

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

**Eighty-First Session
May 13, 2021**

The Committee on Education was called to order by Chair Shannon Bilbray-Axelrod at 2:25 p.m. on Thursday, May 13, 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.

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
Assemblywoman Elaine Marzola
Assemblyman Richard McArthur
Assemblywoman Rochelle T. Nguyen
Assemblywoman Jill Tolles
Assemblywoman Selena Torres

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

None

STAFF MEMBERS PRESENT:

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

Minutes ID: 1095



OTHERS PRESENT:

Cristian Garcia Perez, Private Citizen, Carson City, Nevada
Brad Keating, Director, Government Relations, Clark County School District
Patricia Oya, Director, Office of Early Learning and Development, Department of Education
Brian Rippet, President, Nevada State Education Association
Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association
Susan Kaiser, Private Citizen, Reno, Nevada

Chair Bilbray-Axelrod:

[Roll was called. Committee rules and protocol were explained.] Today, we have a presentation from a senior at Carson High School, Cristian Garcia Perez. Some of you may recognize him from many of the recent articles about him on *Carson Now* and on KOLO 8 News. Mr. Garcia Perez is here to share his story and experience as he gets ready to head to Dartmouth College in the fall. Dartmouth has only a 6 percent acceptance rate. In addition to those supporting by watching online, his high school counselor, Ms. Gordon-Johnson, and principal, Mr. Bob Chambers, are here in the room with him. Please come forward and tell us your story. I think it is quite remarkable. I hope the Committee enjoys it as much as I have.

Cristian Garcia Perez, Private Citizen, Carson City, Nevada:

I want to begin by saying thank you to Madam Chair Bilbray-Axelrod, the Vice Chair, and the Committee for giving me your time to speak today. Thank you for the opportunity to present my statement in hopes of improving equity for first-generation students. I am a first-generation student.

Upon beginning my journey of education, I was born in this country. I was fortunate enough to be born in the United States, in Reno, Nevada. Unfortunately for many students, this is not an opportunity they had. Many students are not from here, so they already feel as if they have been excluded from the educational system. Upon growing up, I was actually moved back to Mexico, where I lived for a couple of months, up to a year or two, I think. Upon living there, I was able to cherish the culture, get really strong in my Spanish-speaking skills, and learn what it meant to be a Hispanic.

Upon moving back here to the United States, I grew up in a pretty harsh environment. My parents had given away everything so I could be here. What that meant was that growing up there were times when my family did not have enough money to buy groceries. There were times when my dad would stress out, wondering how we were going to pay the bills. Growing up, I was able to see all of that. Being the student who I knew, I wanted to do something more, I wanted to help my family out. I knew in that instant that I had to make a change and I had to help my family out, so I began my journey by first having to learn English.

Many times students, when they are first only Spanish-speakers or they speak another language, feel as if they have to throw away their whole culture; they feel as if they are inferior to other students because they do not speak English right away. I believe that being able to speak multiple languages is actually an amazing advantage that students have, and it is something they should embrace. They should be happy about the culture they have within them. They should be happy about the heritage that has been based around them.

Upon elementary school, I was working hard. I knew that I was going to work hard so that I could help my family. This is when I had the first doses of, I am pretty good at academics. It started off from doing multiplication tables with my teacher to eventually surpassing my teacher and being able to finish the 12 times 12, 12 times 5 faster than her, to getting my first ever chocolate bar because she would give out chocolate bars if anybody was able to beat her. I was the first to ever do that.

That translated to being able to get a perfect score on my criterion reference test (CRT). Upon elementary school, I knew I was good at academics and I wanted to keep pursuing that. That is when I entered middle school and everything went downhill once more. Upon entering middle school, they have the school system separated from students who are in Gifted and Talented Education (GATE) and students who are just in regular classes. The GATE program promotes students who are gifted and intelligent. I took the exam three times to get into GATE; I was rejected all three times. When I was rejected from GATE, it felt like I had failed my family. I felt like, What is the point in my working hard, what is the point in my trying to become someone if I cannot even pass this simple exam? How am I supposed to pass medical exams, board exams? How am I supposed to pass these bigger exams in the future if I cannot pass this simple GATE exam? That was like a slap to my face. I felt like, What am I going to do with myself?

At that time, there was a lot of confusion for me. I was stuck between, Should I keep working hard in school? Or should I pave another way for myself? That led to my trying new things. I became a YouTuber. I made online videos, trying to make funny videos for the kids. Since I was raised in this apartment with a whole bunch of other Hispanic kids, we would all get together and make funny video skits. We would mess around. One of the actual films we made was we ate Kentucky Fried Chicken in front of a chicken and the chicken chased us down because it was trying to get revenge for its friend that we ate. Not only that, but we were like, How about we become rappers? Let us try making music on SoundCloud. Ultimately, we failed in everything, but at the same time, we gained everything because we learned how to market. I actually ended up having over a thousand subscribers and was averaging 28,000 views a month. As of right now, I think the channel is up to 1 million. It was interesting to see what I was able to do.

It was not until one of the last weeks of eighth grade when my teacher came up to my desk. Mr. Smith gave me a book titled *And Then There Were None* by Agatha Christie and said, "Here is your summer assignment." At that instant I was super confused, and I am like, Why are you giving me homework? We are about going into summer. He told me it was the homework for Honors English I. At that instant, I knew that I had a whole other shot to try

this all over again. That book, although it just seemed like an assignment to many, for me it was hope. It was hope that I was able to start back from the beginning and set my place, achieve what I wanted to achieve.

Transitioning into high school, my freshman year I started off with high morale. I was excited. I was ready to accomplish all these great things. But then, that question raised again—Where do I begin? What classes do I take? How do I ask for help? With the help of my teachers, because I explained my goal to them, and with help by my counselors, because they knew of the position I was in, they were able to guide me to specific programs like the CTE [Career and Technical Education] programs. They knew I was aware I always wanted to become a doctor, that I always wanted to help people, so they said, Have you considered taking the HOSA [Health Occupations Students of America] program? In the HOSA program, I have been able to volunteer at hospitals, work at a fire station, actually engage with physical contact with patients, learn the terminology. Probably in two weeks I will be getting my EMT license. That is very exciting.

At times I was also full-on interested in business. How do I do that FBLA [Future Business Leaders of America]? That program helped me present and I was actually able to make my own business which I called Bully Kings where we sold dog products and 10 percent of the proceeds went to the Nevada Humane Society. All these things I learned through CTE programs.

