who are professionals after all—the latitude to decide how to integrate it. Do not teach it apart from something, but teach it as a part of something. Ms. Yamamoto talked about the incident with the swimmer, the unconscious girl who was raped. Those are incidents from real life, and we need to give teachers the latitude to use those events in their classrooms.

MR. LANG:

That is part of the reason why we moved it from being taught in government classes only. We wanted to give more flexibility for the schools and the teachers to integrate the subject matter however they would like. We are trying not to complicate things for anyone, but it is important that the instruction gets into a classroom somehow.

PAT SKORKOWSKY (Superintendent, Clark County School District):

The NYL offers two valuable perspectives. First, it provides an amazing opportunity for students around the State to get a firsthand look at the legislative process as well as to understand what it is like to represent a group larger than themselves and to collaborate, negotiate and compromise in the process. The second piece they are provided through NYL is the opportunity to share with us the way school systems can better serve them. We have heard bill proposals that include changes they would like to see that would better provide them with a solid educational foundation to create greater opportunities for their future. In short, they allow us to look at education through their eyes.

I support S.B. 108 and its effort to bring coursework on criminal law into our schools to help make our community safer and to help students understand the realities of life outside of school. We believe we must listen to our students and what they believe, in order to become better students and citizens within our community. Senate Bill No. 220 of the 78th Session on financial literacy was the result of our students. It did not pass, but Evan Gong, a former



NYL member, has been working with Senator Joyce Woodhouse and her staff to bring this bill back from last Session and find a way to implement financial literacy standards in the K-12 curriculum.

While creating good legislation may take time, the perspective of our students should be considered. We also have to realize that our teachers have the capacity to figure out how to make these things successful. This is not to say that S.B. 108 is perfect. There are changes that could be looked at to help our teachers and the NDE to commit to working with the sponsor of this bill. We have what we consider a friendly conceptual amendment to the bill ([Exhibit E](#)) that Craig Stevens will present.

CRAIG M. STEVENS (Clark County School District):

Our concern at the Clark County School District (CCSD) regarding this bill is primarily with the timeline of implementation. To truly integrate all of this information into our social studies curriculum is going to take some time. We have to ensure that those teaching the subject are properly prepared and trained. The State is currently working on a redo of the social studies curriculum.

Our friendly proposed amendment, [Exhibit E](#), requires the SBE to create a subcommittee to study this issue and generate a report to be delivered to the Legislative Committee on Education in the 2017-2018 Interim. That report would be offered to the 2019 Legislative Session.

We have two effective dates to propose. The first is to make S.B. 108 effective on July 1, 2017, and the second date would be to make instruction begin after July 1, 2019. We simply do not yet have the resources or expertise in the classroom to start instruction on July 1, 2017. Moving the start date forward to July 1, 2019 would allow us time to prepare, especially if we are to make it a Statewide effort. We are happy to work with the Committee and the bill sponsors to figure out how we do this planning, including the idea that the SBE may not be the best place for subcommittee creation.

MS. ANDERSON:

We support S.B. 108. It is wonderful to have the students come up with such a necessary idea. The conceptual amendment proposed by CCSD, [Exhibit E](#), answers a few of the problems I was having with the bill while talking with one of my government teachers. We were concerned about the short timeline.

I appreciate what Senator Spearman was saying about teachers incorporating subject matter into a class using current events. I think it depends on who a student is fortunate enough to have as a teacher. Not everyone can bring real world experience into the classroom. Senator Hammond asked if we can do this now, and I think we can. However, we do have some educators who are concerned about the liability issue. What if we bring this issue up and someone misconstrues it? So the conceptual idea of having the State Board of Education or NDE create a subcommittee to look at this could help some of our educators who are concerned about opening themselves up for that liability. We support the bill and the proposed amendment.

SENATOR HAMMOND:

I am not sure about the liability issue. Everything I have read in the bill is the kind of subject we can talk about as government teachers. These are civil liberties and civil rights; these are things we talk about in class. I do not think I ever worried about liability. What are you referring to? Going back to the Stanford University story of the swimmer who was raped, why would a teacher worry about discussing that?

MS. ANDERSON:

I think this might refer more to our first-year and second-year teachers with not as much confidence. They might start to talk about a horrible issue, for example, an event where someone was sexually molested live on Facebook. Unfortunately, I can see one or two of our teachers who would want to talk about that incident, but they would be so concerned about where the conversation might veer that they might avoid that subject. Does that answer your question?

