

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

**Eighty-First Session  
April 29, 2021**

The Committee on Education was called to order by Chair Shannon Bilbray-Axelrod at 1:33 p.m. on Thursday, April 29, 2021, Online and in Room 3138 of the Legislative Building, 401 South Carson Street, Carson City, 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/81st2021](http://www.leg.state.nv.us/App/NELIS/REL/81st2021).

**COMMITTEE MEMBERS PRESENT:**

Assemblywoman Shannon Bilbray-Axelrod, Chair  
Assemblywoman Brittney Miller, Vice Chair  
Assemblywoman Bea Duran  
Assemblyman Edgar Flores  
Assemblywoman Michelle Gorelow  
Assemblywoman Alexis Hansen  
Assemblywoman Melissa Hardy  
Assemblywoman Lisa Krasner  
Assemblyman Richard McArthur  
Assemblywoman Rochelle T. Nguyen  
Assemblywoman Jill Tolles  
Assemblywoman Selena Torres

**COMMITTEE MEMBERS ABSENT:**

Assemblywoman Elaine Marzola (excused)

**GUEST LEGISLATORS PRESENT:**

Senator Ben Kieckhefer, Senate District No. 16  
Senator Moises (Mo) Denis, Senate District No. 2



**STAFF MEMBERS PRESENT:**

Kristi Robusto, Committee Policy Analyst  
Amanda Marincic, Committee Counsel  
Nick Christie, Committee Manager  
Sarah Baker, Committee Secretary  
Melissa Loomis, Committee Assistant

**OTHERS PRESENT:**

Kenna Mirzayan, Private Citizen, Incline Village, Nevada  
Aubrey Thomas, representing Nevada Association of School Superintendents  
Brenda Pearson, Director, Strategic Policy Initiatives, Clark County Education Association  
Lindsay Anderson, Director, Government Affairs, Washoe County School District  
Zach Conine, State Treasurer  
Kent Ervin, representing Nevada Faculty Alliance  
Erica Valdriz, Fundraising Coordinator, Government Affairs, Vegas Chamber  
Kanani Espinoza, representing Nevada System of Higher Education  
Sabra Newby, representing University of Nevada, Las Vegas  
Jhone Ebert, Superintendent of Public Instruction, Department of Education  
Karla Philips-Kirvickas, Senior Director of Policy, KnowledgeWorks  
Felipe Avila, Private Citizen, Las Vegas, Nevada  
Mary Pierczynski, representing Nevada Association of School Superintendents  
Rebecca Garcia, President, Nevada Parent-Teacher Association  
Leonardo Benavides, Coordinator, Government Affairs, Clark County School District  
Katie Dauphinais, representing Excellence in Education in Action  
Elissa Wahl, Chair, Nevada Homeschool Network

**Chair Bilbray-Axelrod:**

[Roll was called. Committee rules and protocol were explained.] I would like to welcome a VIP, Michaelene Bilbray, my mother. We are hearing Senate Bill 160 (1st Reprint), Senate Bill 128, and Senate Bill 215 (1st Reprint) today. We will hear them in that order.

**Senate Bill 160 (1st Reprint): Revises provisions relating to education. (BDR 34-819)**

**Senator Ben Kieckhefer, Senate District No. 16:**

Senate Bill 160 (1st Reprint) is designed to accommodate an expansion to dual credit opportunities for high school students in the state. The bill updates the statute in section 1 to include university schools for profoundly gifted students in the statute that outlines the necessary agreements for schools and districts to offer dual credit. Section 2 gets to the heart of the bill, which allows for schools and districts to create agreements with institutions of higher education that are out of state if an in-state school is unable to provide a course that student is seeking. This bill was brought to me by one of my constituents who is on Zoom

and is prepared to testify on the need for the bill. I would like to introduce Kenna Mirzayan, who is a student at Incline High School. She is Assemblywoman Krasner's and my constituent.

**Kenna Mirzayan, Private Citizen, Incline Village, Nevada:**

I am currently a junior in high school. I first became aware of this issue in *Nevada Revised Statutes* over this past summer when I decided to enroll in a Farsi class for my junior year. I had already completed my Spanish curriculum the year prior, and I wanted to better understand and connect with my culture. My dad's side of the family was born and raised in Iran before they immigrated to the United States. They all speak Farsi. I started to look for a Farsi class; however, no Farsi classes were provided at my school. I began to look for Farsi classes provided at universities and colleges around the country. During the search, I found that no Nevada schools provided a Farsi class, whereas schools outside of the state did.

Eventually, I was able to find a Farsi class that worked with my schedule, but when I went to enroll in the course, I was informed by Washoe County School District administration—the district I attend school in—that under current statute, a Nevada high school student cannot gain dual credit for a course from a university or college outside of the state of Nevada. While I was speaking with Washoe County School District administration, they expressed frustration because they felt they were not able to properly support a Nevada student. I decided I would keep looking to see if I could find a Farsi class inside the state. After two months of looking, I was able to create my own independent Farsi class; however, I wake up at 5:30 a.m. to complete my class before I go to school because the teacher of that class lives in Turkey.

My experience is an example of something that Senate Bill 160 (1st Reprint) aims to address by allowing Nevada students to receive dual credit for courses they take outside of the state because, while I was able to create my own class, it took lots of time and resources and support, which not many Nevada students have. I do not believe that resources or lack thereof should determine if a student can or cannot receive an education.

**Chair Bilbray-Axelrod:**

Senator, do you have further comments or do you want to open it to questions?

**Senator Kieckhefer:**

The bill is fairly straightforward; I do not want to call it "simple." If there are any questions, I would be happy to answer them.

**Chair Bilbray-Axelrod:**

Members, do we have questions?

**Assemblywoman Miller:**

It is interesting that Ms. Mirzayan's high school said they could not do the dual credit enrollment, yet with our colleges we offer dual credit within the Western Compact states and Western Governors University. Were you seeking this credit to be a high school credit, a college credit, or both?

**Kenna Mirzayan:**

I could not receive dual credit for the course I was looking at.

**Assemblywoman Miller:**

Was your desire to receive high school language credit and college language credit for it?

**Kenna Mirzayan:**

I wanted just high school language credit.

**Assemblywoman Miller:**

Maybe we are using the term "dual" differently. You only wanted it to be for your high school language credit. We did not physically offer it here, so you sought it somewhere else. With our traditional definition of dual, it would cover earning the credit for high school and college. Is that correct?