From there, I was able to branch off and try all these new things. I tried football for the first time. I tried track for the first time. I went from being this unathletic kid in middle school who was scared to run the mile because I thought I was going to get such a horrible time to actually being able to play varsity-level sports and being pretty good. That was super cool.

Then sophomore year came around. Just when I thought everything was perfect, it all went back downhill because I got my first B and I thought in that instant—I know it sounds crazy a B, that is not really that bad—but in my view I am like, How am I getting a B this early in my age? If I want to be a doctor, I have to be perfect. I never had parents who were going to tell me a B was okay, because my parents do not understand how grades work since they went to Mexico and they both never went to college and never went to high school—they both dropped out around the third grade. They have only ever been exposed to the 1-in-10 system where 1 is your lowest ranking. So when I would be like, I got a B they would be like, What is that? They would never say, "You are going to try harder," or "It is okay." They felt like they had no voice because they did not know the position I was in. When I had that B, I viewed it as, This is the end. How did I fail? In my way, I was failing. How did I fail Honors Algebra II? But then again, my own teacher who gave me the B was like, It is just a small setback. Work harder, improve from that, and get stronger as a person—which is exactly what happened to me because I was lucky enough to have that conversation. I was able to get back and eventually pass that class with an A.

Now, because of all the guidance I have had by counselors and teachers and the support of peers, I have been able to accomplish many great things. I have been able to travel to Las Vegas to give conference speeches, representing the HOSA program as a leader. I have been able to compete and actually win titles where I have been invited to Orlando, Florida, to compete at that level for HOSA. For business classes, I was one of the finalists for the presentation where you actually compete for real money, but I ended up having a 104-degree fever, so I had to eliminate myself. I have learned.

Up till this point, I was not sure where I was going to go in life. It was always between, Is college for me? Can I go to college? Can I afford college? At times, up until this year, even in the beginning of this year, I still had the debate of, If I go to college, I am just going to go to WNC [Western Nevada College] or a community college. But most of the time I was not thinking about college, I was thinking, I am going to go work with my dad. I am going to help my dad because he is a labor worker and his body can only last for so long. I am going to help him and then see what I can do from there, maybe get a contractor's license, maybe work my way up in that specific area. But that is when my counselor, Ms. Gordon, exposed me to QuestBridge.

QuestBridge was this amazing opportunity that many students will never hear about because many students do not get the proper counseling. It was a program that said, If you write all these essays, if you have these phenomenal grades, if you have helped your community, we can enter you in this contest where you compete against all the other students who are also first-generation low-income students. If you get selected, they will pay for your whole college. Ultimately, I ended up becoming a finalist for QuestBridge, and I ended up winning around \$300,000 to attend Dartmouth College. I not only got accepted to Dartmouth, but I got accepted into three Ivy League schools. I got into Cornell, University of Pennsylvania, and Dartmouth. Along with that, I also got into the University of Southern California, Duke University, Carleton University, Pepperdine University, and many other schools like Vanderbilt University, et cetera.

I was lucky enough to be exposed to the guidance from my counselors and teachers. Although I had all those times of giving up because I felt inferior, because I felt like, Oh, I am just another Hispanic student. It is in me to not be able to excel this high. I continued to push myself and grow. I accepted that yes, I was Hispanic and yes, I did not start from the best background, but that does not mean I should limit myself.

Many times I see this within students. Many students in my own neighborhood already decide, Oh, I want to join a gang, or I am not set up to be someone big in the future because I am Hispanic. They feel that pressure that society tells them, You are just another Hispanic student; you are not going to grow up to be anything big. That is really sad to me because now that I have actually had the opportunity to go back to my elementary school, go back to Mark Twain Elementary school and these Title I schools, I have been able to see from first perspective. Usually a question I always start off with when I give my speeches to these schools is, How many of you guys are first-generation students? Almost everyone raises their hand. I then proceed by saying, How many of your parents are immigrants? Then

again, I see the same pattern. Almost everyone raises their hand. The thing is, all these students have the same background as me, but not all these students will feel comfortable with talking to the teachers, or maybe the students feel like they are limited because of the way they grow up. Throughout my presentation, I expose them to what I did, how I built connections with teachers, how I explained my goals to teachers. It is interesting to see how all these kids get these grins on their faces, how they get excited when I talk to them. At one point in the speech, I completely flipped the language from English to Spanish. I will be like [he spoke in Spanish without translation] telling them to be grateful for the culture you have, be grateful for your heritage. Being Hispanic is not something to frown upon. It is so exciting to see how all these students start being excited, how they start jumping. I think that what even touched me even more was that at the very end of my presentation I would ask, Do you have any questions? Almost all of them would raise their hands asking, Where do I get started? How do I take advantage of this? If I want to be a doctor, what do you recommend? Or what is a good college to go major in computer science, or what is a good college? They ask me so many questions. That is how I know these kids are interested in the future, they are interested in accomplishing great things, but they just do not have the resources to get there because most of their parents, like mine, cannot give them that support. They cannot tell them, Oh, go take this class if you want to do this, or you should do this as a study habit. Most of them just do not know where to go.

As of right now, my future goal is to attend Dartmouth College, hopefully do the pre-med route, and continue helping these students. I have currently built some websites. Through TikTok, I have been able to make videos where I explain the process. TikTok is very popular among teenagers and kids. It is interesting because one of my videos actually got around 200,000 views. I explained, Here is how you can take advantage of this opportunity; here is how you should write a college essay because even when I was applying to college myself, I was like, How do I do this? For my big college essay, I wrote about my life through the perspective of a cockroach. The reason I wrote that was because when many people think of cockroaches, they think of disgust; they think of nasty. My first sentence in that essay was, "The cockroach, the most beautiful insect in the world," which is a complete paradox because there is nothing attractive about cockroaches. Except, in my essay I put my life through that perspective and I explained how although I am viewed as a pest, I am viewed as this nasty cockroach, I have been able to take all these harsh environments and I have been able to fight like a cockroach. If you know cockroaches—when you rip off their heads, they will not die for a month. The only reason they die is because they starve. The main reason I put my attention toward the cockroach was because I have been raised in an apartment my whole life. The environment is not that good, so there are all these cockroaches around. My mom is always freaking out. She cleans; she cleans; she cleans. She kills these cockroaches, but they keep coming back. And I am like, That is it. We are writing about cockroaches. That is the support I have been giving to the students. I have been explaining that writing a college essay does not have to be only everything you have accomplished, it can be anything. I could grab this Germ-X [hand sanitizer] bottle and explain how it pertains to my life if I was able to make that connection. That is one of the things I have been explaining, like what extracurriculars, what paths kids should take. That is my goal for helping children in the future.

