

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

**Eightieth Session
March 21, 2019**

The Committee on Education was called to order by Chairman Tyrone Thompson at 1:37 p.m. on Thursday, March 21, 2019, in Room 3138 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4406 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. Copies of the minutes, including the Agenda ([Exhibit A](#)), the Attendance Roster ([Exhibit B](#)), and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at www.leg.state.nv.us/App/NELIS/REL/80th2019.

COMMITTEE MEMBERS PRESENT:

Assemblyman Tyrone Thompson, Chairman
Assemblyman Edgar Flores, Vice Chairman
Assemblywoman Bea Duran
Assemblywoman Michelle Gorelow
Assemblywoman Alexis Hansen
Assemblywoman Melissa Hardy
Assemblywoman Lisa Krasner
Assemblywoman Brittney Miller
Assemblywoman Connie Munk
Assemblywoman Sarah Peters
Assemblywoman Jill Tolles
Assemblywoman Selena Torres

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

None

STAFF MEMBERS PRESENT:

Kelly Richard, Committee Policy Analyst
Sharon McCallen, Committee Secretary
Trinity Thom, Committee Assistant



OTHERS PRESENT:

Nicola Opfer, President, Nevada State Student Alliance, Nevada State College
Alicia Contreras, Private Citizen, Las Vegas, Nevada
Jenna Quinn, Author of "Jenna's Law," Child Abuse Prevention Advocate, Speaker and Activist, Melissa, Texas
Lindsay Anderson, Director of Government Affairs, Washoe County School District
Brad Keating, Director of Government Relations, Clark County School District; and representing Nevada Association of School Superintendents
Mary Pierczynski, representing Nevada Association of School Superintendents; and Nevada Association of School Administrators
Christina Hall, Prevention and Education Manager, The Rape Crisis Center, Las Vegas, Nevada
Daniele Staple, Executive Director, The Rape Crisis Center, Las Vegas, Nevada
Natha C. Anderson, President, Washoe Education Association; and Member, Board of Directors, Nevada State Education Association
Felicia Ortiz, Private Citizen, Carson City, Nevada
Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association
Tyre Gray, representing Las Vegas Metro Chamber of Commerce
Michelle Kim, Director, Strategy/Counsel, Clark County Education Association
Ruben Serna, Private Citizen, Las Vegas, Nevada
Dara Colon Murillo, Private Citizen, Las Vegas, Nevada

Chairman Thompson:

[Roll was called. Committee protocol and rules were explained.] We are celebrating many different occasions almost every day here at the Legislature. Today we have Latino Lobby Day. We also have the Nevada State College present in their gold and black. Welcome.

We will open for public comment.

Nicola Opfer, President, Nevada State Student Alliance, Nevada State College:

I am the student body president at Nevada State College. This is most of our delegates' first time—a mix of staff, faculty, and students—in Carson City. Thank you for making it welcoming. Thank you, Chairman, for meeting with most of our students last night and today. It made a big impact on most of them.

Nevada State College is on for the Educational Day in Nevada. Education has always been important to the state of Nevada and is especially important to Nevada State College. We want to fill that teacher pipeline, and having an education building will not only help the students who are currently enrolled, but the future students, to develop future student leaders and teachers. I talked to a lot of education majors over the past months—discussing why they wanted to get into education and to be teachers. Many of them said that there was one teacher who had impacted them in a positive way, who had changed the direction in which they had been headed, and they want to do that for someone else. If we can help them

do that, that will be amazing. Hopefully you will take this into consideration with regard to the education building and we can get those future student teachers out there.

Alicia Contreras, Private Citizen, Las Vegas, Nevada:

I am a student at Nevada State College. I am also a DACA [Deferred Action for Childhood Arrivals] recipient. I am not in the education program itself—I am double majoring in psychology and business—but I am extremely passionate about everything that you are doing. It is amazing. I am grateful for every single person here who is fighting for education and making sure that it is a priority for Nevada.

As a student, I appreciate the addition of a new building. We are the second-fastest growing college in the nation, the fastest-growing in Nevada, and we definitely see that in the incoming freshmen we have. Thank you for hearing us today.

Chairman Thompson:

We will close public comment and start with our work session on Assembly Bill 205.

Assembly Bill 205: Makes various changes concerning pest management in public schools. (BDR 34-844)

Kelly Richard, Committee Policy Analyst:

Assembly Bill 205 was heard in Committee on March 12, 2019, and is sponsored by Assemblywoman Gorelow. The bill as drafted requires the board of trustees of each school district to establish and maintain an integrated pest management policy and sets out certain guidelines for the policy. It requires the appointment of a chief integrated pest management coordinator and authorizes the appointment of subordinate coordinators to carry out the duties. Finally, A.B. 205 requires boards of trustees to ensure at least 10 percent of district employees are certified in integrated pest management by a nonprofit organization that meets certain qualifications (Exhibit C).

Attached to the work session document is an amendment submitted by the sponsor. It does say "Nevada State Education Association" on it. The amendment does two things. It allows the personnel appointed to carry out the integrated pest management policy to be existing administrative or facility staff. It also specifies that the 10 percent certification requirement is contingent on that certification being offered at no additional cost to districts.

Chairman Thompson:

Do we have any questions for Ms. Richard? [There were none.] At this time I would like to entertain a motion to amend and do pass Assembly Bill 205.

ASSEMBLYMAN FLORES MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 205.

ASSEMBLYWOMAN PETERS SECONDED THE MOTION.

Assemblywoman Hansen:

I have spoken with Assemblywoman Gorelow. I am going to vote yes, but I am waiting for some feedback from some of my rural schools on the amendment and have not heard back yet. It looks good, but I will reserve my right for the floor.

THE MOTION PASSED. (ASSEMBLYWOMAN TORRES WAS ABSENT FOR THE VOTE.)

Chairman Thompson:

The floor statement is assigned to Assemblywoman Gorelow. We will go to work session on Assembly Bill 235.

Assembly Bill 235: Revises provisions governing the Nevada Advisory Commission on Mentoring. (BDR 34-149)

Kelly Richard, Committee Policy Analyst:

Assembly Bill 235 was heard in Committee on March 14, 2019, and is sponsored by Assemblyman Thompson. The bill makes changes to the composition and responsibilities of the Nevada Advisory Commission on Mentoring. As drafted, the bill adds two legislators to the membership of the Commission; reduces members' terms of office from four years to two years; provides for staggered membership terms; and provides for the removal of members who fail to participate. It eliminates the Mentorship Advisory Council and requires the Commission to work in consultation with the Department of Education to provide direction and guidance to the mentorship coordinator ([Exhibit D](#)).