SENATOR HAMMOND:

Yes, but it also highlights to everybody here some of the problems we are having in the teaching profession. We keep prescribing exactly what needs to be taught, how to teach it and how to meet the standards. Teachers then get out their textbooks because they are worried about deviating from the standard, and they end up sounding like robots. Then you have those seasoned teachers who, over time, learn how to teach. They can be creative and bring information in from different areas to enliven a class.

Next year, there will likely be something else that ought to be taught, so there will be more mandates and more curriculum for teachers to incorporate. My

point was, we can cover this material right now. I always covered the stuff that was topical and that the students wanted to hear, because you want to make sure they are listening and that they have questions. That is when they start to research on their own and share that information with each other. I do not want to be told to cover something a certain way. That is my concern, and we keep getting closer and closer to that. I like going in and asking how I could cover a topic differently and better each year. Some teachers get better with age, but then there are also teachers who get worse because they get in a rut. We want to keep it fresh.

MS. ANDERSON:

I totally see where you are coming from. Sometimes it is nice to have some ideas on where to start.

VIKKI COURTNEY (President, Clark County Education Association):

I represent 18,000 licensed professionals in Clark County through the Clark County Education Association. It is exciting when our students bring ideas to us, and we ought to listen. We support S.B. 108 with the proposed amendment, because we need to see if we are not already duplicating. I agree with many of the comments from Senators Harris, Hammond and Spearman, but the issue for me was the instruction of criminal law. That may be where people get hung up because educators are not lawyers. I agree that we do teach current events as young as kindergarten, but when it is labeled criminal law, that can hang us up. If the NDE studies the issue and we bring it back to the Legislature, we can see if we need extra licensure.

ANGIE SULLIVAN:

I am a second grade teacher and I always worry about the money, time and staff required for new changes. I also appreciate that people are mentioning classrooms being micromanaged. I do support this bill. I have heard similar safety language for many years, ever since comprehensive sex education was tabled by the Legislature and the decision making was handed back to the school districts. I have sat through many meetings related to the safety pieces of this issue. Frankly, the CCSD Board of Trustee meetings were scary and crazy and the process has been long. It is using up a lot of resources to discuss this over so much time at the local level in Las Vegas.

I spoke to Olivia Yamamoto of the NYL yesterday and was very impressed that the youth have not given up. For at least six years, I have watched different

youth asking for curriculum on these topics. Some pieces were discussed within the sex education discussion. The CCSD Trustees passed similar pieces for student safety and information in the school district. I am glad the youth have listened to feedback and worked with a variety of people on this bill. They are a model for us all.

As a person who was sexually assaulted in the sixth grade in a Nevada public school, I know I am not alone. Unfortunately, at that time in my life, I did not have the language or knowledge to deal with that violent event. Students need the vocabulary and the knowledge to talk about topics as serious as this for their own safety. This is about student safety and knowledge, and it is worth the time and money. Personally, I would prefer comprehensive sex education with medically accurate information. However, if the community, after all these years, is more comfortable with just the safety and law aspect of this issue, I support it. If a discussion of criminal law is the best we can do to make progress, I fully support it.

A.J. DELAP (Office of Intergovernmental Services, Las Vegas Metropolitan Police Department):

I represent the Las Vegas Metropolitan Police Department (LVMPD) and we support S.B. 108. We worked a bit with the NYL in the creation of this bill, and it was a refreshing experience for us at LVMPD to deal with these kids. We believe this is a quality measure that can help young citizens in their interaction with the police.

MARY PIERCZYNSKI (Nevada Association of School Superintendents; Nevada Association of School Administrators):

We are neutral on the bill right now, but we see a lot of good ideas and we like the CCSD proposed amendment. We look forward to working with the sponsors on the bill.

CHAIR DENIS:

Great presentation by the NYL, and I know you worked hard on it. We have a little bit of work to do, and I am sure you will take care of all those issues we talked about. I will close the hearing on S.B. 108 and open the hearing on S.B. 225.

**SENATE BILL 225**: Revises provisions relating to bullying and cyber-bullying.  
(BDR 34-753)

SENATOR DAVID R. PARKS (Senatorial District No. 7):

I have presented no fewer than half a dozen anti-bullying bills over the last 16 years. In 2001, this Legislature adopted A.B. No. 459 of the 71st Session, creating the first definition of bullying. Ironically, every session since, we have attempted to redefine what bullying is. In 2009, S.B. No. 163 of the 75th Session created the State statutes on bullying and cyberbullying. Nevada has continued to make progress in this challenging area of public policy. As the complexities of bullying have grown, particularly through the advent of social media, the Legislature has responded by clarifying and strengthening the law.