Chair Bilbray-Axelrod:

Thank you so much for that. [Applause from Committee members.] You do not realize that you are among some TikTok royalty in this room. We have two TikTok stars here. Thank you for sharing and thank you, Senators, for allowing me to do this. I sometimes think that we are in a bubble and forget the impact of what we are doing here. Please check in with us and let us know how you are doing from now on.

Assemblywoman Torres:

Thank you for your presentation. I just have to say that you are invited to do a TikTok with me any time. I know Assemblyman McArthur would join us. We have some popular videos with over 150,000 views. We would be more than happy to join you in doing a video while we are here the next couple of weeks.

Being Latino in our community is exactly who you are and what we are. Being Latino is something we should be proud of in this country every single day. I like to say that everything I do and everything I have is something that a legislator has, but it is also Latino. When I eat rice and beans, I am proud of that; just as I am proud to put on this suit and to come to serve the people of the state of Nevada. Continue to be proud of your culture every single day and every part of where we come from and who we are. Sometimes that might look different than what others might have, and that is okay. We are proud of it all the time because we celebrate that journey.

Assemblywoman Tolles:

There is nothing in a million years that would ever make me think of a cockroach, but I appreciate your creativity. I have to say, I was reveling in listening to you—your ability to tell stories, how articulate and creative you are, and how much you made us laugh. But I was also thinking about the influence you are having on us while you are speaking to us and all those who are watching and listening to you, and the impact you are having by being able to tell your story and tell others they have their own story and could be just as amazing and as much a part of the fabric of who we are in the state of Nevada. I am really proud of you. You should be proud of yourself and so proud of those who will be impacted by your life because I know you are going to go on to do many great things.

Assemblyman Flores:

I wanted to echo the remarks from my colleagues and say how proud we are of you. Go out there, conquer the world, but make sure you bring all that talent back to the state after you get all your education and see the world. We need folk like you in this state. We need you to replace folk like me in this seat. We are looking forward to your doing that, but we want to make sure you go out there, conquer the world, but then come back. We are waiting for you.

Cristian Garcia Perez:

It is interesting because I had a lot more things on my flashcards, but then I just pushed them aside because I feel like I speak a lot better when I just speak. That is how I write my essays. Usually when I write my essays, I will click the microphone button and just speak like I am Shakespeare. I call it the "Shakespeare touch" because I can only write at certain times,

usually it will be after I am very emotional or after I listen to a song. I feel like Shakespeare himself is guiding my finger, and then I will just start writing these essays. I am not really a cards person; I just like to speak out. I was going to talk about how 1-in-5 students does not have access to a counselor, which means that 1-in-5 students will not have the same opportunity as other people. Thank you.

Assemblywoman Marzola:

Thank you for coming today and telling your story. As someone who was born in another country who also had to learn the language coming here, I understand your hard work. You represent what hard work and perseverance look like. I am proud of you that you have never given up. I want you to promise that, no matter how successful you get—which I know you will be—that you always tell your story because the more you tell your story, the more you engage with these children and give them hope and the understanding that anything is possible if you just work hard. I am super proud of you.

Cristian Garcia Perez:

Thank you.

Chair Bilbray-Axelrod:

We are now going to go to our work session. We will be taking the bills out of order.

Senate Bill 36 (1st Reprint): Revises provisions relating to plans for responses to crises, emergencies and suicides by schools. (BDR 34-296)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 36 (1st Reprint) was sponsored by the Department of Education and was heard by this Committee on April 27, 2021 [read from [Exhibit C](#)]. The measure provides that the crisis committee of a school district's board of trustees, charter school's governing board, and private school must include a representative of the county or district board of health and requires that the parent or legal guardian representative not be an employee of a school or school district. Certain plans developed by a crisis committee to respond to a crisis, emergency, or suicide must be used for responding to all hazards. The bill requires that notice of a plan's review and update be posted on the website of each school district and school. Nevada's Open Meeting Law does not apply to meetings concerning emergency response plans. The bill also requires Nevada's Department of Education to include a procedure for responding to an epidemic in its model plan for managing a crisis, emergency, or suicide. Finally, S.B. 36 (R1) requires the governing body of each charter school to designate a school safety specialist who must provide certain employees of public safety agencies with an opportunity to become familiar with a school's blueprint every three years. There is one proposed amendment. The Washoe County School District proposed an amendment which revises the name of the "crisis committee" to the "emergency operations plan development committee" [page 2, [Exhibit C](#)].

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on S.B. 36 (R1)? [There were none.] I will take a motion to amend and do pass S.B. 36 (R1).

ASSEMBLYWOMAN TORRES MOVED TO AMEND AND DO PASS
SENATE BILL 36 (1ST REPRINT).

ASSEMBLYWOMAN MARZOLA SECONDED THE MOTION.

Are there any comments?

Assemblywoman Tolles:

I want to thank our amazing Legislative Counsel Bureau staff for getting back to me on some of the questions I raised around the membership of law enforcement and emergency management folks in engaging in these plans. They assured me that is elsewhere in another chapter [of *Nevada Revised Statutes*]. I also thank the Department of Education for following up. I am happy to support this.

Chair Bilbray-Axelrod:

Are there any other comments? [There were none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Tolles. We will go to our next bill.

Senate Bill 102 (1st Reprint): Revises the date by which children must be at least a certain age to be admitted to certain grades of school. (BDR 34-479)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 102 (1st Reprint) was sponsored by Senator Scott Hammond [read from [Exhibit D](#)]. It was heard by the Committee on April 27, 2021. It changes from September 30 to August 7 the dates by which a child must be a certain age at the beginning of a school year in order to be admitted to certain grades. There is one proposed amendment which changes when a child must be five years of age to enter kindergarten from August 7 to on or before the first day of school and adds Chair Bilbray-Axelrod as a primary co-sponsor to the bill.