The attached amendment [page 2, ([Exhibit D](#))] was submitted by Assemblyman Thompson during the hearing on the bill. The amendment proposes to specify that the legislators serving on the Commission are ex officio, nonvoting members; and it adds appropriations to the bill to carry out certain functions.

Chairman Thompson:

Do we have any questions for Ms. Richard? [There were none.] At this time I would entertain a motion to amend and do pass Assembly Bill 235.

ASSEMBLYMAN FLORES MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 235.

ASSEMBLYWOMAN TOLLES SECONDED THE MOTION.

THE MOTION PASSED. (ASSEMBLYWOMAN TORRES WAS ABSENT FOR THE VOTE.)

Chairman Thompson:

I will take the floor statement. We will close our work session at this time and we will go to Assembly Bill 261.

Assembly Bill 261: Revises provisions relating to the safety of children in public schools. (BDR 34-590)

Assemblywoman Lisa Krasner, Assembly District No. 26:

I am here to bring Assembly Bill 261. I have someone who would like to speak. She is on the phone and has been waiting. I would like to let her speak first. Her name is Jenna Quinn for the record.

Jenna Quinn, Author of "Jenna's Law," Child Abuse Prevention Advocate, Speaker and Activist, Melissa, Texas:

I am very grateful to Assemblywoman Krasner for following up with this legislation. We have been hearing about child sexual abuse and how common it is, and unfortunately, two-thirds of the children do not tell. If they do tell, it is often delayed into adulthood.

This problem is very prevalent. We see one in four girls and one in six boys are sexually abused before the age of 18. It is estimated that two-thirds of these children do not tell. What makes this difficult for survivors is that more than 90 percent of the time it is someone whom the child knows and trusts. Usually, perpetrators will use that as a deposit for the child's silence. It is difficult for children to tell, which is why adults and educators—especially those who are stewards of children—can really pick up on some of those warning signs and changes in behavior and what to look for.

From my experience as a survivor, having been sexually abused for three years by a coach and a family friend, this is a big problem for a lot of younger kids. I am sure you are somewhat familiar with what is called "Jenna's Law." Texas was the first state in 2009 to pass Jenna's Law for education. It is a requirement for education to teach teachers and students on preventing, recognizing, and reporting child sexual abuse.

This crime, unlike any other, is a hidden crime. It is not like maltreatment or physical abuse, where you will see a bruise on a child, a cigarette burn, or that they have not showered or eaten. This is usually displayed behaviorally and emotionally. Children do not have the language to say that something has happened to them. They will usually act out and display behaviors that are changes from their normal behavior.

In my case, I became very depressed, withdrawn, anxious, suicidal, and I had horrible night terrors. I even went to the emergency room a couple of times because I broke out in hives all over my body after the sexual assault. That is how my body responded. My teachers were trying to figure out what was wrong with me because my grades were falling. Clearly, the big question was, What is wrong with Jenna?

It was not until I told my older sister what was going on that I had my sexual assault nurse exam. My mother was an educator. I was a teacher's kid and grew up in the teachers' workroom and had a very safe life, so to speak. My mother began reading some material that was available in the hospital lobby. It was only a one-page pamphlet, but on that one page, a very simple bullet pointed out indicators that a child may display if they have been sexually abused. I had more than 80 percent of those symptoms. She took me to doctors for years to try to find out what was wrong. She had my thyroid checked because my hair was falling out and I had changes in appetite. I was checked for anemia. No one could figure it out. Physically, I was healthy.

There was no prevention education and no teaching on how to recognize this is happening to a child. I always say that we cannot address that which we do not understand. After my mother read that one-page pamphlet, it was so clear to her that she could not believe that she had been an educator for 20 years and had never seen that material before—not as an educator and not as a parent. She had never considered these symptoms as sexual abuse. From her experience and mine, we want to encourage these educators to look for hidden signs.

I have shared research with Assemblywoman Krasner that educators identify over 52 percent of child abuse cases nationwide. This is more than any other group making reports into the system. It makes sense because they are around the kids eight hours a day.

A second research study that has been conducted for educator training shows that posttest educators were about four times more likely to report sexual abuse after having this training versus their pretraining careers. This tells us that it is working—to be able to identify and intervene on behalf of a child. A child is not going to pick up the phone and dial 911 and have the language needed to say he or she has been sexually assaulted. All of the research points to the fact that we can really help children when we are educated on best practices for reporting.

Hopefully we can support A.B. 261 and ensure there is proper education for the teachers to identify abuse and get these children the help they need.

Chairman Thompson:

Thank you, Ms. Quinn, for sharing your personal side of the story, then also sharing the reason for the training.

Assemblywoman Krasner:

I appreciate your telling your story to all of us. We are not working off the original bill. We are working off of an amendment ([Exhibit E](#)). Basically, it takes work that was already done in the 2013 Session, the 2015 Session, and the 2017 Session. It takes what is already being done now by our teachers and merely puts it into statute. It does not increase the time that teachers have to do anything. It does not add any new duties for teachers—they have enough duties already and I certainly would not give them another one. However, currently in every single school district across Nevada, teachers have some type of a duty to watch a video or something that teaches them how to recognize child abuse and report child abuse. Teachers are mandatory reporters. All this does is put that which they already do into statute. It is not in statute now, it is just a practice. That is what the bill does.

I met with as many stakeholders as possible, including teachers and administrators, and I was told that the minimum time that teachers in any school district are watching a video or learning about being a reporter and recognizing the signs of child abuse, is 20 minutes. That is what I put into the bill—complete at least 20 minutes of training to recognize child abuse and how to report it.

Chairman Thompson:

Are there any questions from the Committee?

Assemblyman Flores:

I appreciate your presentation and the intent of the bill as well. I am working off of the amendment—there is nothing here that is not already happening now?

Assemblywoman Krasner:

Correct. There is one thing. It is not in statute; it is just a practice.

Assemblyman Flores:

Is that to imply that what is being done now is sufficient and adequate? That is a real question. I am not implying that it is inadequate. I am just trying to figure out what we are doing now.

Assemblywoman Krasner:

I appreciate that. I talked to as many stakeholders as I could—teachers, administrators, people from the school districts, and the Department of Education—and I was informed that currently, because teachers are mandatory reporters, they already have to know how to recognize child abuse and report it. Whether that is done after licensure and before being hired, or as in some school districts, they have continuing education they can choose to do. However they do it, it is fine with me as long as it is being done. I was told that the minimum amount of time that any school district is doing this is 20 minutes. I put into the amendment "at least 20 minutes" to make it as easy as possible and not give any new duties to teachers; just codify what is already in practice.