In 2011, we enacted S.B. No. 276 of the 76th Session, requiring school accountability reports to include information on bullying incidents that resulted in disciplinary action. It also required school principals to establish school safety teams and established a Bullying Prevention Fund administered by the Superintendent of Public Instruction.

In 2013, we further built upon the bullying statutes by enacting a new bill, S.B. No. 164 of the 77th Session, which required schools to notify the parents of both the bully and the victim when bullying occurs. That 2013 bill also required school accountability reports to include data about bullying in schools and training to be provided to students, teachers, principals and members of the school board.

In 2015, S.B. No. 504 of the 78th Session made a number of helpful improvements, including providing for disciplinary and licensure proceedings against certain school officials who knowingly and willfully fail to comply with the law. It also allowed parents to petition a court to compel performance, by a school official, of any duty imposed by the bullying law and it created the vital Office for a Safe and Respectful Learning Environment within the NDE. That bill changed requirements for reporting and investigating incidents of bullying or cyberbullying, and it required a good faith effort to notify within one school day the parents of all students involved in an incident. Finally, the bill required principals to meet with victims within ten school days of a reported incident.

Senate Bill 225 expands the civil right protections of Nevada's bullying and cyberbullying statutes to students attending all schools in the State, including charter and private schools. There is no reason a student should be denied a safe and respectful learning environment simply because they do not attend a public school. As a result of this expanded coverage of the law, school districts,

charter schools and private schools are required to provide the necessary training to employees and members of their governing body. They are also required to establish school safety teams and ensure that employees and administrators properly report incidents of bullying or cyberbullying. This bill also requires employee professional development to include training in the needs of persons with diverse gender identities or expressions. One could think of this as the civil rights issue of our time. It will be both productive and helpful for our educators to have an appropriate awareness of the issues and an open discussion about its impacts on the education of our children.

ASSEMBLYWOMAN ELLEN B. SPIEGEL (Assembly District No. 20):

I was on the Safe-To-Tell Program Advisory Committee during the Interim, so if anyone has questions, I can speak to issues that came before that Committee before Senator Parks joined the Committee.

MARY BRYAN:

I am a parent in support of S.B. 225. I am the mother of three boys, all in CCSD schools, who have been unfortunately and gravely affected by in-school child abuse and bullying. Young children are trying to figure out who they are, and when they do not know, they are unsure. In this crazy world, they can become targets for those who are equally unsure of themselves but somehow feel they have the right to tell others who they are—ugly, fat, faggot, geek, slutty, worthless, and the list goes on. Children need the room to figure out who they are and to figure things out while they are growing up. Since children spend most of their waking hours in school during the most formative and impressionable years of their lives, we owe it to them to keep school a place that can cultivate their spirit as well as provide an education.

Parents can make adjustments to their child's academic schedule by choosing schools as they see fit, but providing a safe place that is free from abuse is mandatory and also the right of a child. By law, all teachers are mandated reporters of child abuse, even if the abuse is from a child's schoolmates. Abuse of a child, whether it is physical, sexual or verbal, can be horribly damaging. According to some experts, being bullied in childhood may have even graver consequences for mental health in adulthood than being neglected or sexually abused. Mandated reporting and the requirement of a school safety team should be welcomed by the administration. It is something vital to the welfare and well-being of our youth.

AIMEE HAIR:

I support S.B. 225. I recently sat in a courtroom and listened to my son's teacher say under oath that he was aware of my son's sexual assault, but he chose not to say anything about the incident to my son's perpetrator in his classroom. That same teacher admitted under oath that he was unable to watch the bullies and still teach his class. My son had just turned 11. No parent should have to go through a court of law and seek the help of the Nevada Equal Rights Commission to uncover what happened to their child at school. Every school official working at any school is a mandated reporter. Keeping our children safe at every school and following the same anti-bullying legislation should not be upheld only at State-funded public schools.

Otherwise known as Hailee's Law, S.B. No. 504 of the 78th Session has already shown great progress in our public schools. Over the past five years, I have worked closely with several families who have reached out to me seeking help and support in handling bullying issues with their own children. Since the passing of Hailee's Law, investigations were done within a few weeks and meetings with all parties took place. Notifications have been made available to all involved within a set time period. There were a few situations that could not be resolved within the school, and those families had the option to seek further assistance at our Office for a Safe and Respectful Learning Environment, where final resolutions did come about.