Chair Bilbray-Axelrod:

Are there any questions? [There were none.] I will take a motion to amend and do pass Senate Bill 102 (1st Reprint).

ASSEMBLYWOMAN KRASNER MADE A MOTION TO AMEND AND
DO PASS SENATE BILL 102 (1ST REPRINT).

ASSEMBLYWOMAN TORRES SECONDED THE MOTION.

Are there any comments?

Assemblywoman Tolles:

I appreciate the discussion in the hearing as well as with the sponsor. I wrestled through this one because it would have made a major impact on our family with the way the birth dates aligned, but I have had conversations with the sponsor and will continue to have conversations with the sponsor about moving the implementation date out one more year to give families some time to prepare. I will be a "yes." I thank the Legislative Counsel Bureau staff for answering my questions regarding how this works if someone wants to move up once they are in first grade. That gives me some comfort, so I will be a "yes" and will continue this conversation.

Chair Bilbray-Axelrod:

Are there any other comments? [There were none.]

THE MOTION PASSED. (ASSEMBLYMAN MCARTHUR VOTED NO.)

I will take the floor statement. Next, we will go to Senate Bill 151 (1st Reprint).

Senate Bill 151 (1st Reprint): Revises provisions relating to education. (BDR 34-77)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 151 (1st Reprint), sponsored by Senator Marilyn Dondero Loop, was heard by the Committee on May 6, 2021 [read from Exhibit E]. It requires the boards of trustees in Nevada's two largest school districts to develop plans to improve the ratio between pupils and specialized instructional support personnel, including recruitment and retention strategies for such personnel and annual targets to meet the recommended ratios. The bill requires each of the two districts to submit an annual report to Nevada's Department of Education concerning its plan and the plan's effectiveness. The Department must then submit a compiled report to the governor, the Legislature, and the State Board of Education. Additionally, S.B. 151 (R1) requires school counselors, psychologists, and social workers to complete continuing education requirements as established by the Commission on Professional Standards in Education and the Board of Examiners for Social Workers, respectively. There are no amendments for this measure.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on S.B. 151 (R1)? [There were none.] I will take a motion to do pass S.B. 151 (R1).

ASSEMBLYWOMAN KRASNER MADE A MOTION TO DO PASS
SENATE BILL 151 (1ST REPRINT).

ASSEMBLYWOMAN HARDY SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

I will give the floor statement to Assemblywoman Krasner. We will go next to Senate Bill 160 (1st Reprint).

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

Kristi Robusto, Committee Policy Analyst:

Senate Bill 160 (1st Reprint), sponsored by Senators Ben Kieckhefer, Heidi Seevers Gansert, et al, was heard by the Committee on April 29, 2021 [read from [Exhibit F](#)]. It authorizes a university school for profoundly gifted students to enter into a cooperative agreement to offer dual credit courses. The bill clarifies that such agreements must be made with a regionally accredited higher education institution located in Nevada, and that each charter school, school district, or university school for the profoundly gifted may enter into such an agreement with a regionally accredited higher education institution in another state if a Nevada institution does not offer such a course. If such an agreement is made with an out-of-state higher education institution, the institution must submit a copy of the agreement to Nevada's Department of Education. There are no amendments for this measure.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions? [There were none.] I will take a motion to do pass S.B. 160 (R1).

ASSEMBLYWOMAN KRASNER MADE A MOTION TO DO PASS
SENATE BILL 160 (1ST REPRINT).

ASSEMBLYWOMAN TORRES SECONDED THE MOTION.

Are there any comments? [There were none.]

THE MOTION PASSED UNANIMOUSLY.

I will give the floor statement to Assemblywoman Hardy. Next is Senate Bill 193 (1st Reprint).

Senate Bill 193 (1st Reprint): Revises provisions relating to the education of veterans and their spouses and dependents. (BDR 34-382)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 193 (1st Reprint), sponsored by the Senate Committee on Education on behalf of the Legislative Committee on Senior Citizens, Veterans and Adults with Special Needs, was heard by the Committee on May 6, 2021 [read from [Exhibit G](#)]. It requires the Board of Regents of the University of Nevada to submit a report to the Legislature concerning student veterans. The bill also requires the Board to give preference in admission to certain veterans in each nursing program and program for the education of teachers. Additionally, S.B. 193 (R1) removes the time limitation for matriculating within the Nevada System of Higher Education for certain veterans; prohibits the assessment of tuition charges against

veterans, spouses, and dependents using Post-9/11 Educational Assistance; and prohibits the assessment of tuition charges against students using Survivors' and Dependents' Educational Assistance. There are no amendments for this measure.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions? [There were none.]

ASSEMBLYWOMAN HARDY MADE A MOTION TO DO PASS
SENATE BILL 193 (1ST REPRINT).

ASSEMBLYWOMAN TORRES SECONDED THE MOTION.

Are there any comments? [There were none.]

THE MOTION PASSED UNANIMOUSLY.

Assemblyman McArthur, you are a veteran, correct?

Assemblyman McArthur:

Yes.

Chair Bilbray-Axelrod:

I will give the floor statement to Assemblyman McArthur. The next bill we have is Senate Bill 249.

Senate Bill 249: Revises provisions relating to education. (BDR 34-81)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 249, sponsored by Senator Marilyn Dondero Loop, was heard by the Committee on May 6, 2021 [read from [Exhibit H](#)]. It adds behavioral health to the list of conditions that would excuse a child from attending school and allows a qualified mental health or behavioral health professional to certify that a child is not able to attend school or that the child's attendance is inadvisable. The bill also prohibits an excused absence due to a child's physical or mental condition or behavioral health from having a negative effect on a school's accountability rating. Finally, S.B. 249 requires the board of trustees of a school district or the governing body of a charter school to ensure that the back of any identification card for a pupil includes mental health resource information. There are no amendments for this measure.

Chair Bilbray-Axelrod:

Do we have any questions on the bill? [There were none.] I will take a motion to do pass Senate Bill 249.

ASSEMBLYWOMAN KRASNER MADE A MOTION TO DO PASS
SENATE BILL 249.

ASSEMBLYWOMAN MARZOLA SECONDED THE MOTION.

Are there any comments?

Assemblywoman Hansen:

I have great respect for Senator Dondero Loop. It pains me to be a "no" in Committee. I am hoping I can get some comfort before floor session. At this point, I appreciate the intention, but I am not there quite yet. I hope to have some more discussions. I appreciate your work and your intent.

