

**MINUTES OF THE MEETING
OF THE
ASSEMBLY COMMITTEE ON WAYS AND MEANS**

**Eighty-Second Session
June 4, 2023**

The Committee on Ways and Means was called to order by Chair Daniele Monroe-Moreno at 12:26 p.m. on Sunday, June 4, 2023, in Room 3137 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4401 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. Copies of the minutes, including the Agenda [[Exhibit A](#)], the Attendance Roster [[Exhibit B](#)], and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at www.leg.state.nv.us/App/NELIS/REL/82nd2023.

COMMITTEE MEMBERS PRESENT:

Assemblywoman Daniele Monroe-Moreno, Chair
Assemblywoman Shea Backus, Vice Chair
Assemblywoman Natha C. Anderson
Assemblywoman Tracy Brown-May
Assemblywoman Jill Dickman
Assemblywoman Michelle Gorelow
Assemblyman Gregory T. Hafen II
Assemblywoman Heidi Kasama
Assemblyman Cameron (C.H.) Miller
Assemblyman P.K. O'Neill
Assemblywoman Sarah Peters
Assemblyman Howard Watts
Assemblyman Steve Yeager

COMMITTEE MEMBERS ABSENT:

Assemblywoman Sandra Jauregui

GUEST LEGISLATORS PRESENT:

Senator Pete Goicoechea, Senate District No. 19
Senator Nicole J. Cannizzaro, Senate District No. 6
Senator Carrie A. Buck, Senate District No. 5
Senator Robin L. Titus, Senate District No. 17
Senator Pat Spearman, Senate District No. 1

Minutes ID: 1386



STAFF MEMBERS PRESENT:

Sarah Coffman, Assembly Fiscal Analyst
Brody Leiser, Assembly Chief Principal Deputy Fiscal Analyst
Carmen M. Neveau, Committee Secretary
Janet Osalvo, Committee Assistant

OTHERS PRESENT:

Tracy Bower, Director, External Affairs and Communications, Desert Research Institute
Alejandro Rodriguez, representing Nevada System of Higher Education
Michael Flores, representing the University of Nevada, Reno
Alex Bybee, representing Communities in Schools
Trevor Parrish, representing the Vegas Chamber
John Vellardita, representing the Clark County Education Association
Beatriz Lespron, Private Citizen, Las Vegas, Nevada
Dawn Etcheverry, representing the Nevada State Education Association
Gia Maraccini, Principal, Mater Academy of Northern Nevada
Jenny Hunt, Director, Administration, Mariposa Language and Learning Academy, Reno, Nevada
Deborah Przybysz, Instructional Assistant, Pinecrest Academy of Northern Nevada
Amy Gonzalez, Data Administrator, Mater Academy of Northern Nevada
Eric Perez, Principal, High Desert Montessori Charter School
December Watts, Special Education Teacher, Pinecrest Academy of Northern Nevada
Sarah Adler, representing several Washoe County independent charter schools
Hank Brown, Student, Carson Montessori Charter School
Alissa Gardner, Interventionist and Algebra Teacher, Pinecrest Academy of Northern Nevada
Tatem Gardner, Student, Pinecrest Academy of Northern Nevada
Marilyn Barajas, Kindergarten Teacher, Mater Academy, East Las Vegas
Renee Fairless, Lead Principal, Title I Coordinator, Mater Academy, East Las Vegas
Hilary Moskowitz, Tenth and Eleventh Grade English Teacher, Mater Academy, East Las Vegas
Cassandra Brownell, Third Grade Teacher, Department Lead, Mater Academy, Mountain Vista
Alex Rocha, Fourth Grade Science Teacher, Mater Academy, East Las Vegas
Talayen Rush, Private Citizen
Brooklyn Thomas, Student, Mater Academy, East Las Vegas
Cheyenne Thomas, Private Citizen
Olivia Carbajal, Principal, Mater Academy, Mountain Vista
Ben Salkowe, Principal, Equipo Academy, East Las Vegas, Nevada
Trevor Harder, Middle School Science Teacher and Technology Integration Coach, Mater Academy, Bonanza

Sandra Kinne, Lead Founder and Executive Director, Sage Collegiate Public Charter School

Ronna Saulsgiver, Second Grade Teacher, Mariposa Language and Learning Academy

Brighid Fronapfel, Director of Student Life, Pinecrest Academy of Northern Nevada