I did not have those options and neither did Hailee Lamberth's parents, or Samuel Bresee's parents, or Carla Jamerson's parents. Those three beautiful children died by suicide because they were bullied to death in our Nevada schools. It should not matter if Hailee, Samuel or Carla attended a public or private school. Making a concerted effort to ensure that all Nevada children are covered under Hailee's Law, no matter what school they attend, is not only a smart thing to do, it is the right thing to do. This bill should be welcomed by all school officials in every educational facility. All school officials should be held to the same standard, so when a report of bullying comes to their attention, uniform mandated policy and laws will be consistent and followed through in the State.

JASON LAMBERTH:

I am here in support of S.B. 225. In December of 2013, just two days after her thirteenth birthday, my daughter, Hailee Lamberth, died by suicide. Shortly after her passing, we found out that she chose to die because she was bullied. I have

been vocal in supporting suicide prevention efforts and advocating against bullying ever since, in an effort to help other families and to protect children in our State.

In the 2015 Legislative Session, I banded together with other Nevada parents and worked closely with Senator David Parks, Assemblywoman Ellen Spiegel and other legislators on anti-bullying legislation. The Governor heard our concerns and pledged his full support. On May 20, 2015, Governor Sandoval signed S.B. No. 504 of the 78th Session, Hailee's Law.

The Office for a Safe and Respectful Learning Environment was born from Hailee's Law. The Office provides services to schools, school districts and families that are critical in ensuring that students have the ability to learn in an environment that truly is safe and respectful. Some of the things the Office does are to maintain a 24-hour hotline, receive and investigate complaints of reported bullying incidents, work with more than 220 social workers that have been placed in more than 160 schools in Nevada to provide outreach and anti-bullying education and training for schools.

Before Hailee's Law was passed, many parents reached out to me, asking for help because 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. Unfortunately, some of the parents that contact me now have children who do not attend public schools, and they are out of options with no place to go for help. Their children are not offered the same protections as those in public schools. The teachers and administrators are not offered the same trainings. Those families do not currently benefit from the Office for a Safe and Respectful Learning Environment.

Bullying is one of the greatest health risks to children, youth and young adults. It hinders the goal of high academic achievement and can cause anxiety, low self-esteem, depression, physical and psychological ailments, and it can lead to eating disorders, self-harm and suicide. The hard work of the Office for a Safe and Respectful Learning Environment and the potential of programs like Safe-To-Tell are helping to change the culture in Nevada positively. We owe it to all the children in our State to ensure that each and every one of them has an opportunity to excel in a safe and respectful learning environment.



NICOLE ROURKE (Associate Superintendent, Community and Government Relations, Clark County School District):

We support S.B. 225. We currently do training required in the bill on gender identity and expression, and we feel that is an important part of the training we do with everyone listed in the bill.

STEPHEN AUGSPURGER (Executive Director, Clark County Association of School Administrators and Professional-Technical Employees):

We, too, strongly support S.B. 225. I think the cumulative effect of the legislation that has come out of the Nevada Legislature has had a profound effect on what happens in schools. It has provided additional protections that are necessary for children in schools. We strongly believe these protections should be afforded to students wherever they attend school. We also support the requirement for additional training in section 9 of the bill.

NICK VASSILIADIS (R & R Partners Foundation):

We have had an anti-bullying organization called "Flip the Script" since 2011. About a year after S.B. No. 504 of the 78th Session was passed, I met with a family at the Southern Nevada Anti-bullying Council. The mother was expressing her concern that the bill did not go far enough because her child was being bullied at a charter school. When she tried to go through the process established in the bill, she was told it did not apply. She felt she had no remedy. Expanding these rules to charter schools will make it inclusive for the entire State. I appreciate all the legislators who have supported S.B. 225, but I want to give a special thanks to Senator Parks. Before anti-bullying was the popular thing to talk about, he was there; and when this was still a party line vote, he was there.

JANE HEENAN (Executive Director and Clinical Director, Gender Justice Nevada):

I am here in support of S.B. 225. I am a licensed marriage and family therapist and the founder of Gender Justice Nevada. I proudly identify as transgender and I believe this bill is an important step in creating safe schools for all students because understanding and respecting diversity is essential for ending bullying and cyber-bullying. I have submitted my written testimony ([Exhibit F](#)).