Assemblywoman Miller:

My comment is not directed toward the bill's sponsor because I understand the intention and the need for this type of legislation. My question is directed to the school districts. Oftentimes, when we have legislation like this, we do not know if district policies around this will be communicated accurately to all the staff, counselors, and those in the school building. I want to make sure this information is disseminated properly to our school staff.

Assemblywoman Torres:

I appreciate the Senator for this piece of legislation. I just do not know where I am with it. For that reason, I will be a "yes" in Committee, but I reserve my right to change my vote on the floor of the Assembly. I would like to meet with the bill's sponsor before that.

Chair Bilbray-Axelrod:

Are there any other comments? [There were none.]

THE MOTION PASSED. (ASSEMBLYWOMAN HANSEN VOTED NO.)

I will assign the floor statement to Assemblywoman Duran. Next, we will move to Senate Bill 2 (1st Reprint).

Senate Bill 2 (1st Reprint): Revises provisions relating to education. (BDR 34-429)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 2 (1st Reprint), sponsored by Clark County School District, was heard by the Committee on May 4, 2021 [read from [Exhibit I](#)]. It requires the board of trustees of a school district or the governing body of a charter school to assess the reading proficiency of a pupil during each elementary school grade level, as necessary, and removes the requirements that these entities report certain information concerning pupils with disabilities to Nevada's Department of Education (NDE). The bill allows NDE to prescribe regulations for assessing

the development of pupils enrolled in kindergarten. Finally, S.B. 2 (R1) revises the height and weight measurement requirements of certain pupils in certain grades. There are no amendments for this measure.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on S.B. 2 (R1)?

Assemblyman McArthur:

I am curious as to what we are doing with student height and weight information. Why are we doing this?

Chair Bilbray-Axelrod:

We went over this in the hearing. We had the Southern Nevada Health District talk. The Department of Health and Human Services uses the information for grants.

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

What Madam Chair said is correct. The Southern Nevada Health District, the Washoe County Health District, and the Department of Health and Human Services use that information to apply for grants related to childhood obesity and different family-type grants.

Assemblyman McArthur:

Okay, it is just for grants.

Chair Bilbray-Axelrod:

I wonder if your concern might be about possible HIPAA [Health Insurance Portability and Accountability Act of 1996] violations. The information is completely aggregated and is not connected with any student. Are there any other questions? [There were none.]

Assemblywoman Miller:

I believe this question needs to be directed to the Department of Education. There was robust discussion about the testing for kindergarten students. The bill states that standardized testing is required from the federal government in Grades 3 through 8 and once in high school, but when it comes to kindergarten specifically, we are already required by the state to test them within their first 30 days. This bill would require the Department to adopt regulations to assess development of early learning loss within the first 45 days. Is that opening the door for additional assessments and tests for kindergarten students?

Patricia Oya, Director, Office of Early Learning and Development, Department of Education:

We are requesting a screening that takes about 15 minutes when children enter kindergarten. It has been done previously as part of the Read by Grade 3 bill. It was removed from that bill, but we continue to screen kindergartners because it is a best practice. We know kindergartners come from different types of early childhood programs. This is for teachers to figure out where children are as they enter the school system, possibly for the first time, or come in from pre-K. Then they can, if necessary, start to look at whether there are delays

that need to be referred to Child Find, or if there is something that is a red flag they need to keep an eye on so instruction can be individualized for children as they enter kindergarten. As you know, when children enter kindergarten they can be across the spectrum of development and how used they are to public school. It helps the families and teachers understand. At the Department, we collect the information as part of a longitudinal study that starts in early childhood programs all the way from the child care subsidy program. We use the same screener all the way across—it could be as early as birth—just to see how children are doing and the types of programs they are in, but not to specifically track a child.

Assemblywoman Miller:

You mentioned some things that bring additional concern to me. When you talk about whether we need to refer someone to Child Find, is the test to measure their academic learning loss, or is it to measure some type of behavioral, social, or home situation?

Patti Oya:

It is a developmental screener that covers five different domains—motor, language, social, emotional, and cognitive. Best practice would be that if the child falls below typical scoring for their age group, we would refer them to an assessment or Child Find depending on the results, family history, and those kinds of things. It is a screener. We want to know if children are falling in a typical period of development or are above or below. It would trigger teachers to be able to say, This is something a five-year-old should know. Maybe we should keep an eye on it, or maybe we should assess more, or maybe we should get some more help. Hopefully, we would do this all through child care and pre-K programs; that would be best practice. It is required as part of Read by Grade 3.

Chair Bilbray-Axelrod:

Thank you for clarifying that information. I know the earlier we can decipher these issues, whether in preschool, before preschool, or in kindergarten, the better the outcome for the child. Are there any other questions? [There were none.] I will take a motion to do pass Senate Bill 2 (1st Reprint).

ASSEMBLYWOMAN NGUYEN MADE A MOTION TO DO PASS
SENATE BILL 2 (1ST REPRINT).

ASSEMBLYWOMAN MARZOLA SECONDED THE MOTION.

Are there any comments?

Assemblywoman Miller:

This is something I have said on the record multiple times during the interim and in past sessions about the response we receive from NDE about how long it takes to administer a test. This is another huge problem we are having in education. The testing companies tell us how long it takes to administer tests. The estimate does not include everything it takes—especially when tests are done using technology—for a teacher to get all of the students, whether 30, 40, or 50 students, on technology, making sure that it all works correctly, and

getting everyone through it. Here, we are talking about five-year-olds. I have worked in and trained in elementary education. There are times children come in who have never held a pencil or a crayon. I think we need to know that when we say a test takes 15 minutes to administer, that is not at all accurate. We need to listen to our classroom teachers and our principals who are charged with having to make sure this gets done. I know of tests that everyone says will take 60 minutes, yet typically they take the students in my class four days to do. In a block schedule, that equals six to eight hours. I was at a 5-Star school. The prescription may say 60 minutes, but the teachers tell you the reality is six to eight hours. I am concerned this screening does not take 15 minutes. It is time we start really looking at what we put our five-year-olds through and what we put all our students through with the excessive testing.

Chair Bilbray-Axelrod:

I respect that you are in the classroom. I know from my years of working with Family to Family Connection, which is ages zero to five, it is an easy assessment for five-year-olds. It is very important to get those early interventions if you want to have the outcomes we want to have.