Chairman Thompson:

Can you clarify the definition of "teacher"? Are we including charter schools?

Assemblywoman Krasner:

Yes.

Chairman Thompson:

There is only a percentage of "licensed" teachers that can be at a charter school. Is that your rationale for removing "licensed"?

Assemblywoman Krasner:

That is correct.

Chairman Thompson:

Also, going back to the 20 minutes, is that adequate? If it was originally at least an hour, by reducing it to 20 minutes, is it really meeting the purpose of your intent, or are we just creating a check box? It states that the training can be in person or online. Are there additional fees or costs to schools?

Assemblywoman Krasner:

You are looking at the amendment of my bill. It was my bill that said 60 minutes because I thought 60 minutes was appropriate. After speaking to teachers and other stakeholders, many of them said they watch a 20-minute video; other schools watch a 60-minute video. Some people have to do the 20 minutes initially after licensure but before hiring and teaching. They can voluntarily do continuing education during the summer which may be an hour. I do not want to put any more duties or work on our teachers who are already doing so much for our children. It was I who put the 60 minutes in the bill, and it was I who reduced it to 20 minutes after talking to stakeholders who said that the school district doing the least uses a 20-minute video. I said that was fine. They said there are opportunities for those teachers to do continuing education and to learn more about child abuse during their summer or their off time when they can choose whatever topic they want. As long as there is this 20-minute video online or in person, we are not increasing any duties or more responsibility for the teachers. It is what they are already doing now, just putting it into statute.

Assemblywoman Torres:

What does this fulfill? I understand that it is not yet in statute, but I do not think there is any plan by any school district to take this type of training away. As an educator, I have completed the training myself and we go through it every year. This is part of the requirement we need in order for us to continue teaching. It is a strong part of our continuing education. I do not understand the purpose of the bill.

Assemblywoman Krasner:

The purpose of the bill is to take what is already being done, which is a practice—although it does vary from school district to school district—and merely put it into statute so it is not just a practice. It is the law.

Assemblywoman Torres:

I am sure the Department of Education has no plan to decrease this, so if our intent is to decrease the number of students being abused, or increase the amount of teacher interaction so we can stop child abuse sooner, I do not think this bill is going to do that. If teachers are already reporting 52 percent of child abuse cases to child protective services (CPS), I do not think this bill helps us do this better. What would help, though, is more social workers, school psychologists, and counselors.

Assemblywoman Krasner:

I agree. It would be great if we had more school psychologists and counselors, but that is not what this bill does. This bill merely takes the education that teachers are already doing—how to spot child abuse and how to report it—and puts it into statute.

Assemblywoman Duran:

We do know abuse is rampant. I am looking at where it says that members and employees of a governing body other than teachers and administrators are not required to take this safety training. Is it everybody's responsibility to report? Maybe it should be, as they also have contact or see children as well as the teachers.

Assemblywoman Krasner:

When I spoke to the stakeholders, they told me it does vary from school to school and county to county. But every teacher, because teachers are mandatory reporters, is taking some type of in-person class or online video on how to recognize child abuse and how to report it. In an effort to make the bill agreeable for everyone, we wrote it this way so that everyone is in agreement and no one is in opposition. It merely does codify what is already being done in our state.

Assemblywoman Duran:

Do principals and nurses have this type of training to report? Is there a process? I am not a teacher, but do they report to CPS, to the nurses, to the school district? If a nurse notices an abused child, does she have the responsibility to report? Why are they not included in this training?

Assemblywoman Krasner:

My understanding is that because of legislation that passed in 2017 [Senate Bill 287 of the 79th Session], yes. All people who work at the school have to report if they see something. That would include the principal and the school nurse—everybody who works at the school, including the staff.

Chairman Thompson:

Section 8, subsection 4 says, "Review the plan developed pursuant to subsection 1 on an annual basis and update the plan if necessary." Can you share with us what we are going to be tracking and reporting? If I am hearing correctly, the Committee is trying to understand

the effectiveness of the training. Explain a little more about that. I know you are going to be updating a plan, but what data elements are you going to be tracking regarding the effectiveness?

Assemblywoman Krasner:

Regarding your first question, looking at section 8, subsection 4, where it says "Review the plan developed pursuant to subsection 1 on an annual basis and update the plan if necessary," it is talking about the plan that was developed by the individual school district and it is a plan that relates to the personal safety of children. They can keep it the same or they can update it if necessary. That is up to each school district, each school, each governing body to do what they want. What was the second question?

Chairman Thompson:

It was all tied into one question. What are the data elements you are going to be seeing if there are more incidents reported? Is there a behavioral change? You are reviewing the plan, but what are you going to be reviewing?

Assemblywoman Krasner:

Reviewing the plan only relates to the plan that is prepared by the governing body regarding personal safety of children. This bill does not require or ask anybody to track anything. That would be in other sections of the *Nevada Revised Statutes* (NRS). This bill only does one thing. This bill takes what is already being done as a practice in our state and codifies it.

Chairman Thompson:

I truly understand that part, but I am trying to understand if you are reviewing a plan to either keep it the same or improve it. What are some of the elements you are going to be looking at, or measuring, or comparing, or see trending?

Assemblywoman Krasner:

Again, this bill does not address any of that. That is in another section of NRS. This does not talk about tracking. It merely talks about reviewing a plan developed pursuant to section 8, subsection 1. They can update the plan if necessary. That allows each governing body to do that if they choose to do so.

Assemblyman Flores:

What benefit do you see in us putting this in statute? What I am hearing you say is that each district is doing something slightly different, and we believe that is adequate. Then we are saying we want to put it into statute. I am trying to understand what benefit you think we will gain by doing that as a state.

Assemblywoman Krasner:

That is what we do here at the Legislature. We make laws. If someone said thousands of years ago, We do not go around killing people because we think that as a policy, killing is bad. As society evolves, we get lawmakers. Lawmakers realize the importance of putting things into statute or into words that we as a society agree upon—the social contract. That is what this does. It takes what we are already doing—something that is just a policy—and puts it into statute.

Assemblyman Flores:

Maybe I can frame it slightly differently. The counties do a lot of different things, the cities do a lot of different things. We give authority constantly to a host of agencies and divisions and we do that because it is when we approach the conversation through the lens that we think you know how to approach that conversation best. That is what I am hearing you say—that the training that is happening now is sufficient.