**Senator Kieckhefer:**

That is correct. The bill would allow for dual credit so you could receive both high school credit and college credit; which is why, on the Senate side, working with the Nevada System of Higher Education (NSHE), we wanted to ensure that those courses were through regionally accredited institutions. We did not carve out NSHE first. The Nevada System of Higher Education has right of first refusal for any courses they offer. Then if they are not offered through an NSHE institution, a student could look out of state for a course they would like to take for dual credit.

**Assemblywoman Miller:**

Now that we are speaking about out of state, we know that except for some of the western states that we cooperate with now, there is a difference in cost. I know there is a huge Farsi program at the University of Michigan, but paying for that would be a lot more than what we would see here, especially for out-of-state tuition. Has there been any thought about that? It is permissive for our students and for NSHE, but when it comes to cost, it could be prohibitive. Was consideration given to how we could address that?

**Senator Kieckhefer:**

Since this would be on a case-by-case basis, there would have to be an individual agreement between the district and that institution of higher education. It would have to be dealt with that way. We have some dual credit assistance for students now within our high schools, but it does not always cover the full cost, depending on the student's needs. It would have to be handled on a case-by-case basis in the individual agreements struck with those individual schools.

**Chair Bilbray-Axelrod:**

Are there other questions from the Committee? [There were none.] Is there testimony in support of the bill?

**Aubrey Thomas, representing the Nevada Association of School Superintendents:**

The Nevada Association of School Superintendents is an organization representing all 17 school district superintendents in the state. We are in support of S.B. 160 (R1) and appreciate Senators Kieckhefer and SeEVERS Gansert for bringing this forward. This bill creates another opportunity for students in Nevada. As a recent graduate of the University of Nevada, Reno, I can attest to the fact that the Nevada System of Higher Education is excellent. However, when a course is not available in the system, this bill enables a student to find a school that offers the course and allows them to receive proper credit for it. This will be of benefit to students, and I urge the Committee to support it. Thank you for the opportunity to speak in support of S.B. 160 (R1).

**Brenda Pearson, Director, Strategic Policy Initiatives, Clark County Education Association:**

The Clark County Education Association (CCEA) supports Senate Bill 160 (1st Reprint) and thanks Senators Kieckhefer and SeEVERS Gansert for bringing this important bill forward [[Exhibit C](#)]. The goal of public education should not merely be high school graduation, but instead a path to postsecondary education. Dual credit serves two purposes. It allows students who are proceeding to higher education the opportunity to explore courses that challenge them while accruing college credits, and it provides students who are interested in postsecondary education the ability to explore options for workforce and career. Expanding dual credit education to include out-of-state institutions broadens the opportunities for students, as Nevada's students should not be restrained by opportunities only available within the state. Additionally, CCEA believes that maintaining cooperative agreements adds a much-needed layer of transparency by informing students and parents of the cost of enrollment up front.

We understand that a task force has been put together to evaluate and standardize the cost of dual credit opportunities, but students across Nevada cannot wait. We must take strides toward expanding educational opportunities available to our students. As we broaden academic opportunities, we must also keep in mind the important foundational role K-12 plays in the academic experience of all Nevada's students. We must encourage this Committee to support the full implementation of Senate Bill 543 of the 80th Session as recommended by the Commission on School Funding. With full implementation and funding, we can reimagine education in Nevada to provide better resources and opportunities to our students to become college and career ready. That includes the opportunity for participation in dual credit programs that are currently limited and do not promote the continuation of education at NSHE institutions. We thank the Committee and all sponsors for their effort and look forward to supporting the full maturation of dual credit programs that will come with this session.

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

We are so proud of our student for being an advocate for herself and pursuing this option and grateful to Senator Kieckhefer for his efforts around this issue. Of course we wanted to approve her language credit, but without having it offered in-state, we could not. Our efforts will continue to focus on dual credit at Nevada institutions, but in these cases where there is not a class offered here, we will work with the department and other out-of-state institutions to expand these dual credit opportunities elsewhere. We are in full support of Senate Bill 160 (1st Reprint).

**Chair Bilbray-Axelrod:**

Are there any others in support? [There were none.] I will close testimony in support and open testimony in opposition. [There was none.] I will close opposition testimony and open testimony in the neutral position. [There was none.] Are there any closing remarks? [There were none.]

I would like to take this opportunity to thank your copresenter. I always go out of my way to thank the young people who come and testify, but the fact that you brought this bill forward and found a sponsor should make you very proud of yourself. I hope we see you again in this Committee.

I will close the hearing on S.B. 160 (R1). I will open the hearing on Senate Bill 128.

**Senate Bill 128: Directs the State Treasurer to conduct a study concerning publicly funded scholarship and grant programs in this State. (BDR S-535)**

**Senator Moises (Mo) Denis, Senate District No. 2:**

I am here today to present Senate Bill 128. I will begin with some background to provide context for S.B. 128 before going over the bill's details.

For years, we have known that publicly funded scholarship and grant programs have competed for the same money. Indeed, during these tough economic times, we must be even more mindful of where public funds are allocated to ensure we are reaching the most students with the most need. As we all experienced during the special legislative session [31st Special Session] last summer, there is less and less money available for these critical scholarships and grants. Programs such as the Governor Guinn Millennium Scholarship, the Nevada Promise Scholarship, and the Silver State Opportunity Grant program are all very important programs to Nevada students. The effectiveness and success of these scholarships and grants are critical to their ongoing viability.

The holistic view of publicly funded scholarship and grant programs is necessary to ensure the funds are meeting the needs of the Nevada students for whom they were intended. The ultimate goal of S.B. 128 is to provide greater insight into the effectiveness of these various scholarship and grant programs in Nevada and provide recommendations for improvement to ensure public scholarship dollars meet their intended use.

How do we accomplish this? In short, the bill requires a study. Specifically, Senate Bill 128 requires the State Treasurer to contract with one or more qualified independent consultants to conduct a study concerning the effectiveness of publicly funded scholarship and grant programs in Nevada for persons pursuing higher education. The study must include a comprehensive review of student outcomes for scholarship and grant recipients—to include graduation and dropout rates of recipients—as well as an evaluation of the way such programs were administered. Moreover, the study must include a thorough evaluation of the short-term and long-term financial viability of these programs and the projected future cost of administration. For added flexibility, this review may include any other matters the State Treasurer, in consultation with the Nevada System of Higher Education (NSHE), determines is relevant to the study.