THE MOTION PASSED. (ASSEMBLYMAN MCARTHUR VOTED NO.)

I will give the floor statement to Assemblywoman Nguyen. Our next bill is 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)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 128 was heard by the Committee on April 29, 2021 [read from [Exhibit J](#)]. It 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. The study must include a comprehensive review of student outcomes for scholarship and grant recipients, as well as a review of the way such programs are administered. Additionally, the study must include an evaluation of the financial viability of these programs and the projected future costs of administration. A report of the findings of the study must be submitted to the Legislative Committee on Education, which shall review the report and consult with persons and entities charged with administering publicly funded scholarship and grant programs. The recommendations in the report must be considered by the Committee when requesting the drafting of legislative measures. Finally, S.B. 128 provides that the costs of carrying out the study must be paid from the Endowment Account created by the state treasurer under *Nevada Revised Statutes* 353B.350. There are no amendments for this measure.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on S.B. 128? [There were none.] I will take a motion to do pass Senate Bill 128.

ASSEMBLYWOMAN KRASNER MADE A MOTION TO DO PASS
SENATE BILL 128.

ASSEMBLYWOMAN TOLLES SECONDED THE MOTION.

Are there any comments?

Assemblywoman Tolles:

It was an honor to cosponsor this bill.

THE MOTION PASSED UNANIMOUSLY.

Chair Bilbray-Axelrod:

Assemblywoman Tolles, will you please take that floor statement? Next, we have Senate Bill 172 (1st Reprint).

Senate Bill 172 (1st Reprint): Revises provisions relating to education. (BDR 34-185)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 172 (1st Reprint), sponsored by Senator Moises Denis, was heard by the Committee on May 11, 2021 [read from [Exhibit K](#)]. It removes the enrollment application process and prerequisite requirements for a student to participate in a dual credit course. The bill also removes provisions relating to cooperative agreements to offer dual credit courses and instead requires each school district and charter school to establish a dual credit program, or partner with another district or charter school with an established dual credit program, whereby a student may enroll in such a course at a higher education institution. The bill includes dual credit and International Baccalaureate courses in the list of courses for which the State Board of Education must provide a uniform grading scale and requires the Board to assign the same weight to such courses as is assigned to advanced placement courses, in certain circumstances. Additionally, S.B. 172 (R1) requires the board of trustees of a school district and the governing body of a charter school to report certain information relating to dual credit programs to the Legislature in odd-numbered years. The contents of the report must be prescribed in collaboration with various educational stakeholders. Finally, S.B. 172 (R1) requires the Legislative Committee on Education to study dual credit programs during the 2021–2022 Interim. There are no amendments to this measure.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions? [There were none.] I will take a motion to do pass Senate Bill 172 (1st Reprint).

ASSEMBLYWOMAN KRASNER MADE A MOTION TO DO PASS
SENATE BILL 172 (1ST REPRINT).

ASSEMBLYWOMAN TORRES SECONDED THE MOTION.

Are there any comments? [There were none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblyman McArthur. Next, we will go to Senate Bill 215 (1st Reprint).

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

Kristi Robusto, Committee Policy Analyst:

Senate Bill 215 (1st Reprint), sponsored by Senator Moises Denis, was heard by the Committee on April 29, 2021 [read from [Exhibit L](#)]. It requires the board of trustees of a school district, a charter school governing board, and a university school for profoundly gifted pupils governing body to develop and present plans for distance education and to share those plans with the school community, families, and school employees. Such entities must also develop and implement a plan to make the necessary technology available for certain pupils and school employees. Charter schools seeking to provide a distance education program are required to submit a request to their sponsors to amend their charter contracts. Furthermore, S.B. 215 (R1) defines "distance education" and "distance education eligibility," and allows students who demonstrate proficiency in a distance education course to complete the course in a shorter time than normally allowed. The bill also removes certain limitations on instruction programs based on an alternative schedule. Finally, a teacher must provide distance education course information to the student and the student's legal guardian.

There is one amendment, from Nevada's Department of Education, which does the following:

1. Revises section 3.5, subsection 1, so that students may attend full-time programs of distance education in their district of residence that are sponsored by a school district or charter school;
2. Restores language in section 3.5, subsection 2, excluding private school and homeschool pupils from being eligible to enroll in such a distance education program.

The conceptual amendment is provided for the Committee's review [page 2, [Exhibit L](#)].

Chair Bilbray-Axelrod:

Are there questions on S.B. 215 (R1)? [There were none.] I will take a motion to amend and do pass Senate Bill 215 (1st Reprint).

ASSEMBLYWOMAN TORRES MADE A MOTION TO AMEND AND DO
PASS SENATE BILL 215 (1ST REPRINT).

ASSEMBLYWOMAN NGUYEN SECONDED THE MOTION.

Are there any comments?

Assemblywoman Hansen:

I wanted to thank the Senator for working with some who were a little concerned and taking their amendment. We appreciate that. I am glad to support the bill.

Chair Bilbray-Axelrod:

Are there any other comments? [There were none.]

THE MOTION PASSED. (ASSEMBLYMAN MCARTHUR VOTED NO.)

I will give Assemblywoman Hansen that floor statement. Next, we have Senate Bill 352.

Senate Bill 352: Revises provisions relating to education. (BDR 34-843)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 352, sponsored by the Senate Committee on Education, was heard by this Committee on May 4, 2021 [read from [Exhibit M](#)]. It requires the Commission on Professional Standards in Education to adopt regulations that authorize a currently employed paraprofessional who is enrolled in a program to become a teacher to complete an accelerated student teaching program in the same or similar area in which the person is currently employed. The Commission must also adopt regulations that require Nevada's Department of Education to accept student teaching experience completed outside of Nevada if the experience substantially fulfills Nevada's requirements. There is one amendment, proposed by Senator Moises Denis, which authorizes a person who is currently employed by a public school to provide support or other services relating to school psychology, without a license or endorsement, to complete a program of internship in psychology to obtain such license or endorsement while remaining employed. The proposed amendment is provided [page 2, [Exhibit M](#)].

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions? [There were none.] I will take a motion to amend and do pass Senate Bill 352.

ASSEMBLYWOMAN MARZOLA MADE A MOTION TO AMEND AND
DO PASS SENATE BILL 352.