LAURA HERNANDEZ (Family and Youth Services Coordinator, Gender Justice Nevada):

I am here in support of S.B. 225. I am the Family and Youth Services Coordinator for Gender Justice Nevada. I created this position because I have a

14-year-old transgender daughter. When people have accurate information about transgender students, schools are safer for all students. My daughter deserves to feel safe in school, just like any other student. I have submitted my written testimony ([Exhibit G](#)).

PATRICK GAVIN (Executive Director, State Public Charter School Authority, Department of Education)

Since the passage of the anti-bullying legislation last Session, we have emphasized to our schools our expectation that they comply with this law and work closely with the Office for a Safe and Respectful Learning Environment. To the degree that there was ambiguity in the previous statute that this bill addresses, we support S.B. 225 and want to ensure that all our public schools, whether traditional public or public charter, are meeting all their public school obligations to all of our students.

MS. PIERCZYNSKI:

We support S.B. 225. This bill outlines what we are already doing in public schools including the training, reporting and attempts to increase sensitivity throughout our schools with our staff and students. The previously passed laws have already done that. This bill adds some additional sensitivity training like in section 9.

MR. GONZALEZ:

We support this bill because all children, regardless of the type of school they go to, should be protected from bullying. The additional category of gender identity is just an acknowledgement of the reality of the population in our schools, and proper training is needed to protect this population of students.

LINDSAY ANDERSON (Director, Government Affairs, Washoe County School District):

We support this bill. We have worked hard to include our transgender community in the training we have already done.

MR. MURILLO:

I want to thank Senator Parks for being a great representative for our lesbian, gay, bisexual and transgender (LGBT) community. Growing up and having to face a lot of bullying when we were young had to either make us or break us. We support S.B. 225, because our children need to know that they are in a safe place and that as they get older, things get better. They need the support and

training to be safe, not only in our schools, but in our communities once they get out of school. As the President of the Nevada State Education Association representing teachers, support staff and students, and also personally as a member of the LGBT community, I thank Senator Parks and support this bill.

SENATOR SPEARMAN:

I met the mother and father of Samuel Aaron Bresee, who was born February 22, 2000 and died June 9, 2014. His parents shared a very powerful story of their son's life and what he went through that caused him to make the decision to take his own life.

CHRISTY MCGILL (Director, Office for a Safe and Respectful Learning Environment, Department of Education):

We welcome the addition of the gender diverse students through S.B. 225. We will work with school districts to ensure that all our districts, even the smallest ones, can receive this training. We want to work closely with the sponsors to ensure that NDE has the capacity to look at the private school addition as well.

SENATOR PARKS:

I wanted to touch on the Safe-To-Tell Program Advisory Committee that I served on with members including Jason Lambreth, who you heard speak today about his daughter Hailee. This legislation is perhaps one of the most exciting and helpful things we can implement. Senator Debbie Smith was the requestor last Session of a bill to implement this system that comes from the Safe2Tell program in Colorado, created after the 1999 Columbine High School massacre. From that, the founders of Safe2Tell learned a lot from all the mistakes that were made at that time. They were determined not to let anything like that happen again in Colorado.

In Nevada, we have the ability to access and implement that Safe2Tell system used in Colorado. Many of the concerns schools here have with it could be brushed away with implementation of that Colorado system. The state of Oregon has implemented their own program called [safeoregon.com](http://safeoregon.com) and I am hoping we can implement Safe2Tell here.

ASSEMBLYWOMAN SPEIGEL:

We have put into NELIS some of the Safe2Tell tools used in Colorado ([Exhibit H](#)). This information was given to Colorado students so they could know what types of incidents they could report to the number on the document

without any fear of retribution or exposure. "It's not the betrayal of a friend to tell ... the betrayal is NOT to tell," it says. The handout also conveys to students that "Safe2Tell allows you to anonymously report ANYTHING that concerns your safety or the safety of others 24 hours a day, 7 days a week to a live, trained answering point." I was also on the Advisory Committee and we were fortunate to go through a training with the people from Safe2Tell in Colorado. It is something that can save lives.

CHAIR DENIS:

I will now close the hearing on S.B. 225 and open public comment.

MR. EPPOLITO:

According to the SBAC Website, the American Institute for Research (AIR) will develop an open source solution for delivering the consortium's online, computer-adaptive assessments to students. It also says AIR claims to be one of the largest behavioral and social science research and evaluation organizations in the Country. This group, AIR, gets an incredible amount of raw data, way more than the school districts, parents and teachers will ever get.