Senate Bill 128 sets an April 1, 2022, deadline for submitting a report and findings of the study to the Legislative Committee on Education. This report must include recommendations for improving the effectiveness and efficiency of publicly funded scholarship and grant programs. Recommendations must also address the improvement of student outcomes for recipients and reduction of administrative costs for each scholarship or grant program. The Legislative Committee on Education must then review the report and recommendations and consult with and solicit input from persons and entities charged with administering publicly funded scholarship and grant programs. The committee must consider the report and recommendations when requesting drafting of legislative measures. Finally, I would point out that no fiscal note is included for this bill, as this measure specifies that the cost of carrying out the study must be paid from the College Savings Endowment Account created by the State Treasurer under *Nevada Revised Statutes* 353B.350.

I urge your support of Senate Bill 128. This bill will provide for a much-needed and overdue review of our critical scholarship and grant programs, which offer so much support for our higher education students. Joining me today to discuss the bill further is State Treasurer Zach Conine.

**Zach Conine, State Treasurer:**

I would like to start by thanking Senator Denis for his work through the years on these important issues. The Office of the State Treasurer oversees a number of critical state functions, including the administration of the Governor Guinn Millennium Scholarship program in coordination with the Nevada System of Higher Education. To date, the scholarship has helped 143,656 students pay for college over its 21-year existence. However, as the population of Nevada grows, an increasing number of Governor Guinn Millennium Scholarships are awarded each year. The cost for awarding a growing number of scholarships along with the rise of publicly funded scholarships and grants has brought to light the necessity of an analysis of all publicly funded scholarships and grant programs, their effectiveness, and their financial longevity. We owe our Nevada families and students predictability in state-funded higher education awards, which is why we worked with Senator Denis to propose the legislation you have today.

Senate Bill 128 directs our office to conduct an interim study on the effectiveness of each publicly funded scholarship and its respective short- and long-term financial soundness. The study will not just look at the financial aspects of the programs, but also the administrative costs and whether the scholarships are meeting their intended uses. For example, are the students who are served by the scholarships and grants going on to graduate with a degree and getting jobs in their intended fields? The study will conclude with recommendations—whether programmatic, administrative, or financial—for consideration by the interim committee on education for legislation during the 2023 Session.

In section 1, subsection 5, we propose the study to be funded from the College Savings Endowment Account, an account administered by the Treasurer's Office, which is funded completely through our 529 Plan partner fees. No State General Fund dollars are used. Our office looks forward to working with NSHE, the Office of the Governor, the Legislature, and other stakeholders to ensure new programs and these long-standing programs, such as the Governor Guinn Millennium Scholarship, are around to help students for the next 21 years.

That concludes our presentation. I am happy to answer any questions about the Millennium Scholarship, bonding, or nearly anything else.

**Chair Bilbray-Axelrod:**

Are there any questions? [There were none.] Is there anyone who wants to speak in support of S.B. 128?

**Kent Ervin, representing Nevada Faculty Alliance:**

We work to empower faculty to be fully engaged in our mission to help students succeed. We support this bill. It is a commonsense thing to study to figure out how to get some long-term stability into these programs. We are very much in support.

**Erica Valdriz, Fundraising Coordinator, Government Affairs, Vegas Chamber:**

The Vegas Chamber is in support of S.B. 128. The Chamber supports the initiative of the comprehensive review of our scholarship and grant recipients and its effectiveness. We believe that reviewing the scholarship and grant programs' efficacy is an important benchmark for every program to succeed continually. The Chamber has been supportive of and will continue to support scholarship and grant programs in Nevada. We believe this bill will optimize financial assistance programs for students within higher education. We urge your support for this bill.

**Chair Bilbray-Axelrod:**

Are there other callers in support for S.B. 128?

**Kanani Espinoza, representing Nevada System of Higher Education:**

The Nevada System of Higher Education supports Senate Bill 128 and thanks Senator Denis and Treasurer Conine for bringing the legislation forward. These established scholarships are crucial to our students to provide better access to the recipients. We are committed to



maximizing state education support funding and ensuring a smooth process for our incoming students and their families. We look forward to being a good partner and working with the Treasurer's Office during the study.

**Chair Bilbray-Axelrod:**

Are there any other callers in support?

**Sabra Newby, representing University of Nevada, Las Vegas:**

We are in support of S.B. 128 for the aforementioned reasons.

**Chair Bilbray-Axelrod:**

Is there anyone else in support? [There was no one.] I will close testimony in support and will open testimony in opposition. [There was none.] I will close testimony in opposition and open testimony in neutral. [There was none.] I will close testimony in the neutral position. Are there any closing remarks? [There were none.] I will close the hearing on S.B. 128 and open the hearing on Senate Bill 215 (1st Reprint).

**Senate Bill 215 (1st Reprint): Revises provisions relating to education. (BDR 34-181)**

**Senator Moises (Mo) Denis, Senate District No. 2:**

I am excited to present Senate Bill 215 (1st Reprint). In response to the COVID-19 pandemic and the resulting shift in distance learning, this bill seeks to modernize certain requirements related to alternative scheduling and distance education. Presenting with me today is Jhone Ebert, Superintendent of Public Instruction; Felipe Avila, a student in Clark County; and Karla Philips-Kirvickas, Senior Director of Policy with KnowledgeWorks.

I will begin with some background on Senate Bill 215 (1st Reprint) and then walk the Committee through the sections of the bill. After I speak, Superintendent Ebert will provide additional context for the bill. You will hear from Mr. Avila on the importance of this legislation and his experience participating on the Department of Education's Blue Ribbon Commission for a Globally Prepared Nevada. Ms. Philips-Kirvickas will speak to the Commission's work.

As society evolves and current processes are challenged, we strive to adapt our methods and perspectives to meet new demands. That mindset has preserved us through the many challenges we experienced over the past year with distance learning. Earlier this session, both Education committees heard presentations by school districts and testimony by others on how distance learning truly became a necessity for more students than ever before. Going forward, we need to ensure that Nevada's system allows for the flexibility needed to support students' success, no matter where the classroom is or their style of learning.

Last fall, Nevada's Department of Education convened the Blue Ribbon Commission for a Globally Prepared Nevada, which brought together a diverse group of education stakeholders to examine and adjust the current framework to meet today's learning conditions. Senate Bill 215 (1st Reprint) carries the recommendations developed by the Commission.