It is odd for me to vote on something and say that we think what you are doing is adequate, but now we are just going to put it into statute and not change anything. We are just doing it because we legislate. I am trying to get to the root of how this will benefit children, teachers, or anyone by putting it in statute. If anything, I am concerned that it limits in that now we are creating a set of standards that people are doing now, but maybe a district would want to enhance them. I am trying to figure out how I can vote on something that would genuinely have any type of meaningful impact if we cannot explain how that impact is here. I cannot see one meaningful benefit in doing this. Can you tell us one reason why this is better because of this?

Assemblywoman Krasner:

It is better because now it will be in statute. No one can say that they used to do that mandatory reporting stuff where teachers would find out how to spot signs of child sexual abuse and how to report it, but now funds are tight and they just do not have time to do that, so we are going to quit requiring that. No one will be able to quit. That is one huge benefit to having it in statute.

It is not that I do not think requiring more time would be better. It is not that I do not think requiring teachers to watch an extra video would be better. But when I received the input from teachers and other stakeholders, it was, Please do not put more duties on top of us. Please do not add more time for more jobs that we have to do. We are already doing so much for the children. In trying to be respectful to our teachers, I said okay. They did say that in addition to already doing this, they are able to take those continuing education credits in the summer when they can and watch the videos on their own if they want more information about it. Trying to be respectful to the input of the teachers, I decided to leave it at 20 minutes, but it is not less than 20 minutes. They can never say they do not feel like doing it. Those are the benefits of passing this bill.

Chairman Thompson:

Is there anyone in support of Assembly Bill 261?

Lindsay Anderson, Director of Government Affairs, Washoe County School District:

I wanted to thank Assemblywoman Krasner for working with us extensively. Every employee of the school district is a mandatory reporter of child abuse. I am not a teacher, but if I suspect or see that, I have to go through the training also. For every employee of the school district, it is every year that we do that mandatory training.

We provide this training to our students through a partnership with our child abuse prevention program in the Washoe County School District. We give students the skills and it is also part of our social-emotional learning curriculum in which we are really helping kids to learn how to ask for help. When we heard that sometimes children do not have the words to say what it is that is happening or what they are feeling, those are part of the skills we can give them through our social-emotional learning curriculum.

Brad Keating, Director of Government Relations, Clark County School District, and representing Nevada Association of School Superintendents:

I want to echo Ms. Anderson's sentiments on this bill. We appreciate the opportunity to work with Assemblywoman Krasner. Every single year, we are given 15 videos to watch that are long videos. We watch those videos every year.

Pertaining to Assembly Bill 261, I want to make sure that everyone understands that our child abuse and neglect video lasts 30 minutes; our bullying and cyberbullying video lasts 10 minutes. Clark County School District has a protect-our-kids policy, Regulation 4100, dealing with and working with students that is a 25-minute video. We exceed that 20-minute time frame that is set for us, and we will continue to do that as we move forward.

Mary Pierczynski, representing Nevada Association of School Superintendents; and Nevada Association of School Administrators:

You have heard from two of our members of the association, Clark and Washoe Counties, but on behalf of the other 15 members of the organization, I want to thank Assemblywoman Krasner for bringing this forward. I think the key is that everybody is doing the education now and we want to make sure that we continue to do the education. I think that is the purpose of this particular bill.

An organization called POOL/PACT [The Nevada Public Agency Insurance Pool/Public Agency Compensation Trust] that works with a lot of the rural districts, provides insurance and health resource information. They have developed a video that is used in the rural school districts, but there are additional materials beyond the video that employees can access. Yes, everyone is a mandatory reporter in the schools, so they are viewing the video which tells them who is the mandatory reporter, how you recognize abuse, and then how you go about reporting.

Christina Hall, Prevention and Education Manager, The Rape Crisis Center, Las Vegas, Nevada:

We are a local Las Vegas nonprofit that has provided crisis intervention and support to those affected by sexual violence for the past 45 years. The Rape Crisis Center has also actively worked to change the behaviors, attitudes, and systemic problems that contribute to the prevalence of sexual violence.

It is in that context that I come before you today to speak in support of Assembly Bill 261, a bill that would mandate education for school administrators and teachers regarding the prevention of and response to child sexual abuse.

It is our hope that A.B. 261 would better equip teachers and administrators with the tools to prevent, identify, and report incidents that harm children. This type of education and training is essential in creating a safe and respectful learning environment where each student has the opportunity to learn and thrive. An absence of this training would be a gaping hole in our state's efforts to ensure youth safety.

According to a study published in the journal *Child Abuse & Neglect*, nationally, two-thirds of teachers currently do not receive training in preventing, recognizing, or responding to child sexual abuse in their college coursework or as part of their professional development. Most teachers report that they do not feel equipped to deal with child sexual abuse issues. Many of these teachers are elementary school teachers and may be the only safe and trusted adult in that child's life. This is also concerning because in the state of Nevada, 10.5 percent of high school students report having already experienced sexual violence. That is more than 14,000 students whom we know of who are being impacted by this issue right now.

School staff want this training. I was recently at a meeting with law enforcement, school police, and school staff when a school administrator at a local middle school shared that several students at her school had reported that a classmate had sexually assaulted them. The Rape Crisis Center calls on the Nevada Legislature to prioritize the safety of children by training those adults who have great impact on their students' lives.

Daniele Staple, Executive Director, The Rape Crisis Center, Las Vegas, Nevada:

One of the key elements that we feel is contained in the bill aside from what Assemblywoman Krasner mentioned is the consultation with persons and organizations who possess knowledge and expertise in the personal safety of children and the annual review process, which is not currently required. Hopefully, we can keep the training on a regular basis with input from subject matter experts to make sure the training continues to be relevant, to have all of the best practices and current information available, and that it is included in part of the training currently required.

We also hope this will establish a floor rather than a ceiling in what is required and as we move forward in the future.

Assemblywoman Tolles:

I am curious about that last statement that the annual reporting is not being done. I helped author Senate Bill 394 of the 78th Session to establish these programs and part of that was annual reporting requirements. Are you testifying that is not currently being done to the best of your knowledge? That is something we should follow up with.

Daniele Staple:

I did not mean to imply that annual reporting is not happening. I meant annual review of the training that is being offered—so that there is not a training developed today that will still be used ten years from now without any review—as part of the review of the training plan on an annual basis. That is unrelated to the reporting; that is included in the previous legislation.

Assemblywoman Tolles:

We can follow up with the Department of Education to make sure that the law is being applied.