Andrea Morency, Executive Director, Principal, Honors Academy of Literature

Bethany Farmer, Private Citizen

Terry Strickland, Private Citizen, Reno, Nevada

Nicolette Smith, Assistant Principal, Doral Academy of Northern Nevada

Jason Sturtsman, School Psychologist, Mater Academy, East Las Vegas

Ben Contine, Middle School Teacher, Honors Academy of Literature

Will Bautista, Private Citizen

Matthew Wilkie, Private Citizen

John S. Haynal, Executive Director, Nevada Preparatory Charter School

Amy Barbine, Assistant Principal, Pinecrest Academy, St. Rose

Ricci Rodriguez-Elkins, Private Citizen

Carrie Howard, Second Grade Teacher, Hunsberger Elementary School

Lirio Valenzuela, Third Grade Teacher, Department Lead, Mater Academy, East Las Vegas

Susan Kaiser, Private Citizen

Jose Solorio, Board of Directors, Nevada Preparatory Charter School

Ignacio Prado, Executive Director, Principal, and Founder, Futuro Academy Charter School

Kate Wilson Hume, Student, Alpine Academy College Prep High School

Shawn Dickson, U.S. History Teacher/Athletic Director, Mater Academy, East Las Vegas

Jeri Shuman, Private Citizen

Joan Hall, representing Nevada Rural Hospital Partners/LICON

Connor Cain, representing Sunrise Hospital and Medical Center and Sunrise Children's Hospital

Dora Martinez, Private Citizen, Reno, Nevada

Jhone Ebert, Superintendent of Public Instruction, Department of Education

Scott Leedom, representing Southwest Gas Corporation

Danny Thompson, representing Southern Nevada Building Trades Unions

Alex Tanchek, representing ACES Delta, LLC

Dave McDuffie, Fourth Grade Teacher, CIVICA Academy

John McCormick, Assistant Court Administrator, Administrative Office of the Courts, Nevada Supreme Court

Chair Monroe-Moreno:

[Roll was taken, and Committee rules and protocol were discussed.] Good afternoon. Because many members are presenting in front of other committees, we will not be following the order listed on the agenda today. I will open the meeting on Senate Bill 99.

Senate Bill 99: Makes an appropriation to the Desert Research Institute of the Nevada System of Higher Education to support the Nevada State Cloud Seeding Program. (BDR S-592)

Senator Pete Goicoechea, Senate District No. 19:

Senate Bill 99 is an appropriation of \$600,000 in each year of the 2023-2025 biennium for a cloud seeding program. We have had a wet winter, and everyone is tired of snow, but we do not know what weather will be coming. We have generators in place in the north and the south, we have generators on Mount Charleston, the Ruby Mountains, and Walker Basin. The program has been operational for the past ten years, but because we did not have funding, the program has not been running. We need the water; we will all agree on that. Even with the Carson River, Walker Lake, and the Truckee River currently in flood stage, next year could be a different story, and if we get a cloud front, we need to seed it.

Chair Monroe-Moreno:

Senate Bill 99 makes an appropriation to the Desert Research Institute (DRI) of the Nevada System of Higher Education to support the Nevada State Cloud Seeding Program. As the Senator said, we have a lot of water this year, but that has not been the case. This is an important program for Nevada.

Are there any questions for Senator Goicoechea or the DRI? [There were none.] Is there anyone who wishes to testify in support of S.B. 99?

Tracy Bower, Director, External Affairs and Communications, Desert Research Institute:

The Institute is in support of S.B. 99.

Alejandro Rodriguez, representing Nevada System of Higher Education:

We are in support of this bill.

Michael Flores, representing the University of Nevada, Reno:

We have worked closely with DRI on a number of projects, and we support S.B. 99.

Chair Monroe-Moreno:

Is there anyone else who wishes to testify in support of this bill? [There was no one.] Is there anyone who wishes to testify in opposition to S.B. 99? [There was no one.] Is there anyone who wishes to testify in neutral on S.B. 99? [There was no one.] We will close this hearing on S.B. 99.

The appropriation for this bill is \$600,000 in each year of the 2023-2025 biennium, and there are no amendments for this bill. I will open the work session on S.B. 99 and accept a motion to do pass.

ASSEMBLYWOMAN BACKUS MADE A MOTION TO DO PASS
SENATE BILL 99.