Senate Bill 215 (1st Reprint) has three main pillars. Those elements are distance education plans, plans to improve access to technology, and flexibilities in instructional time. Beginning with section 2, S.B. 215 (R1) requires school districts, charter schools, and university schools for profoundly gifted pupils to develop plans for distance education and share those plans with their community, families, and school staff. To ensure all students and staff have access to the technology and the connectivity necessary to participate in distance education, section 2 also requires these school governing bodies to develop and implement a plan to make the technology available to those individuals. Senate Bill 215 (1st Reprint) provides flexibility to help students and educators accomplish their work. Specifically, section 3 allows students who demonstrate proficiency in meeting the objectives of a distance education course to complete the course in a shorter period of time. Section 1 provides increased flexibility for the calendar used by districts by removing certain limitations on alternative scheduling. Section 2 allows school districts to include their own model curriculum in an application for distance education.

My interest came about when we worked on some legislation for competency-based education a few years ago and created a pilot program. I was able to go to two schools—one in Utah and one in Idaho. The school in Utah was for about 200 high school students and had been built onto a community college. Students had to be in school any time between 7 a.m. and 6 p.m. They had a block of time when they could come in and use computers to work on what they needed to do. A teacher monitored what was going on, but the students worked at their own pace. If the teacher recognized there was an issue that needed to be resolved—specific math concepts, for example—she would pull together those students into a class to go over the issues so the students could continue to progress. In this way, they were able to move at their own pace. That showed me that some students learn differently. Some have the ability to do all the math they needed for high school in just a few months, but they might take longer to cover some other subjects. When this Commission was put together, I was interested in having a discussion about looking at that. Rather than having a specific amount of time a student has to sit in a chair, it is based on making sure students can understand and learn. This bill addresses some of these issues.

There was a fiscal impact on the bill from Clark County, but they are withdrawing their fiscal note based on better understanding of how the bill works. The bill is not a mandate, but gives flexibility. I would like to introduce Superintendent Jhone Ebert to speak on the work of the Commission.

**Jhone Ebert, Superintendent of Public Instruction, Department of Education:**

COVID-19 has, without a doubt, been a turning point for our education system. In the Nevada Department of Education, we are committed to seizing this opportunity for our children to make sure they have a better future—a future where student mastery is more important than seat time; a future where students learn in culturally responsive environments, where they see themselves in learning materials and where their differences are valued and celebrated; and a future where every student graduates with the tools needed to build that home, life, and future. What we like to say is our students will be globally prepared.

As Senator Denis mentioned, Senate Bill 215 (1st Reprint) is based on the work of the Blue Ribbon Commission for a Globally Prepared Nevada. I convened the Blue Ribbon Commission last fall, and I am proud of the great work they have done in such a short period of time. We pulled together a diverse group of stakeholders with two key purposes. At the start, we wanted to recommend updates and flexibilities in statute that reflected the ways districts and schools operated during the COVID-19 pandemic. As the work progressed, we moved toward a more visionary goal of future-proofing Nevada's education system. The Commission's charge was to make recommendations to adjust our current policy framework to meet today's learning conditions.

I want to thank legislators, including Assemblywomen Monroe-Moreno and Tolles, who served on the Blue Ribbon Commission. We had school district superintendents and staff, public charter schools, private school principals, classroom teachers, higher education, business partners, advocates, parents, and students who served on the Commission. The legislation heard today is a testament to their commitment to create a more equitable education system for all our students.

As we plan for recovery and renewal in the next school year, we need to think differently about how we group students into classes and cohorts. Competency-based education enables us to meet students where they are and support them through success. Moving away from seat time to student mastery has never been more important than this moment in time. I want to thank Senator Denis for his continued support of competency-based education and his leadership in incorporating the many Commission recommendations into S.B. 215 (R1). I also want to recognize the Nevada Department of Education directors David Brancamp and Craig Statucki for leading this work; our chief strategy officer, Jessica Todtman; and our deputy superintendents, Dr. Jonathan Moore and Felicia Gonzales. They supported this work to its fruition.

The Department's amendment to Senate Bill 215 (1st Reprint) as adopted on April 16, 2021, carries additional recommendations from the Blue Ribbon Commission. This amendment revised the definition of "distance education" in section 1 to include synchronous and asynchronous learning. It added section 2, subsection 3, paragraph (c), that the plan to provide technology includes communication with families, students, and staff. Section 2, subsection 6, increased the number of days before the start of the school year districts share their distance education plans from 20 days to 45 days. It also revised section 3 with language originally proposed by the Commission, which allows students who demonstrate

sufficient proficiency to meet the objectives of a distance education course to complete a distance education course in a shorter period of time. It adds a new section to section 3, defining "eligibility for distance education."

I would now like to introduce Ms. Karla Philips-Kirvickas.

**Karla Philips-Kirvickas, Senior Director of Policy, KnowledgeWorks:**

It has been an honor and a privilege to support the work of the Blue Ribbon Commission. The membership represented a deep and diverse set of stakeholders who provided rich conversation and, ultimately, strong recommendations. My organization works with states and learning communities across the country that are seeking to move toward more student-centered, personalized, competency-centered education. Nevada is quickly becoming a leader.

The instructional time that has been lost left schools wondering how to report attendance, award credit, and graduate students in lieu of traditional time-based requirements. These issues are very complex as time-based policies are equally entangled throughout the code and differ from state to state. Ironically, the same issues that stymied school efforts to meet the needs of schools during the pandemic have been the ones that have hindered efforts prepandemic to transition to more student-centered models.

As their recommendations noted, the Commission similarly recognized the existing policy framework does not provide the net flexibility needed to support schools during the current crisis or the space to innovate and develop more resilience. The members came together quickly and identified a series of immediate steps legislators could take, primarily by extending some of the temporary flexibilities that were afforded this past year. Many of these are reflected in Senate Bill 215 (1st Reprint). Now the Commission is well positioned to take on the next phase of the work, which is to develop more long-term systemic policy positions. Their recommendations stated that the pandemic had elevated issues long overdue for discussion and the Commission is eager to dive in. It is with this eagerness that I believe Nevada will be well positioned in supporting school transformation and will take the lead nationally. I am pleased to introduce Felipe Avila, a student in the Clark County School District, who was an active participant.

**Felipe Avila, Private Citizen, Las Vegas, Nevada:**

I am a junior at East Career and Technical Academy in the Clark County School District. I am enrolled in the certified nursing assistant program at East Tech, where I have found an interest in public policy and public health. I have been fortunate to have the opportunity to select a pathway tailored to my interests and to participate in career-connected learning at my school. Not everyone in Nevada has the same opportunities I have had. This bill seeks to bridge the inequality gap and will help expand the opportunity for flexible learning to other students across Nevada.