Assemblywoman Torres:

I would like to know what specifically you would like to see the training updated with. What is not being done or provided in the training that we would like to see?

Christina Hall:

One of the things that I do not think is being touched on very consistently throughout the state is the prevention of child sexual abuse. There are a lot of different things that a school or a school district can put into place to bolster the safety of children before something even happens to them. That is something that is not being covered.

Chairman Thompson:

Is there anyone in opposition to Assembly Bill 261? [There was no one.] Is there anyone neutral for Assembly Bill 261?

Natha C. Anderson, President, Washoe Education Association; and Member, Board of Directors, Nevada State Education Association:

This is more information, but again, I would like to say thank you to Assemblywoman Krasner for working with us, meeting with us, and bringing up the issue itself. I am neutral because it has value for us to do this. However, I was looking at our SafeSchools online training that the Washoe County School District requires, whether that is through district mandate, legislative mandate, or federal mandate, and it is 210 minutes. That is an estimate. That not only includes just this, but other elements as well. This time frame is not paid most of the time for educators. Whether we are licensed, certified, or classified, it is assumed you shall make that time and have it done. Many times we do have some administrators who make it a point the day before school starts or other professional development days to give us an hour here or there. However, an expectation of 210 unpaid minutes is there. Although, again, I appreciate why it is being brought up; it is already something we are doing and to put it into NRS is concerning, but I am still neutral.

Felicia Ortiz, Private Citizen, Carson City, Nevada:

Portions of this obviously already exist and schools are already doing this. I do not want to discourage them from doing as much as possible by setting a lower bar. I also want to point out that if we were to consider making an impact, that we beef up our health standards that currently have a whole section on personal safety and teach kids how to set those boundaries, and how and when to report. We are adding to those requirements of Senate Bill 108 of the 79th Session that the Nevada Youth Legislature pushed for learning about laws that can be broken by and against students or children under the age of 18 years. We would be better off putting more beef into those standards if we are going to help students to help themselves, because teachers are already doing a lot.

Assemblywoman Krasner:

Thank you for your time and for listening to me talk about Assembly Bill 261. I would appreciate your support of this bill.

Chairman Thompson:

We will close the hearing on Assembly Bill 261 and open the hearing for Assembly Bill 237.

Assembly Bill 237: Revises provisions governing the reimbursement of certain out-of-pocket expenses for teachers and other educational personnel. (BDR 34-608)

Assemblywoman Connie Munk, Assembly District No. 4:

I am pleased to present Assembly Bill 237 for your consideration. We know from anecdotal evidence that educators have personally subsidized the purchase of supplies for years. More recent studies back up this evidence. A May 2018 report from the National Center for Education Statistics (NCES), "Public School Teacher Spending on Classroom Supplies," indicated 94 percent of the teachers spent their own money on supplies. Spending averages approximately \$479 per year. These figures are much higher for those working in low-income areas. According to Forbes report ["Out of Pocket, Out of Luck: When Funding Fails Teachers," Rod Berger, Contributor, May 17, 2018], teachers at high-poverty schools spend almost \$150 more annually than their counterparts teaching in affluent areas. Some educators have resorted to crowdfunding sites to raise money to purchase classroom supplies. The most common items they purchase are pencils, pens, and paper.

In 2015 the Nevada Legislature recognized this problem and provided for reimbursement of teachers for out-of-pocket expenses incurred in connection with purchasing necessary school supplies [Senate Bill 133 of the 78th Session]. The first round of appropriations included \$2.5 million in each fiscal year of the 2015-2017 biennium to the newly created Teachers' School Supplies Reimbursement Account. To the extent that money was available, each teacher was to get up to \$250 each fiscal year. The program was continued for the 2017-2019 biennium with the same appropriation.

Educators spend out-of-pocket money on supplies to support students throughout the school year. However, there are other school personnel who also spend their personal funds to make schools the nurturing environments students need to succeed.

The first aim of Assembly Bill 237 is to expand its availability to other educational personnel within the school district or charter school, including counselors, nurses, librarians, paraprofessionals, and long-term substitutes. The bill also clarifies that these supplies can be for direct or indirect educational services and it defines those terms. I will go through the bill section by section.

Sections 2 through 5 include the definitions for direct and indirect educational services and educational personnel. Section 6 renames the fund used for supply reimbursement to the School Supplies Reimbursement Account for Certain Educational Personnel. This section also allows the Department of Education to award a grant to nonprofit organizations that provide school supplies under certain circumstances.

Section 7 authorizes the Department of Education to reimburse out-of-pocket expenses incurred by purchasing supplies for both direct and indirect services in an amount not to exceed \$250 per year.

Section 8 sets out the specifics regarding the request for reimbursement, and section 10 contains the appropriation to carry out the program. At this time, I would like to direct your attention to the proposed conceptual amendment ([Exhibit F](#)) which is available on the Nevada Electronic Legislative Information System. In my amendment, I am proposing that the program be changed from a reimbursement method to an annual stipend. This process would greatly reduce the administrative burden required for tracking receipts for individual purchases for all educational personnel.

Paired with the Governor's plan to raise the budget for supplies reimbursement to \$4.5 million per year, which is an 80 percent increase from the previous years, this will give all direct educational personnel the much-needed financial assistance they need to provide our children with the best learning environment possible.

Natha C. Anderson, President, Washoe Education Association; and Member, Board of Directors, Nevada State Education Association:

I would like to mention some of our other licensed personnel. The first of three quick examples is our speech language pathologist. They are not considered to be teachers, although they are teachers. They are working with our prekindergarten, and sometimes all the way to high school, in helping our students to become stronger speakers. Many times they have to use manipulatives, some of the same items for other lesson plans, and even equipment that they have to buy on their own. They are not eligible for this reimbursement or other plan as being proposed.

The second example is our counselors. Many of our elementary school counselors, in the Washoe County School District especially, come in to teach lessons to our students on a daily or weekly basis. They are also still providing consistent instructional methods for the students. I was speaking with a counselor who had been a teacher and last year she was teaching in the S.H.A.R.E. [Sexuality Health and Responsibility Education] program for the first time. She had to buy extra supplies and she was not aware that she would have to do that.

The final example is our teacher-librarians. These are not the teacher-librarians who have a budget at the school. This would be elements that are not covered by that budget. This would be the teacher-librarians who are consistently teaching a different element or something that has to be consistently working with students. For example, maybe they are utilizing LEGOS in a pull-out program with a special education group, or they are using other lesson plan materials to help our students who sometimes struggle. Again, these are people who are doing consistent lesson planning.