ASSEMBLYMAN WATTS SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.] I will call for a vote.

THE MOTION PASSED. (ASSEMBLYMEN JAUREGUI AND YEAGER
WERE ABSENT FOR THE VOTE.)

We will move on to Senate Bill 189 (1st Reprint).

Senate Bill 189 (1st Reprint): Makes an appropriation to Communities In Schools of Nevada for the purpose of providing integrated student support services. (BDR S-499)

Alex Bybee, representing Communities in Schools:

Assemblyman Yeager is not able to join us today. Senate Bill 189 (1st Reprint) includes \$2 million in State General Fund appropriations over the 2023-2025 biennium to communities and schools in Nevada for the purpose of providing integrated student support services in Title I and high need schools across the state. We currently operate in Clark County, Elko County, Humboldt County, and Washoe County school districts serving 92 schools. Our three-year strategic plan is to serve 125 schools. The needs of students and families have become more profound and exacerbated from the closure of school buildings and the pandemic. The organization has a twenty-year track record in Nevada. The intent of the funding is to expand our support to additional school campuses to ensure students are improving attendance, behavior, and academic performance, as well as promoting to the next grade level, and graduating from high school.

During the last two interims, the Legislative Committee on Education unanimously voted to provide funding to wrap around supports for students once those supports become available. Given that this is the money committee, it is particularly relevant, an independent study on communities and schools in Nevada found a 12-to-1 return on investment for taxpayer dollars over the long-term for students who stay in school and complete a high school education.

Chair Monroe-Moreno:

As amended by the Senate for the first reprint, S.B. 189 (R1) contains a \$2 million State General Fund appropriation, and there are no fiscal notes for this bill.

Are there any questions from Committee members? [There were none.] Is there anyone who would like to testify in support of S.B. 189 (R1)? [There was no one.] Is there anyone who would like to testify in opposition to this bill? [There was no one.] Would anyone like to testify in neutral on S.B. 189 (R1)? [There was no one.]

I will close the hearing on S.B. 189 (R1). I will open the work session for this bill, and I will accept a motion to do pass.

ASSEMBLYWOMAN BACKUS MADE A MOTION TO DO PASS
SENATE BILL 189 (1ST REPRINT).

ASSEMBLYMAN WATTS SECONDED THE MOTION.

Is there any discussion on the motion? [There was not.] I will call for a vote.

THE MOTION PASSED. (ASSEMBLYMEN JAUREGUI AND YEAGER WERE
ABSENT FOR THE VOTE.)

[[Exhibit C](#) and [Exhibit D](#) were submitted but not presented.]

We will stand in short recess [at 12:39 p.m.] until the next bill presenter arrives.

We will reconvene this meeting [at 12:44 p.m.], and we will move to the next item on our agenda; Senate Bill 231 (1st Reprint).

Senate Bill 231 (1st Reprint): Makes appropriations to the Interim Finance Committee for allocation to school districts that budget salary increases for certain employees and to the Department of Education for certain personnel costs. (BDR S-508)

Senator Nicole J. Cannizzaro, Senate District No. 6:

I am here to present Senate Bill 231 (1st Reprint). We all know we have a crisis situation based on teacher pay raises. I think we all know of a special teacher who touched us in some fashion; who encouraged us; who taught us something we did not know; who sparked in us a joy for learning—maybe it was a creative piece or a musical talent—but a passion for learning in any capacity. I think we all are thinking of an individual in our heads. I hope a teacher comes to mind when we talk about S.B. 231 (R1). My parents did not have an education, and as a product of public schools in Clark County, those teachers who were watching me in my classrooms motivated me to be able to sit here before you today.

Senate Bill 231 (R1) touches on how we are able to attract qualified people to the teaching profession and how we are able to keep those who are doing those very difficult, yet important, jobs every single day. According to the National Center for Education Statistics, in 2021-2022, teachers in the United States earned an average of \$66,397 compared to \$57,804 in Nevada; a difference of over \$8,500. Senate Bill 231 (R1) seeks to help address this issue by appropriating \$250 million from the State General Fund to the Interim Finance Committee (IFC) for allocation to school districts for support of public schools. This money may only be allocated to a district if sufficient documentation demonstrates that the district has budgeted an increase in salaries for teachers and for other educational personnel or paraprofessionals.