I was honored to be invited by Superintendent Ebert to serve on the Blue Ribbon Commission for a Globally Prepared Nevada. It was truly amazing to see so many local and state leaders band together, committed to helping students like me. It was immediately clear to me that leaders in education truly wanted to hear from other student participants and me about our experiences navigating our education in the wake of the COVID-19 pandemic. Being a voice for students allowed me to represent thousands of other students across the state. While the COVID-19 pandemic has been difficult for everyone in our state, I am grateful that our state leaders are focused on what we can learn from this experience to better help students recover and continue to grow in their education. I am proud that S.B. 215 (1st Reprint) will help more students across Nevada have a personalized learning experience that helps support them to meet their goals.

**Senator Denis:**

Thank you for considering the bill. The concepts in this bill might be some of the most important education concepts you will hear in this session because they are transformational. They allow students to be able to learn at their needed pace, and they help us get rid of the barriers that have been there. The bill provides flexibilities to support the schools and students. I urge your support.

**Chair Bilbray-Axelrod:**

Thank you for the presentation. Members of the Committee, are there any questions? We have a question from Assemblywoman Tolles who was on the Blue Ribbon Commission.

**Assemblywoman Tolles:**

I appreciate all the work that went into these recommendations. I am excited that we are pursuing this and having these conversations. It is unfortunate that we had this pandemic spur us into action, but one of the silver linings of this past year and the lessons learned is how important it is to have this plan in place with equity in digital access—I particularly appreciate that piece. As we saw, that was a major issue over the past year. Thank you for this legislation.

One of the most game-changing pieces of this legislation is under section 3, where it is demonstrating proficiency, demonstrating competency, and letting pupils accelerate at their own pace and supporting them in that. I may be dating myself, but I call this the "Doogie Howser" clause. Maybe this profoundly gifted student who accelerates so quickly ends up graduating from medical school at age 17. I wondered how that would work for the student who accelerates rapidly based on proficiency and competency. Is the goal here to get them to graduate sooner or to open up more space for things like the last bill we just heard about, dual credits and other opportunities for educational advancement?

**Senator Denis:**

I will start. Superintendent Ebert can continue. What I would envision, and from the discussion we had, some students might progress really fast. You used the Doogie Howser reference where he was able to get all the way through. But some kids might be really good in math but have a really hard time in science. They could hurry through and get done the

stuff they know really well, and then they could take more time to get through those other subjects. I would envision that this will give them that opportunity and kind of tailor, so they may not necessarily graduate faster because they may need more time in certain areas.

**Jhone Ebert:**

I would say, "Yes, and . . . ." The example I like to use is Algebra 1. The first semester is one of the most failed classes across the state. It is not necessarily that the child is not able to learn the concepts, but we are locked into 18 weeks. That is it; if they do not pass the first 18 weeks, then how do they go on to the second 18? They have to do summer school and pay for it. It starts a vicious circle. Sometimes students just need an additional four weeks. It is not 18 weeks to get through the Algebra 1 content, it is 22 weeks they need. Giving them that time is a cost-savings measure, when you think about it. The student is not retaking a whole semester; they are only expanding by four weeks and then can continue on their learning. So, it is "Yes, and . . ." to all those great aspects you brought forward, Assemblywoman Tolles.

**Assemblywoman Tolles:**

I think your explanation is important to have on the record. One of the presenters mentioned this would help us compete nationally. We [Blue Ribbon Commission] had Kansas come in to present. We have seen these models work well. Where will this help accelerate us nationally in terms of our educational outcomes?

**Jhone Ebert:**

I have the pleasure of working with all 50 states and the territories; we like to compare notes. There is no state that has taken it on at the speed with which we are doing this. Some states are a little further along than we are, but we are all working together to make sure that we benefit students. If this legislation passes, we will definitely be in the forefront as far as states that have legislation on the books that allows school districts to move in this direction. I would add, Churchill County School District was part of the original competency-based components, and it is a whole school district. It takes time to work with the staff, support the staff, support the families. It is a shift for families as well. This definitely puts us on the forefront, at the top of the list for this area. Ms. Philips-Kirvickas may have more. She also works nationally as well.

**Karla Philips-Kirvickas:**

I would like to dovetail a little bit about everything said. I would emphasize Assemblywoman Tolles' comments about the opportunity to go deeper. If anything, we all have learned nationally about learning loss this year. There is little desire to provide less time; if anything, it is about maximizing time and giving schools the flexibility to use time differently. I think that is one of the overarching goals of the Commission and one we will continue to work on. The states that we would consider leaders, it is not that they have developed perfect programs and schools are adopting them, it is that they have given that flexibility along with guardrails and accountability for schools to meet the needs of students.

As Superintendent Ebert discussed, we have been talking about this with Senator Denis, even in Nevada, for many years. What this past year did was spotlight the fact that most schools in most states did not have the flexibility they needed to be nimble and respond quickly.

**Chair Bilbray-Axelrod:**

We have several questions from the Committee.

**Assemblywoman Hansen:**

I appreciate your presentation and the intent. I would like to give a shout-out to the pioneer in distance education, Assemblywoman Tolles, when we were struggling over how to make up snow days in 2019. We heard a crazy idea about distance learning, and here we are after a pandemic. I appreciate her forethinking.

I have a question on the amendment. In section 3.5, subsection 2, you are striking language from the original, which is "A child who is exempt from compulsory attendance and is enrolled in a private school pursuant to . . . or is being homeschooled is not eligible to enroll in or otherwise attend a program of distance education, regardless of whether the child is otherwise eligible for enrollment . . . ." I am curious why you are striking that.

**Senator Denis:**

Would you please give me that reference again?

**Assemblywoman Hansen:**

It is section 3.5, subsection 2. It is on page 7, line 32, of the amendment.

**Chair Bilbray-Axelrod:**

We could have Committee counsel answer that.

**Assemblywoman Hansen:**

I was curious if it was the sponsor who wanted to remove it.

**Senator Denis:**

In discussions, the Commission talked about that concept. It is giving flexibility to be able to do that educational plan.

**Assemblywoman Hansen:**

Originally, we would say no to those—you do not get to opt in. But now we are saying we want you to be able to opt in.

**Senator Denis:**

Right.

**Assemblywoman Hansen:**

You thought that would provide more flexibility; you did not like the exemption.