ASSEMBLYWOMAN HARDY SECONDED THE MOTION.

Are there any comments?

Assemblywoman Miller:

I still have a lot of questions with this bill that came up during the bill presentation. One is regarding the fact that the regulations for this have not been developed, yet the language is permissive for people to begin the process without having those parameters in place. I discussed that with the Department of Education yesterday. I want to ensure these policies, parameters, structures, and requirements will be in place. One thing that was brought up

yesterday is this applies to support staff currently working in certain positions—for instance, a classroom aide—not someone who is working in an office or in a number of our support positions, but is not directly integrated into the classroom experience. I always pause when we do not have the regulations in place first. I will continue my discussions with the Department of Education and the districts moving forward.

Chair Bilbray-Axelrod:

Are there any other comments?

Assemblywoman Gorelow:

I want to echo my colleague's sentiments. I appreciate the intent of this bill—to get more teachers in the classroom—but, at what cost? There is quantity versus quality of teachers. I want to make sure that, in those regulations, we know the people who are going into the classroom are very well prepared, and they know what they are getting themselves into so they do not quit two or three years later. Being an aide is a very different position than being a teacher. We need to respect that those who have teaching licenses and have gone through their student teaching know what they are getting into and have been properly trained. I am just not there yet on this. I will vote yes to get this out of Committee, but I want to continue the conversations to make sure we are not just plugging holes and putting people in the classroom, but making sure we have quality teachers going into the classroom.

Chair Bilbray-Axelrod:

Assemblywoman Torres, are you good? [She indicated she was.] Are there any other comments on S.B. 352? [There were none.]

THE MOTION PASSED UNANIMOUSLY.

Assemblywoman Torres will take the floor statement. Next is Senate Bill 354 (1st Reprint).

Senate Bill 354 (1st Reprint): Revises provisions relating to education. (BDR 34-842)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 354 (1st Reprint), sponsored by the Senate Committee on Education, was heard in this Committee on May 11, 2021 [read from [Exhibit N](#)]. It requires Nevada's Department of Education (NDE) to develop a statewide framework for restorative justice. Restorative justice plans developed by school districts must align with the statewide framework and must include input from pupils. The policy developed by NDE to provide a safe and respectful learning environment must include restorative disciplinary practices aligned with the statewide framework. The bill requires:

1. A plan of action based on restorative justice to be provided before the suspension or removal of a student may occur;
2. A school to offer certain services to a pupil who is temporarily removed from school; and

3. A school to recognize students who are homeless, in foster care, or unaccompanied when considering disciplinary action.

Further, a pupil may not be expelled or suspended from school unless it has been determined that the behavior of the pupil was not caused by homelessness or being in foster care. Nevada's Department of Education must include data in the statewide system of accountability recognizing public schools that reduce the frequency of suspension, expulsion, or removal of students from school. Finally, S.B. 354 (R1) requires discipline data collected by public schools must be disaggregated by certain subgroups of pupils and types of offense and, to the extent possible under federal law, posted on the school's website.

There is one amendment, proposed by Assemblywoman Bilbray-Axelrod. It revises language regarding the determination of a pupil's behavior being caused by homelessness. The conceptual amended is presented on the next page for the Committee's review [page 2, [Exhibit N](#)].

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on Senate Bill 354 (1st Reprint)? [There were none.] I will take a motion to amend and do pass S.B. 354 (R1).

ASSEMBLYWOMAN NGUYEN MADE A MOTION TO AMEND AND
DO PASS SENATE BILL 354 (1ST REPRINT).

ASSEMBLYWOMAN TORRES SECONDED THE MOTION.

Are there any comments?

Assemblywoman Krasner:

I will be a "yes" to get this out of Committee, but I reserve my right to change my vote prior to voting on the floor of the Assembly.

Assemblywoman Hardy:

I know we have a conceptual amendment. I would like to see the amendment that is provided by the Legislative Counsel Bureau. I will be a "yes" out of Committee and reserve my right.

Assemblywoman Torres:

I appreciate the amendment. I will confirm that I will support S.B. 354 (R1).

Chair Bilbray-Axelrod:

Are there any other comments? [There were none.]

THE MOTION PASSED. (ASSEMBLYMAN MCARTHUR VOTED NO.)

I will assign that floor statement to Assemblyman Flores. We will move to our last bill on work session, Senate Bill 363 (1st Reprint).

Senate Bill 363 (1st Reprint): Revises provisions relating to charter schools. (BDR 34-530)

Kristi Robusto, Committee Policy Analyst:

Senate Bill 363 (1st Reprint), sponsored by the Legislative Committee on Education, was heard in this Committee on May 4, 2021 [read from [Exhibit O](#)]. It requires each of the governing bodies of a charter school that have a contract with an educational management organization (EMO) to report the amount paid to the respective management organization to the sponsor of the charter school. Additionally, each sponsor of a charter school that has a contract with an EMO must submit a report with the same information to the Legislature. The bill requires these reports to be submitted by November 1 of each even-numbered year. There are no amendments for this measure.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on S.B. 363 (R1)? [There were none.] I will take a motion to do pass S.B. 363 (R1).

ASSEMBLYWOMAN NGUYEN MADE A MOTION TO DO PASS
SENATE BILL 363 (1ST REPRINT).

ASSEMBLYWOMAN MARZOLA SECONDED THE MOTION.

Are there any comments? [There were none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Gorelow. I will close the work session and move to the final item on the agenda, public comment. Is there anyone who would like to offer public comment?

Brian Rippet, President, Nevada State Education Association:

I am a chemistry and physics teacher in Douglas County. I would like to highlight a couple of the challenges we continue to see with education and, also, pupil-centered funding. While sitting here in the work session, I have a new number one. I want to tag on with Assemblywoman Miller's questions about assessments of kindergarteners. I firmly believe that we do not need any more data. What we need is more time—more time to explore and more time to teach. Think about that 15 minutes to do a screener. I would imagine a screener must be done in a one-on-one fashion, so when one student and one teacher are being screened, what are the other 24 students doing? At 15 minutes a pop, that is an entire day of screening. The professionals in the classroom essentially know what is going to be

told them from these tests. Be careful about mandating new ones and new data, because that information is probably there from somewhere else, or it could be gleaned from what we already do.