Remember AIR is a 9-hour to 10-hour test for children as young as third grade. Nevada is only one of six states leading the social and emotional experiment. There were eight initially, but two backed out. Under contract with the U.S. Department of Education, AIR developed the tool that helps to obtain real-time social and emotional data. In addition to hours of raw SBAC data, AIR now wants social and emotional data on all children in Nevada. Other states, including California, New York and Oregon have official opt outs for SBAC, but Nevada does not.

The NDE has decided to use Google Chrome books for its' one-to-one initiative. Last month, Google was sued by the Attorney General of Mississippi over student privacy violations. The same thing happens here in Nevada. In 2016, *Education Week* reported that Google acknowledges data-mining student users. In that article, it says this is the first time Google has admitted that it is spying on children in school. Google has had other complaints filed against it for the same thing. Google's privacy policy states that it will share personal information.

There are now only 14 states giving the SBAC test this school year. After putting third and fourth graders in front of a computer for 10 hours, we are

going to be able to compare them to students in 13 other states, which is ridiculous. Plus, the SBAC is computer adaptive, so when you have a young student in front of the computer for 10 hours, it is a data collection tool for these third-party companies. That is one of the biggest problems with the SBAC, which recently published a memo to schools called Guidance for Social Media Monitoring During the Field Test on their Website. This is a guide to monitor test takers so they do not cheat during testing.

We at Protect Nevada Children believe that Nevada parents have the right to know what Google and other third party vendors do with our children's data. The reason these third party vendors are free is because they are paid with student data. The profiles created on students by these known and unknown third parties may be the most insidious aspects of all. Experts on the right and the left have written about how these created profiles may affect the future of our children. Nevada parents should know what types of profiles will be developed on their children.

We asked 10 questions to WCSD about third party data mining, storage, sharing and the type of profiles these vendors will create on our children. We received almost 400 pages, but they only answered one of our questions. Several states are working on laws to protect children and their data. Nevada is not one of those states. Last Session, two members of this Committee, Senator Gustavson and Senator Harris, tried to get a bill to protect children, but it was gutted in the end so it did virtually nothing to protect children.

To protect student data or require parental notification prior to student data being shared by third party vendors, and if you have a BDR left or can add language to one of your current bills, please contact us. I get frustrated at these hearings because there are people representing everyone but the children. Who is going to testify for the children? This student data mining will affect all 400,000 students in our State.

BRAD KEATING (Clark County School District):

At West Career and Technical Academy (WCTA) in the CCSD, the student body president, Kristen de Guzman, created the WCTA Thirst Project eight months ago. She worked with Thirst Project, which is the world's largest youth water organization. Their mission is to educate and activate young students to end the global water crisis within our lifetime. The Thirst Project works in seven countries and WCTA chose Swaziland, Africa, because it has the highest

density of HIV/AIDS in the world, but more children die from water-borne diseases than HIV/AIDS, malaria and violence combined, all due to water. With the help of her school and the community, in the past six months, Kristen de Guzman, who is a senior, has been able to raise \$12,000 for 3 wells in Swaziland. As happy as we are with our students and the progress they make academically, we are just as proud of our students outside of the classroom.

ANGIE SULLIVAN:

I am a teacher and want to also give a shout-out to WCTA because the students there recruit teachers and students every year to participate in the St. Baldricks head-shaving fundraiser to find a cure for childhood cancer in Nevada. Those kids at WCTA raised more than \$14,000, and if you ever want to join us, you can have a short haircut like mine.

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CHAIR DENIS:

Thank you. Seeing no one else wishing to make public comment, I adjourn the meeting of the Senate Committee on Education at 5:42 p.m.

RESPECTFULLY SUBMITTED:

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Linda Hiller,  
Committee Secretary

APPROVED BY:

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Senator Moises Denis, Chair

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

<b>EXHIBIT SUMMARY</b>				
<b>Bill</b>	<b>Exhibit / # of pages</b>		<b>Witness / Entity</b>	<b>Description</b>
	A	1		Agenda
	B	6		Attendance Roster
S.B. 303	C	1	Ruben Murillo / NSEA	Letter of Support
S.B. 303	D	2	Natha Anderson / Washoe Education Association	Pine Middle School Testing Schedule
S.B. 108	E	1	Craig Stevens / Clark County School District	Proposed Amendment
S.B. 225	F	2	Jane Heenan / Gender Justice Nevada	Written Testimony
S.B. 225	G	3	Laura Hernandez / Gender Justice Nevada	Written Testimony.
S.B. 225	H	2	Senator David Parks	Colorado Collateral Material