I wanted to take a moment to note that this bill, as amended and adopted in the Senate, addresses teachers and support staff throughout the school and those paraprofessionals who exist in our classrooms from sources other than this money. This bill is in addition to any salary increase that was planned or bargained for prior to the effective date of the bill, and the budgeted salary increase does not replace or supplant any other forms of compensation provided before fiscal year (FY) 2023-2024 and which was planned or bargained for in FY 2023-2024 or after.

Additionally, the \$250 million may only be allocated if the school district has submitted a statement to the IFC concerning the budgeted salary increase and the district superintendent has submitted a signed statement to the IFC certifying the information, and that the district will provide the salary increases.

Section 1, subsection 3 provides that the allocation of this money to a district must not exceed a certain amount as outlined in the bill, and subsection 4 requires school districts to report personnel numbers to the Department of Education (DOE). The DOE will then compile and submit this information to the IFC by August 15, 2023.

Section 1, subsection 6 addresses any remaining balance of the appropriation left in 2025. This is intended to ensure that districts are providing raises, and that when a district submits proper documentation that demonstrates the need to the IFC, that we are able to provide robust support and get teacher raises to those staff members in our classrooms who are teaching our kids and to support those teachers and our kids every day.

There was a fiscal note for an appropriation to the DOE of approximately \$4 million to administer this particular piece of it. I believe that was attached through an amendment when it came out of the Senate.

Chair Monroe-Moreno:

Are there any questions from Committee members?

Assemblywoman Anderson:

Thank you for recognizing the need for increases in teacher pay. Can you clarify the type of documentation that will need to be submitted to the IFC? Could that documentation be a collective bargaining agreement based on historical increases that was passed and signed already or are you looking for a different type of documentation? Would this be a decision that you, the IFC, and the DOE will make?

Senator Cannizzaro:

The language in S.B. 231 (R1) does not prescribe the exact documentation. I think the most important piece is that the raise cannot be a salary increase that was previously budgeted. We are not talking about something that has already been awarded; this would be prospective because the point is that we know through our budgeting process in this Committee and with the Senate Finance Committee, that there is additional money going to the districts in different amounts based on the per-pupil funding formula. What we want is to incentivize

districts to use some of that money to provide raises. This would be a supplemental amount that could be awarded if the district can demonstrate there are staff members who had budgeted raises, and then we are able through the IFC process to supplement that and to provide additional money for those raises.

Assemblywoman Anderson:

I appreciate the fact that the bill is no longer specific to only licensed personnel in the classroom. As you know, I am an educator, and there is no way I could do the work without other individuals.

Senator Cannizzaro:

Our intent was always to include other staff. When the bill came out, there was a definition of paraprofessionals and we immediately worked on an amendment because the intent was not to exclude certain staff. We know how important support staff are, and just like in this building, we cannot do our jobs without our support staff.

Assemblywoman Dickman:

Does this bill include charter teachers?

Senator Cannizzaro:

This bill does not include charter teachers. I think we are trying to address an acute need in our public schools because those schools are facing significant vacancies, and there is an inability to fill those vacant positions. Public school teachers are leaving the profession and retiring early because we have not invested enough in our public school teachers. This is a step forward, but teachers at charter schools are not included.

Assemblywoman Dickman:

Do charter schools not have a problem filling teacher vacancies?

Senator Cannizzaro:

We know we have an issue with public schools, but we are not seeing those same issues with charter schools. That is not to say that teachers at charter schools are not important or that we do not care about them, but we are trying to zero in on a specific need. This bill provides additional money and addresses the need to get some of our school districts to engage in investing in teachers and support staff as well.

Assemblyman O'Neill:

Are all school districts included in this bill, or have some school districts been left out?

Senator Cannizzaro:

There is nothing in the language of S.B. 231 (R1) that excludes any district. Each school district would have to provide raises, and I think we have heard that some districts may not be able to do that, but this bill is intended to address all 17 school districts in Nevada.

Chair Monroe-Moreno:

Is there anyone here who would like to testify in support of S.B. 231 (R1)?

Senator Carrie A. Buck, Senate District No. 5:

I am here in support of S.B. 231 (R1). I do feel that charter schools are public schools, and if you ask the Legislative Counsel Bureau, charter schools are funded with public school funding. We are missing the second largest school district in the state by not including charter schools.