**Senator Denis:**  
Right.

**Chair Bilbray-Axelrod:**  
I would go back to our legal counsel. Would you speak briefly on that?

**Amanda Marincic, Committee Counsel:**  
I cannot speak as to why this was put in, but Senator Denis covered that. From a legal perspective, existing law prevents or prohibits private school pupils and homeschooled pupils from enrolling in a program of distance education. As amended, those pupils could enroll in a program of distance education.

**Chair Bilbray-Axelrod:**  
This is permissive language allowing them to do so, but not mandating it.

**Assemblywoman Miller:**  
A student who is homeschooled can take advantage of distance learning, but by definition they are homeschooled. Who would pay for the distance learning? If the student is identified as homeschooled, our public schools are not getting the funds for them. Homeschooled students already have flexibility and variety in their educational approach and could take advantage of offerings from the public schools. I can see a situation where a homeschooled student could do all the program and curriculum through distance learning. Do you see where I am going with this question? I wonder why.

**Senator Denis:**  
Part of that is they currently are allowed to do some things. If they needed a specific class that the parent cannot offer, they could take that. I do not think this changes how this is currently funded. This would give that additional option.

**Jhone Ebert:**  
As Senator Denis just noted, we would follow those same components of participation. This piece explicitly would not allow them to participate in any distance learning. Now that it is opened, if they were taking all their classes, we would enroll them so they would not be homeschooled any more. Similar to what was stated earlier regarding dual credit, if the student needs a specified class, if there is room available in that course, school district superintendents allow the student to enroll.

**Assemblywoman Miller:**  
That makes sense. Thank you for your clarification. I was involved in this back in the 1990s for teen pregnancy programs and alternative education programs—pre-computer or pre-virtual days. I know it can be successful and necessary for certain students. I already named alternative education and teen pregnancy. We have been focusing on highly gifted and extremely gifted students, but I do not want us to lose sight of so many other students for equity issues. We have students who are working to support their families. We need to



ensure this would be available to all our students—especially those in situations where they are raising their own children or helping to provide for their own family unit. They need to be able to take advantage of this as well. Would you expound on that?

**Senator Denis:**

As I mentioned earlier, I visited a school in Salt Lake City, Utah. That school was not for high-achieving students; many of the students were low achieving or middle of the road. I think this gives even more flexibility for those students, especially ones trying to provide for their families. They would be able to move at a different pace and not be stuck. If you mess up on Algebra 1, you have to retake the whole class; there is not an option to just make up the difference. Especially for those students who are not the Doogie Howsers of education but are just regular kids, they might do really well in one subject and need extra help in another.

**Assemblywoman Miller:**

There seem to be some differences under section 2, subsection 6, on how the public schools and the charter schools are addressed. There are little things, like day limits and requirements for communicating with families. One has to have public events, and one does not. Is that a difference in language, or are there administrative and operational reasons for those differences?

**Jhone Ebert:**

In working with the Nevada State Public Charter School Authority, we have charter schools that exist in different ways. We have charter schools that are authorized by school districts. Those charter schools would fit under the school district plans to make sure they follow that. With the Charter School Authority, the plans would go to the Authority. In the original draft, we missed that piece. They all should be aligned as far as ensuring public comment and timing for posting of the plans. All of those should be aligned. We can go back through and make sure they are aligned, but the intent is to have them aligned but reporting to the school district and/or the Charter Authority, depending on where the charter schools operate.

**Assemblywoman Torres:**

My first question regards section 2, subsections 6 and 7. I notice the plan must be created at least 45 days before the first day of each school year. Is the plan for addressing the technology required to be submitted by December 31, which is halfway through the school year? At that point, most schools have finished one semester. Why is there a discrepancy? Why would we not want the plan for digital to be available earlier?

**Senator Denis:**

That is for the following year. They must have the plan in by December 31 for the next school year so the technology is in place for the start of school the following year.

**Assemblywoman Torres:**

Thank you. That makes sense. I have another question regarding section 3, subsection 3 on page 6, which regards students demonstrating sufficient proficiency. Is there any concern about this? As an educator, I have seen many of my students take online classes through Apex Learning Virtual School or other learning programs. Unfortunately, those programs and systems can be abused by students finding the answers. There is an app they can get and scan in—they do not even need to type in the question—to get the answer. I have seen those being used so many times. My students can advance through classes without knowing the material. As an educator, that concerns me because they are sitting in classes where they do not know the material. When they do graduate, they are not going to have the skills they need. That is my concern. What will be done to address that? Students might quickly advance through classes; but really, they are not advancing. They are just able to use the different tools they have available to them.

**Senator Denis:**

Even though we call it "distance learning," it could be in a classroom with a teacher present. That is how I have seen some of these programs work. In the one I visited, students had to be in the actual school to participate. I would imagine, coming from a technology background, the things we have learned—especially this last year—as to how to deal with those types of issues, if they are not already developed, are being developed to make sure that at the end of the day, we know that they know it and they did not just do it. That would be the intent.

**Jhone Ebert:**

That is something people struggle with nationally. You gave a perfect example. If the tool is used appropriately, it is not just "kill and drill"—where people are just filling in worksheets and then they are done—but we are making sure that students' learning is measured in authentic ways. You can also add Apex as a great tool when used appropriately, not just putting the student on and saying, Now you have done these questions, we are going to give you a credit. We need to make sure the tool is set appropriately, the content is assessed. Having our students do project-based learning and those types of components ensures there is authentic learning—the student has learned the material and can demonstrate having learned it. For many years we have worked and will continue to work with our school districts to make sure those types of things do not happen.

**Assemblywoman Torres:**

As education has changed and technology becomes more and more available, it is something that is not unique to our state. Is there anything in this legislation that will require some type of teacher involvement with the distance education? I would hate to see a teacher having a huge class of 300 students to monitor on one of these programs similar to Apex or online programs without being involved with the students. I do not think that is the intent of the bill, but I wonder if there is anything in this legislation to protect and prevent that.

**Jhone Ebert:**

All of the plans, when school districts are to work—just as the Commission itself had parents, students, everyone in every aspect of education—is the model we should be using. I spoke to Churchill [County School District] earlier. They have had a great voice on what needs to happen with their own professional learning, with the community as a whole, and with the students, to make sure student progress happens. This is a massive shift. It is going to take all of us to have communication. Teachers are the ones doing the work with our children and they absolutely need to be consulted. That is why the plan needs to be posted for at least 45 days prior so that if things are missed, people have time to react to what is posted to the public.