There are also our paraprofessionals who, although they are not licensed, are also providing consistent instruction to some of our more selective or specialized students.

I have spoken to a few people who have expressed concerns that if it is someone who is not providing consistent instruction, why should they have it? I think we should be open to that amendment. It has to be for consistent instruction of students.

Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association:

The Nevada State Education Association (NSEA) represents teachers, other licensed education professionals, and education support across the state. We are happy to be at the table here with Assemblywoman Munk and want to thank her for carrying Assembly Bill 237 to address the teacher school supply reimbursement budget and account ([Exhibit G](#)).

Assemblywoman Munk mentioned these numbers from the 2016 questionnaire from the NCES ["Public School Teacher Spending on Classroom Supplies"]: 94 percent of teachers spend their own money on classroom supplies, with an average of \$479 spent. Interestingly enough, NSEA surveyed teachers across Nevada, and while this is not an exact statistical sampling of teachers from across the state, it probably trends heavier in the south. I want to point your attention to the chart in front of you and the reported out-of-pocket expenses that the 1,544 Nevada teachers reported: 72 reported zero to \$99—we had several respond that they used to spend money in their classroom but had given up, which is sad; 248 teachers reported spending between \$100 and \$249; 326 teachers reported spending between \$250 and \$499; 475 teachers reported spending between \$500 and \$999; and 423 teachers reported spending over \$1,000 in this school year. The average out-of-pocket spending for these 1,544 Nevada teachers is \$704, and 58 percent of them reported spending \$500 or more this school year on school supplies.

I do want to address some of the thinking behind the amendment that Assemblywoman Munk discussed ([Exhibit F](#)). The distribution of funds from the Teachers' School Supplies Reimbursement Account can be bureaucratic and cumbersome. The timeline of the reimbursement typically does not align with the timing of bigger purchases made by many teachers at the beginning of the school year. This causes many teachers to not even bother with the process of saving and submitting receipts to access the funds. Simplifying the process of accessing the funds and moving the timeline of that process up to the beginning of the school year, we believe, would be a great benefit to educators.

I want to point you to the second half of the chart you are looking at. We also asked teachers how much they got in reimbursements for the last school year: 974 of the 1,544 teachers who responded reported zero to \$99; 945 of the teachers were zero—I want to add the caveat that some did say they took the write-off on their taxes—a teacher is eligible for a \$250 write-off on their federal tax return. That is a very different thing from reimbursement which is dollar-for-dollar reimbursement. Two hundred ninety-five teachers said they were reimbursed \$100 to \$199; 181 teachers reported \$200 to \$299; 48 reported receiving \$300 or more. Some teachers would get money from school fundraisers and be reimbursed for their school supply receipts from those funds.

The average teacher reimbursements of these 1,544 Nevada teachers was \$73. The average out-of-pocket was \$704 with the caveat that many teachers do take advantage of the federal tax benefit of up to a percentage of \$250. In some of the responses to the survey, many teachers not having time to do the paperwork thought it was not worth it. Lost receipts were very common.

An amendment to streamline the process for the supply reimbursement would be of great benefit and would mean, overall, possibly fewer dollars if every eligible educator is getting it as a right. But it would save a lot of time and a lot of effort and would be appreciated across the education class.

Assemblywoman Munk:

On the conceptual amendment ([Exhibit F](#)) we are also good with deleting nurses out of that as far as the educational personnel. We would add that to the amendment.

Chairman Thompson:

You are going to remove them? Is that what I hear?

Assemblywoman Munk:

Yes, because we do not consider them to be conducting direct educational teaching of the students daily.

Chairman Thompson:

I thought I read in the bill that it says "without limitation." I am not trying to debate it, but there could be a situation in which a nurse is doing some educational activities for our students. You could take it out, but it would still be included because it is under the "without limitation." Is that correct?

Natha Anderson:

Correct. Most of our nurses, in fact, do small instruction every once in a while. It is not consistent. What you are bringing up is that if it is consistent, they should still be available for that. The majority of our nurses do not do so because of how many nurses we have and so many of them having to travel between two and five schools across the state. That is why we are trying to make it a little cleaner and make it direct instruction instead of indirect instruction.

Assemblywoman Miller:

To those of you who are not educators and who are listening to this bill, it probably sounds so simple—this is a bill to reimburse teachers for the supplies they get. Yet, we see that NSEA just supported a small sprinkling of data that only peeks into what the reality is. When we talk about the frustrations of teachers and something this simple, I have to say this was probably the last piece of legislation that I read in my classroom that made me say, Enough, I am running. When we see something so simple, so clear, and we see how distorted it is by the time it actually gets to your classroom, again, this is one of those things where all hands are on deck and everybody gets a piece of this between the districts, the school board, and the bureaucracy. It just does not happen the way it is supposed to.

Between some schools being discouraged to use it and schools getting different amounts—one person gets \$78 and one gets \$108, another gets \$125 and another \$96—the money does not even come until close to the second semester. There are also instances in which schools are telling staff what they can and cannot use it for. Any educator will tell you that the money they pull out of their pockets for their classrooms is for anything from curriculum, school supplies, sanitary supplies, food, clothes, to pencils. In my case, I spend it on plain paper so I can make copies to have something to teach the students with.

We need to understand that this is so imperative to support, but also the consistency and the streamlining, and that educators need to expect to get what is written in law that they are entitled to.

I definitely support the idea of a stipend because that will eliminate administration in schools telling teachers what they can and cannot spend it on or directing them to pool the money together to buy "this" for the school. That is not the intent of the bill. Those things need to be eradicated.

How can you guarantee a certain amount so that a teacher knows what to expect? We have a difference between what is in the budget and what happens when it is divided between how many teachers apply for it and how many teachers there are. Can you answer that, please?

Chris Daly:

I believe this budget item is being heard in a subcommittee tomorrow morning. If the amendment to this legislation is adopted, at that point you would have some certainty in terms of the total number of those who are eligible. Obviously, it will change based on what districts do in terms of hiring and how many positions are filled when the Department of Education decides to move forward with distributing the stipend. Then it is a simple division of the total amount of money available and the total number of staff who are eligible. That would give a greater level of certainty of what that dollar figure is at the end.

Assemblywoman Miller:

Section 3 of the bill states that substitute teachers who work 20 consecutive days or more in the same classroom—they are referred to as full-time subs—are entitled to this. What about in a case where the substitute may work 22 days? Also, when the funding arrives at the schools, that substitute may have already completed their long-term substitute position and may get the reimbursement after. Has there been consideration for that?