I supported the bill in the Senate because I agree with Senator Cannizzaro, we need to fund our teachers more to increase the teacher pipeline. However, public charter schools do not receive funding for facilities, and this will put charter schools at a disadvantage because charter schools are public schools. Much like a magnet school, charter schools have a lottery and parents apply to that lottery.

I support this bill, but I hope this Committee would consider adding \$32 million to support public charter school teachers and staff. The same guidelines should apply; charter schools should have to increase wages also. Leaving out the second largest school district of charter school teachers and support staff who are serving children and oftentimes taking the burden of enrollment from overcrowded public district schools is wrong. Charter schools are public schools, and teachers and staff members who serve these kids deserve raises.

Trevor Parrish, representing the Vegas Chamber:

I represent the Vegas Chamber and we are in support of S.B. 231 (R1). We support the financial provisions of this bill.

John Vellardita, representing the Clark County Education Association:

We support this bill, and I want to say a few things about why we are in support. I know there have been many decisions made in this legislative session around resources, and I know there are other needs in the state for which we have to allocate resources. We appreciate the efforts to try to address a significant problem.

I want to give you an example of how bad the problem is in Clark County. This situation does not exist in charter schools, but that is not to say that there is not a compelling argument to be made. At the start of the school year, Clark County hired 2,100 teachers and has lost 69 percent of that number since the start of the school year; and the year is not over. We have approximately 30,000 kids without a full-time teacher.

Part of the problem is that we have to be able to recruit. This bill will help with that. Part of the problem is that we have to build capacity. That is where the pipeline comes in because no matter what kind of money you have, if you do not have educators, you cannot fill positions. The last part, which is important and how this bill can help, is to stop the bleed. That bleed is the statistic that I just used, people are leaving, and this gives us an opportunity to demonstrate to school districts that the Legislature has said, in a proscriptive way, that this money must be used for salaries, and this money has safeguards and triggers.

For those reasons, the Clark County Education Association supports S.B. 231 (R1).

Beatriz Lespron, Private Citizen, Las Vegas, Nevada:

I am here to speak to you about something personal. My son attends a charter school. The decision to enroll my 17-year-old son in a charter school was one of the best decisions we have ever made. This decision not only altered his educational journey but also shaped his character and instilled in him a newfound confidence that propelled him to reach for greater heights. His father and I made the decision to hold him back in third grade because he was one of the youngest students in his class and grasping content at his true age capacity.

This decision automatically placed him in a special education program. While this program provided valuable support, it inadvertently created a label that overshadowed his potential and limited his opportunities. It was not until mid-freshman year when he transferred to Mater Academy East Las Vegas High School, a charter school, that we witnessed a remarkable shift. From the moment he stepped into its halls, he was embraced by a nurturing, empowering environment that recognized his abilities and encouraged him to rise above his past struggles. Teachers and staff at the charter school saw beyond his previous challenges and saw the potential in him. This school recognized my son's progress and motivated him to exit the special education program. This decision was pivotal as it symbolized a newfound belief in his capabilities and opened doors to opportunities he had never imagined before.

One of the most remarkable aspects of my son's experience at this charter school was the encouragement to take academic risks thanks to his hardworking teachers. With newfound confidence, my son embarked on a journey of academic excellence taking two college courses during his junior year. This was a significant milestone as it not only expanded his knowledge but also solidified his belief in his ability to excel. The changes my son experienced and the benefits he reaped are not isolated incidents, but rather indicative of the potential that charter schools hold. Charter schools have the power to provide students with tailored education, enabling them to overcome challenges, exceed expectations, and discover their true potential. Therefore, I firmly believe charter schools should be included in S.B. 231 (R1). By supporting the inclusion of charter schools in our educational system, we ensure that all students, regardless of their past struggles or labels have access to an environment that fosters growth, self-belief, and the opportunity to thrive. The success my son achieved is not an exception, but a testament to the transformative power of charter schools.

Chair Monroe-Moreno:

Please remember that testimony in support of a bill means that you support the bill as written. Is there anyone else wishing to testify in support of S.B. 231 (R1)? [There was no one.] Is there anyone who wishes to testify in opposition to this bill?

Dawn Etcheverry, representing the Nevada State Education Association:

I am the president of the Nevada State Education Association (NSEA), and I am speaking at the opposition table because of an amendment we offered. The NSEA has amendment

language to deliver a Clean 20 for Nevada educators. With nearly \$3 billion recommended for reserve accounts, there is more than enough resources available to fund and sustain 20 percent educator raises and guarantee every education employee makes a livable wage.