Regarding the pupil-centered funding plan, the implementation has a hold-harmless provision that does not include increases for the cost of doing business. We hope we can get a fix on that. We will have continued giant class sizes and caseloads, which will make it difficult for educators to help students like Cristian, who was here earlier, to find their voice and tell their story if we do not get a handle on the amount of time we keep taking via assessment; we will not have time to teach and reach. We hope that we can get a return of class-size reduction funding so, once again, we can decrease the ratio and increase the amount of time that educators are with individual students.

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

[Mr. Daly read from prepared text, [Exhibit P](#).] On Saturday morning [May 15, 2021], the K-12 education budget will be deliberated by the money committees. While I know only a few of you serve on both the Assembly Committee on Education and the Assembly Committee on Ways and Means, after all of your education policy discussions this session, I know each of you appreciate the significant intersection of education policy and education funding.

K-12 public education has been woefully underfunded for decades, ranking forty-eighth among the states in per-pupil funding. Nevada also has the largest student-to-teacher ratio in the country. A \$156 million cut to class size reduction over the next biennium would mean a loss of about 1,000 teachers across the state, meaning even more students packed into Nevada classrooms.

This Committee has contemplated the impact of overcrowded classrooms on students and teachers alike, and you know smaller class size has real benefits. For students, smaller class size can help close the racial achievement gap, lead to earlier identification of learning disabilities, improve high school graduation rates and student behavior, and allow for more engagement in lessons. For educators, smaller class size allows for more individual and differentiated instruction, less time on paperwork, more time for parental engagement, and stronger classroom management as teachers become more aware of individual students' strengths and weaknesses.

Earlier this session, you received a presentation from Data Insight Partners that showed for the first time ever, Nevada fourth graders are performing at the same level as their national peers and only three states made more progress than Nevada in fourth grade reading achievement over the last decade. And you know also this growth was tied to the strategic investment made by Nevada through the Read by Grade 3 Program, which is facing a \$33 million cut next biennium, along with investments in Zoom and Victory schools that are facing their own budget cuts as these programs are projected to be assimilated into the new funding formula.

Simply put, education policy and all the efforts of this Committee since the interim are subject to the budget decisions made in other hearing rooms. As the Assembly's resident experts in education, I would ask each of you to be advocates and lobbyists on behalf of public schools over the next two weeks. Please engage your colleagues on Ways and Means and downstairs in the Senate Committee on Finance, in the hallways and caucus rooms, on the importance of education funding and the interconnectedness of the work you have done here and their work on the budget.

Chair Bilbray-Axelrod:

Is there anyone else here for public comment?

Susan Kaiser, Private Citizen, Reno, Nevada:

I am asking for your support to really fix Senate Bill 543 of the 80th Session. Recently, while helping a family member pack up a house to move, we wanted to make coffee but had already packed the right filter for the pot. First, I tried to alter a drip coffee filter to fit the cone, then I tried folding a paper towel to approximate the needed filter. In the first attempt, the coffee looked like tea; the second attempt produced coffee of a better quality but the grounds that escaped into the carafe made the coffee undrinkable. The end result was that the coffee produced was substandard—not because of the lack of my effort or motivation, but because I lacked the tools to accomplish this task.

This situation is not unlike the one educators find themselves in every day as they try to provide meaningful learning experiences for their students. They lack the tools to do their best work and, sometimes, the end result of those efforts comes up short. When teachers are provided the resources they need, their students' performance improves, reflecting that investment. Zoom and Victory schools are examples of what can be achieved with a greater infusion of funding for our kids. Zoom and Victory schools should continue into the future while additional funding is generated to bring other schools up to the funding level of the Zoom and Victory schools.

One lesson learned during the COVID-19 pandemic is the critical value of our public schools to our state economy. Public schools educate the next generation, but they also literally provide an enriching, safe environment for children of all ages to grow and learn while their parents are at work. Companies are enticed to relocate to Nevada with a variety of tax incentives and abatements. But, upon closer examination, they may reconsider when they learn that not all that glitters in Nevada is made of gold. In fact, Nevada is near the bottom of the per-pupil funding list, ranking forty-eighth, and has the additional distinction of the largest class sizes in the nation. You do not have to take my word for it; quoting Mike Kazmierski, president and CEO of EDAWN [Economic Development Authority of Western Nevada], "Nevada's funding for education and our public education rankings have already discouraged new companies from investing in our state and are putting our kids at a distinct disadvantage in the new economy."

Now, more than ever, in the waning shadow of the coronavirus pandemic, every Nevadan needs the tools provided by an education. To start, I urge you to really fix S.B. 543 of the 80th Session.

Chair Bilbray-Axelrod:

Are there any other callers on the line for public comment? [There were none.] With that, I will close public comment.

Committee, we are possibly going to meet at the call of the Chair tomorrow if anything comes up. I do not anticipate it, but we have been in this building long enough to know we need to cover our bases. If we do not meet tomorrow, we will meet on Tuesday.

Assemblywoman Tolles:

Are we going to meet on Tuesday?

Chair Bilbray-Axelrod:

We do not know if we are going to meet on Tuesday.

Assemblywoman Tolles:

Will we have more meetings for this Committee?

Chair Bilbray-Axelrod:

We are not done. We still have 12 bills from the Senate. We will be back. Have your attachés watch to see if we call a meeting for tomorrow. This meeting is adjourned [at 3:36 p.m.].

RESPECTFULLY SUBMITTED:

Joan Waldock
Committee Secretary

APPROVED BY:

Assemblywoman Shannon Bilbray-Axelrod, Chair

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is the Work Session Document for [Senate Bill 36 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit D](#) is the Work Session Document for [Senate Bill 102 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit E](#) is the Work Session Document for [Senate Bill 151 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit F](#) is the Work Session Document for [Senate Bill 160 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit G](#) is the Work Session Document for [Senate Bill 193 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit H](#) is the Work Session Document for [Senate Bill 249](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit I](#) is the Work Session Document for [Senate Bill 2 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit J](#) is the Work Session Document for [Senate Bill 128](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit K](#) is the Work Session Document for [Senate Bill 172 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit L](#) is the Work Session Document for [Senate Bill 215 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit M](#) is the Work Session Document for [Senate Bill 352](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit N](#) is the Work Session Document for [Senate Bill 354 \(1st Reprint\)](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit O](#) is the Work Session Document for Senate Bill 363 (1st Reprint), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit P](#) is written testimony presented by Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association.