Chris Daly:

There are gaps that are going to exist. In order to try to fill every gap, you would have to create something that is significantly more complicated. The better policy approach here is to leave some of those gaps that you just identified—a long-term substitute who comes in after the date that money is distributed. In terms of making the program as simple and as streamlined as possible, unfortunately, there are just going to be gaps like that one.

Assemblywoman Miller:

I know it has been addressed regarding librarians, but I am hearing two different narratives around the librarians. We know that this is an issue that we are currently struggling with in Nevada, the whole idea of having and keeping licensed librarians in our schools. At least in the Clark County School District, the schools have a certain budget that they receive for their libraries. Even if they do not have a librarian, that money is still going to the school. In the case of when we are saying librarian with or without budget—again, that role changes. In elementary schools, librarians are teaching classes. They have students in front of them every day. In secondary schools, they are resource persons in the library. They see students every day, but they have separate budgets. Where are you on that?

Natha Anderson:

Each district has librarians set up differently with the way the budget is being handled. Even for the elementary schools, middle schools, and high schools—in the same district even. It is not a nice, clean answer, but it is something we might have to discuss a little further to find proper language to address that issue. It is not consistent across our state. Each school district deals with our teacher-librarians differently with the budgets. Each school does, possibly, as well. There has to be a way that we can address this in a consistent fashion. I look forward to that discussion.

Assemblywoman Torres:

I know that in my own classroom, I am definitely at that upper end of money spent. I was only in the classroom for five months this school year, so I know how quickly that money adds up. I am also the daughter of an educator, so I got to see firsthand how my mom was spending hundreds of dollars on her classroom instead of on her three children at home because she knew she had 200 other children at school. I can see how difficult it is for our working parents—you are choosing one over the other—and the sacrifices that we make for our students.

The one concern I do have with this legislation is in the amendment ([Exhibit F](#)). You put the money toward the beginning of the school year. I think that it has to be more explicit—that money will be paid by the end of September in the first paycheck that we receive. If we put "the beginning of each school year," it is still a little too vague.

Assemblywoman Hardy:

This is a good piece of legislation to be brought forward. As a mother, I appreciated both of my daughters' wonderful teachers who definitely went above and beyond spending their own money. I know that it was a strain and a sacrifice for many of them.

I would like to look at the amendment regarding the stipend. If you go with a stipend, would that be automatic? Would they just get the stipend once it is determined who is eligible? Once a budget is determined and you determine who is eligible, if the stipend is less than \$250, would they still be able to submit for reimbursements?

Assemblywoman Munk:

Yes, the stipend will be at the beginning of the school year. If this bill passes, it will take effect July 2019 at the beginning of the school year. We have not yet determined whether it will be a prepaid card or a check. It will depend on how many education professionals there are in that school and that district.

Assemblywoman Hardy:

I would be concerned that if it is only \$80, could they submit reimbursements for more than that?

Chris Daly:

It is good to realize that currently there are limitations on how much you are able to get reimbursed. Per the 1,544 teachers we were able to survey this school year, an overwhelming majority do not take advantage of it—those who do still have a cap in terms of what their school district sets as the amount of money available.

The other good news, depending on the outcome of the discussions in the budget subcommittee: with the enhancements that Governor Sisolak has recommended, it seems like we could move to the process of having a stipend that all eligible educators get without that dollar figure really being much lower than it currently is.

Assemblywoman Hardy:

So it is dependent on a couple of things—the budget and how many people are determined to be eligible.

Chairman Thompson:

A school will be given a pot of money, and will there be a requisition process? I thought I heard you say that it is not a reimbursement anymore. Clarify that part. Also, is there going to be a tiered approach as to who has priority and who would be eligible for the dollars first?

Chris Daly:

We are in the early stage of the conceptual amendment process right now. Assemblywoman Munk would be relying on the work of the Legislative Counsel Bureau and the Department of Education, but the language is to have the Department of Education decide the method of payment. Currently, there is no contemplation of a tier. It would be a simple math problem of the total amount of dollars available divided by the total number of employees who are eligible for the money at that set date—hopefully, early in the school year.

Chairman Thompson:

What if I do not use the full portion that was allocated to me? What about someone else who has more expenses? Is it about being equal, or is it about being equitable? What if some teachers or staff from the school have higher demands versus those who do not need the money?

Chris Daly:

Equity is a great goal. With the dollar amounts we are talking about, we do not even have equality in terms of the money coming to educators. It is more so those who are together enough to put in the paperwork and go through the process get the reimbursement. I have not seen data as to which educators, which schools, or which districts are more able to be successful at that. Most teachers do not currently put in for all that they are eligible for.

Chairman Thompson:

Let me make this clear. When I was talking about the equity, I meant within that school. This kind of goes to what I was trying to get at with the prioritization and tiering.

Natha Anderson:

That question was brought up yesterday while talking with some educators. One of them is a 33-year veteran as an educator, another is in her ninth year of teaching. The veteran educator said she was not even going to try for this stipend. There is no need for me to have it, she said. However, she said that every year, she mentors another teacher. She oftentimes takes her mentor teachers to Target on her own. I believe there are others who would mentor new teachers. For that very issue—I have been teaching the same thing for 20 years, I do not need the help—how do we make sure that that first-, second-, or third-year teacher is getting the help they need and not just that teacher who has been teaching for 25 or 27 years?

Tyre Gray, representing Las Vegas Metro Chamber of Commerce:

We are in support of this bill. We have seen the conceptual amendment and also support it and understand that it is probably necessary to tighten up some of the language. We are dedicated to helping the bill's sponsor however we can.

Brad Keating, Director, Government Relations, Clark County School District; and representing Nevada Association of School Superintendents:

We are here in support of Assembly Bill 237. I get passionate about this topic. As someone who was an educator and had a mom who was an educator, I understand how important it is to provide these dollars to teachers. They are spending much more than the dollars that were discussed earlier. If you have ever been in the classroom, you have seen what kids walk in with every single day and how we have to take care of them with the food pantry, or deodorant, or whatever it is, and teachers constantly put out dollars for those kids. We have to make it as easy as possible to give those dollars to the teachers so they can put those dollars right back into their classrooms, into their kids.

We talk about teaching all of the time, and teachers do not go into the profession to make a lot of money. Teachers go into the classroom to make a difference every day. They take that money they receive and pour it right back into the classroom.

I ask this Committee to help us in moving forward on this bill by giving them the dollars that they need to be successful and to help our students be successful in school.