**Assemblywoman Torres:**

Will it require teacher engagement with the student, some type of relationship between a teacher and a student and not just put the student in an online program apart from the teacher? I do not see that in legislation right now, but I think that is the goal, that there is still that teacher-student relationship. Could that be included?

**Senator Denis:**

Obviously, that is the intent. The intent is not to put a student on a computer. The example I gave you about the school I toured had the teacher constantly monitor what the students were doing and seeing where they were not doing as well. That is the model we would want to see. If that is not specific in here, we could make sure there is guidance in here for that. We could talk to the Legislative Counsel Bureau about how to add it. The intent is the teacher, instead of being in front of a classroom of 40 students, would be able to see and keep track of what students are doing.

**Chair Bilbray-Axelrod:**

Assemblywoman Torres, are you good now?

**Assemblywoman Torres:**

Yes.

**Chair Bilbray-Axelrod:**

We will end questioning with Assemblywoman Krasner so we can get on to testimony.

**Assemblywoman Krasner:**

I have a question regarding section 3, subsection 3. Is it possible that a bright and driven student could complete all their high school classes in one year and graduate in one year?

**Senator Denis:**

I do not know that we have seen that, but it is conceivable a student could move at that rate. You are talking about a student who is prepared in every aspect. If they are doing well in math, they may not be able to finish, but there is that possibility.

**Assemblywoman Krasner:**

Section 3, subsection 3 says, "A pupil enrolled in a program of distance education on a full-time basis who demonstrates sufficient proficiency to meet the objectives of a course of distance education may complete the course of distance education in a shorter period of time than is normally allotted for the course of distance education." That is why I was wondering if, in fact, it was possible that a driven, bright student could complete all four years of high school in one year and graduate in one year. Your answer is yes.

**Senator Denis:**

Right. I would point out the purpose of this is we want children to be able to move at the pace they need to move. We have seen some kids drop out of school because they are bored. By providing opportunities for them to move at their own pace, they will be able to learn more. If a student is really that driven and has the knowledge, then why would we want to slow them down when that is something that would benefit them?

**Chair Bilbray-Axelrod:**

For the record, Doogie Howser graduated high school in nine weeks. I was a big fan. With that, we will move on to testimony. Do we have anyone who would like to testify in support?

**Mary Pierczynski, representing Nevada Association of School Superintendents:**

We are excited about the flexibility this piece of legislation is going to allow students. It is the wave of the future. It has taken a long time to get this far and to have this piece of legislation before you today. We also want to thank the Blue Ribbon Commission. The superintendents were well represented on the Blue Ribbon Commission by Dr. Jesus F. Jara, Clark County School District; Pam Teel, Lincoln County School District; and Dr. Summer Stephens, Churchill County School District. We appreciate this piece of legislation being brought forward and are in support.

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

We are in support of Senate Bill 215 (1st Reprint) and we have been committed to this work for some time. We have participated in the Blue Ribbon Commission and in the pilot program of competency-based education and have learned many insights on how to move this work forward. We know there are many questions to answer to ensure this is thoughtfully rolled out in an equitable fashion with access to all our students. This is very important work, and we are looking forward to supporting its implementation going forward.

**Brenda Pearson, Director, Strategic Policy Initiatives, Clark County Education Association:**

We are testifying in support of Senate Bill 215 (1st Reprint) [[Exhibit D](#)]. When that light switch moment happened on March 15, 2020, and classrooms across Nevada were closed and thrown into distance learning, gaping inequities were highlighted. Since then, Nevada has worked tirelessly to put devices in every student's hands and to ensure Internet access to all students, but our state has done very little to rethink educational opportunities. Senate Bill 215 (1st Reprint) rethinks distance learning by removing the

arbitrary timelines in which students learn to allow students across Nevada who learn content at different rates to demonstrate proficiency and explore educational opportunities at their own pace. Clark County Education Association believes that distance learning, as outlined in Senate Bill 215 (1st Reprint), would be accessible to all Nevada's students.

We caution legislators that Nevada must prioritize the quality of opportunities over the quantity of opportunities offered to students. Quality is determined by whether educators can meet students where they are and lead them forward academically. This can only be done when educators have strong content knowledge, appropriate resources, and access to flexible and engaging curricula. Simply put, this takes new revenue designated for education. Clark County Education Association believes that the full implementation of Senate Bill 543 of the 80th Session will ensure educators have the needed tools and students have the high-quality learning experiences needed to lead them to college and career readiness. Clark County Education Association understands that it takes both Democrats and Republicans, under the Governor's leadership, to be able to introduce and pass new revenue needed to fund Senate Bill 543 of the 80th Session, but failing to do so is telling Nevada's families and students that we are not vested in their future. We do not have time to wait for another legislative session to find and pass new revenue. Clark County Education Association supports Senate Bill 215 (1st Reprint), and we look forward to working with our bargaining partner to create and implement distance learning over the long term that will provide more options to our students and opportunity for creativity to our teachers.

**Chair Bilbray-Axelrod:**

Are there any other callers in support?

**Rebecca Garcia, President, Nevada Parent-Teacher Association:**

I had the privilege of serving as a parent representative on the Blue Ribbon Commission for a Globally Prepared Nevada. The pandemic shone a light on many challenges in education. The Nevada Parent-Teacher Association (PTA) supports this legislation to help our state move forward. Nevada PTA would like to acknowledge Superintendent Ebert and the team at Nevada's Department of Education for proactively convening broad stakeholders not just to help our education system recover, but to look for innovative ways to improve education that meet our students' needs.

Thank you to Senator Denis for bringing forward this legislation based upon Blue Ribbon Commission recommendations. It is essential that instruction delivery models meet the needs of today's students and have the flexibility to adapt to the changing needs of students and systems in the years to come. Students need individual pathways to learning that allow them to graduate from Nevada schools ready for a productive career and life. Senate Bill 215 (1st Reprint) provides more opportunities to focus on mastery versus just minutes and relevant modernization updates for distance learning. Ensuring competency-based education and technology options are available is important to meeting the diverse needs of students across our state. We urge your support for this legislation.