Chairman Thompson:

Is there anyone in opposition to Assembly Bill 237? [There was no one.] Is there anyone neutral on Assembly Bill 237?

Michelle Kim, Director, Strategy/Counsel, Clark County Education Association:

I want to thank Assemblywoman Munk for sponsoring Assembly Bill 237, which provides the reimbursements that licensed employees desperately need. However, while we support the concept of the bill, we are also aware that there is a very similar bill in the Senate [Senate Bill 324] that was introduced by Senator Dondero Loop, et al. In reviewing both of the bills side by side, I have some concerns that I have already addressed to Assemblywoman Munk about the inclusion of substitutes, as well as some of the language that I am hearing today with regard to the other licensed professionals. I think the definition that is going back and forth is quite confusing, especially in comparison to what is currently specified under *Nevada Revised Statutes* (NRS). The current NRS 387.1251 includes that the definition of teacher is "licensed employee of a school district who devotes the majority of his or her working time to the rendering of direct educational service."

Chairman Thompson:

Are you in opposition?

Michelle Kim:

You asked for neutral.

Chairman Thompson:

I know, but it sounds like you are asking a lot of questions about the bill that you may not agree with.

Michelle Kim:

We support the concept, but we have some concerns that still need to be addressed before we can provide full support. What the Clark County Education Association is asking for is that historically in 2013, a similar situation happened where those two bills for the reimbursement of school supplies, [Senate Bill 240 of the 77th Session, and Assembly Bill 376 of the 77th Session] ultimately resulted in no bill passing. In 2015, one bill was introduced and one bill passed [Senate Bill 133 of the 78th Session], and appropriations continued in 2017. We would ask that the sponsors of both bills meet so that ultimately educators can benefit from the best of both. There are aspects of both which are good, but we do not want to support anything at this time until there is a hearing for the other bill and those issues are resolved.

Felicia Ortiz, Private Citizen, Carson City, Nevada:

I appreciate the effort of Assemblywoman Munk on this bill, and I understand the concerns of teachers. If we just focused on adequacy of funding, then this would be a budget line item in every school budget and we would not have to be Band-Aiding and trying to figure out how to distribute a small amount of \$4.5 million across 40,000 teachers. However this goes forward, we should do it in a way that ensures there is equity, that it goes to the right places, and that we do not end up offending our teachers by giving them \$50. We should focus more of our time on adequacy of funding for our schools, not just Band-Aiding.

Assemblywoman Munk:

I urge the Committee's support for this bill. Our educational professionals deserve to have more money. They are forced to pay for items for schoolchildren in their daily activities, although it seems absurd that items such as tissues, disinfecting wipes, and supplies for science experiments are not supplied by the school itself. It has simply become the norm that these items are not provided and that school personnel are told to make do. Assembly Bill 237 in its own small way aims to make a right that is wrong.

Chairman Thompson:

We will close the hearing on Assembly Bill 237 and open for public comment.

Brad Keating, Director of Government Relations, Clark County School District:

We are here today with our fantastic good news minute. I wanted to take a moment to talk about this good news minute at Eldorado High School because I think it applies to exactly what we have been talking about. I want to take the opportunity to thank Zappos, Closets Las Vegas, Wrap Kings, and The Public Education Foundation. They helped create and build a closet full of shoes, food, clothing, and different essential items for that school so that the students have access to it every day. That is what we have been talking about here today. We appreciate our partners. That happens at many schools, but we wanted to make you aware of that and thank our partners for doing that.

Assemblywoman Torres:

Thank you, Mr. Keating, for shouting out Eldorado High School, which is one of the best schools in east Las Vegas. I appreciate it.

Lindsay Anderson, Director of Government Affairs, Washoe County School District:

On behalf of the Washoe County School District, I wanted to share some good news from our school district regarding teaching English to speakers of other languages (TESOL). We have a Sparks High School teacher who emigrated from Hungary, who won the TESOL International Association and National Geographic Learning 2019 TESOL Teacher of the Year Award, which is a national award. Dr. Tünde Csepelyi overcame many obstacles while achieving her goal. She taught at Truckee Meadows Community College, organized the English language program at RISE Academy for Adult Achievement, and has taught our English speakers of other languages at Sparks High School since 2016. We are very proud of her.

Ruben Serna, Private Citizen, Las Vegas, Nevada:

I want to thank all of you and to share how amazing it is to see how these education bills get done. I am studying to become a high school teacher. You are literally making the difference in the community and the workforce for me—my "future" me.

Chairman Thompson:

That motivates us, but we are glad that we motivated you.

Dara Colon Murillo, Private Citizen, Las Vegas, Nevada:

I am representing Nevada State College. I am a student senator for the student government. I am an early education major with a concentration in special education. I want to say thank you for this opportunity and allowing us to see this. It hits home because I want to be able to provide that help for students later on in my life. I have seen that many teachers have struggled to pay for supplies. Because I also did an internship at my former elementary school, Robert E. Lake Elementary School, I think that it is very important as well for those long-term substitutes and our special education teachers.

Alicia Contreras, Private Citizen, Las Vegas, Nevada:

I am a student at Nevada State College and also a DACA [Deferred Action for Childhood Arrivals] recipient. I loved hearing all of the conversations today. I want to see something being advocated for DACA recipients. It is up in the air as to what our status is at the moment, and we are very unsure. The uncertainty tends to get to us and the stress is very powerful as well. I know many students here who are DACA as well from K-12 and even higher education. There should be more focus or a safety net for our DACA recipients and our immigrant population as well. It is dire times right now.

Chairman Thompson:

Feel free to track and check out some of the bills on our website and feel free to talk to any of the legislators. We may have some in that category. At this time we will close our meeting. The meeting adjourned [at 3:18 p.m.].

RESPECTFULLY SUBMITTED:

Sharon McCallen
Committee Secretary

APPROVED BY:

Assemblyman Edgar Flores, Vice Chairman

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is the Work Session Document for Assembly Bill 205, dated March 21, 2019, presented by Kelly Richard, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit D](#) is the Work Session Document for Assembly Bill 235, dated March 21, 2019, presented by Kelly Richard, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit E](#) is a proposed amendment to Assembly Bill 261 presented by Assemblywoman Lisa Krasner, Assembly District No. 26.

[Exhibit F](#) is a proposed amendment to Assembly Bill 237 presented by Assemblywoman Connie Munk, Assembly District No. 4.

[Exhibit G](#) is a letter dated March 20, 2019, to the Assembly Committee on Education, presented by Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association, in support of Assembly Bill 237.