**Leonardo Benavides, Coordinator, Government Affairs, Clark County School District:**

I am testifying in support of Senate Bill 215 (1st Reprint). We want to thank Senator Denis for sponsoring this bill and the Blue Ribbon Commission for their work in bringing forward the recommendations that are the framework for this bill. As this past year has shown, the world of education has forever changed as we shifted to a full-distance model. Even as we start to return to some form of in-person learning, distance education has forever become a part of the equation for how we will reach a subset of students. That is why Clark County School District Superintendent Jesus Jara was a member of the Blue Ribbon Commission, as pointed out by Ms. Pierczynski, to help ensure innovation is at the forefront for how we educate our students.

Senate Bill 215 (1st Reprint) also gives school districts the flexibility needed so instruction is not restricted to a set time on the calendar, in order to meet the needs of all students as we develop these new long-term distance education models that satisfy the learning needs of our diverse student population. Finally, we want to note that we officially requested to remove the fiscal note, as the bill entails work the District is already undertaking.

**Erica Valdriz, Fundraising Coordinator, Government Affairs, Vegas Chamber:**

The Vegas Chamber is in support of S.B. 215 (R1). The Chamber believes this bill ensures Nevada students can continue their momentum and achievement through their completion of a course of distance learning. Especially in this day and age and on, having a plan of action to better improve distance learning is critical for our students. We believe providing the necessary technology, together with a plan for the community, families, and school staff, will make Nevada students a success. We believe this bill creates and encourages additional transparency between the parent or legal guardian, the pupil, teacher, and the school district, especially section 4. We urge your support for this bill.

**Katie Dauphinais, representing Excellence in Education in Action:**

We are in support of Senate Bill 215 (1st Reprint). First, I would like to thank Senator Denis for sponsoring this legislation and those who have supported this bill leading up to today's Committee hearing. I also want to applaud the work of Superintendent Ebert for convening the Blue Ribbon Commission for a Globally Prepared Nevada, whose vision helped shape the bill you are considering today.

From a national perspective, we are very excited to see states that have used the challenges of the pandemic to create long-term innovative solutions that support student-centered learning and ultimately set the student up for success for college or career when they leave the K-12 system. We are especially excited that this bill is born out of ideas crafted by Nevada stakeholders who know what is best for Nevada students. The collective work of the Blue Ribbon Commission for a Globally Prepared Nevada has created an equitable solution to ensure students receive quality distance-learning experiences, gives school leaders the flexibility to have creative approaches to address learning losses the pandemic

created, and opens the door for more innovative solutions for education in Nevada. We believe a student is best served by an education system that fits their unique needs, and Senate Bill 215 (1st Reprint) is a great first step in doing this. We appreciate your considering today's bill, and we kindly ask for your support for Senate Bill 215 (1st Reprint).

**Chair Bilbray-Axelrod:**

Are there any other callers in support? [There were none.] I will close testimony in support and open testimony in opposition.

**Elissa Wahl, Chair, Nevada Homeschool Network:**

Members have brought up the issue with section 3.5. That section strikes out the exclusion for private school children and homeschooled children to enroll in a program of distance education. The outcome of this is now those students will be able to enroll in programs of distance education. So then, are they a private school student, a homeschooled student, or a student of the public school offering the program? How is a homeschool or private school student enrolled in a public school distance education program classified differently than a public school student enrolled in a distance education program? Who is responsible for the education? Who would issue the diploma? This not only muddies the water as to what is defined as homeschooling and what is not, but also who is responsible for the education. It also then turns public funding to fund homeschoolers and private schoolers. This issue has already gone to court regarding the ESEA [Elementary & Secondary Education Act], and it has been decided that public funding cannot be used for other educational options. Surely, this is not the intent of the amendment. Homeschoolers want to remain free from public school policies and funding. Allowing homeschoolers to enroll would confuse that issue. Homeschoolers are already allowed to participate in classes. Participation is different than enrollment. This section is about enrollment. I believe I heard your legal counsel say this was about enrollment. In our opinion, this amendment needs an amendment to restore what the amendment struck out.

We were blessed to speak with Senator Denis on Tuesday evening, and we thought he understood the issue and would be offering an amendment. If the Chair so pleases, Nevada Homeschool Network would be glad to offer a friendly amendment, but we are extremely upset at the idea of this bill moving forward with that still in place. We did not plan to publicize the issue to our members. We thought this was a simple oversight that could be quickly remedied. That does not sound like it is going to be the case. We are also disturbed by the trend of the current Superintendent of Public Instruction seeming to work to legislate homeschoolers and not include us in these conversations. We ask you to please allow an amendment re-striking that section and exempting homeschoolers and private schoolers from this bill. Again, as we mentioned, it was not funded; it was struck down in a court. Our ask is for us to be able to participate as already allowed but not be enrolled. Thank you.

**Chair Bilbray-Axelrod:**

Are there any other callers in opposition? [There were none.] I will close the testimony in opposition and open testimony in neutral. Is there anyone for neutral testimony? [There was no one.] Are there any closing comments?

**Senator Denis:**

I appreciate the opportunity to talk about this important opportunity to move our students forward and to move to the next level. As for the issue that was just brought up, I have not had an opportunity to talk to legal counsel about that issue. I do not know that it makes a difference to me either way. I think the intent was to give an opportunity, not to enroll them in a class, to take a class as they currently can do. If this is not doing that, we can look at it. I also heard the issue about making sure the teacher is involved. We will take a look at those items as we move forward.

[[Exhibit E](#) was submitted but not discussed and is included as an exhibit for the hearing.]

**Chair Bilbray-Axelrod:**

I will close the hearing on S.B. 215 (R1). We will go to public comment. Is there any public comment? [There was none.] We will close public comment. Our next meeting is scheduled for Tuesday, May 4, 2021, at 1:30 p.m. We will hear three bills.

Are there any comments from members? [There were none.] The meeting is adjourned [at 3:07 p.m.].

RESPECTFULLY SUBMITTED:

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Sarah Baker  
Recording Secretary

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Joan Waldock  
Transcribing Secretary

APPROVED BY:

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Assemblywoman Shannon Bilbray-Axelrod, Chair

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



## EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is written testimony, dated April 29, 2021, presented by Brenda Pearson, Director, Strategic Policy Initiatives, Clark County Education Association, regarding Senate Bill 160 (1st Reprint).

[Exhibit D](#) is written testimony, dated April 29, 2021, presented by Brenda Pearson, Director, Strategic Policy Initiatives, Clark County Education Association, regarding Senate Bill 215 (1st Reprint).

[Exhibit E](#) is an email dated April 29, 2021, from Charlie Melvin, Director of Public Relations, Power2Parent, regarding Senate Bill 215 (1st Reprint).