The NSEA amendment would increase the total appropriations in S.B. 231 (R1) from \$250 million to \$500 million. The amendment would delete the matching mechanism and allow all districts to access funds for equitable pay increases. Flexibility would be granted to districts to increase starting pay for employees earning less than \$20 an hour. Finally, monies would be appropriated to the State Education Fund to ensure continued availability of personnel funding in the future.

As educators in Nevada have been saying, "It's Time for 20."

Gia Maraccini, Principal, Mater Academy of Northern Nevada:

I am here today to voice my concerns with S.B. 231 (R1). As principal of a public charter school in Reno, Nevada, I believe that all public educators deserve a raise for the hard work they have done over the last several years. Every day, as a charter school principal, I have to make tough choices, serving 500 students and working to provide them with the very best educational experience possible. Those choices are made even more complicated by the fact that S.B. 231 (R1) would create a gap in teacher and support personnel pay across the public education system.

Hiring teachers and support staff has indeed been an issue for charter schools, and it is one of the biggest challenges I have faced in the years since the pandemic. I have seen wonderful teachers leave the profession, sometimes in the middle of the year. I worked tirelessly to be able to pay my teachers a competitive salary so I can attract teachers in the Washoe County area. I try to attract the very best possible teachers for my Mater students. That is a challenge.

By excluding public charter school educators and support staff from S.B. 231 (R1), the bill would create an unfair discrepancy in pay and recognition for the hard work that all public school educators and support personnel do to support students. Our Mater Academy of Northern Nevada students outperform students in our neighboring schools because of the dedication and support of our teachers and support staff.

Providing raises for all public school educators and support personnel, including those at public charter schools, would send a powerful message of support and appreciation for the tireless work my staff does every day to prepare the next generation for success. It is time to recognize the dedication and hard work of all public school educators and support personnel, regardless of whether they work in a traditional public school or in a public charter school.

Additionally, my students are students in a public school setting. By amending this bill, a clear message is going to be sent to all students enrolled in public charter schools that they matter just as much as students in public schools. It is time to recognize the dedication and hard work of all public school educators and support personnel, regardless of whether

they work in traditional public schools or public charter schools. I urge you to amend S.B. 231 (R1) to include raises for public school educators and support personnel serving in public charter schools.

Jenny Hunt, Director, Mariposa Language and Learning Academy, Reno, Nevada:

I am in opposition to S.B. 231 (R1) as it is currently written. We can talk about the teacher shortage in Nevada—it is not different in the charter world. We also, like larger districts, are looking for ways to recruit and retain teaching staff.

What I can tell you is that as teachers in the world, when we meet each other, we do not ask what kind of a teacher someone is, or whether someone is a traditional teacher or a charter teacher. We are all teachers doing the work for students. Valuing our profession does not come in the form of money; it comes in the form of valuing every teacher in Nevada that is a public school teacher. Public charter schools serve public children, and you should use those public dollars equitably. Likewise, we all saw Elementary and Secondary School Emergency Relief Funds and other funding sources in the last couple of years. I want you to know that those dollars did not come through dollar for dollar to charter schools. Sometimes there was an inequity or a discrepancy in the amount of dollars we had to maintain, recruit, give stipends, and support our teachers compared to larger districts around us.

Many of you met students from Mariposa a few weeks ago, and I want you to remember their faces and to know that they are receiving an amazing education at Mariposa because teachers and staff are working tirelessly. I ask you to please recognize that these are our students and the future of Nevada. They are not Democrat or Republican; they are not union or nonunion; and they are not north or south. They are public school students served by public school teachers who should receive raises with public school dollars.

Deborah Przybysz, Instructional Assistant, Pinecrest Academy of Northern Nevada:

I have had the privilege of working at Pinecrest charter schools for the last seven years. I am currently working at Pinecrest Academy of Northern Nevada as support personnel. I am here to urge you to reconsider S.B. 231 (R1) as written. This bill currently excludes Nevada's public charter schools from additional pay and increased funding, and creates an inequitable distribution of salary funding, placing Nevada public charter schools at a disadvantage and devaluing the work that my colleagues and I do every day. I have served Nevada students in the Pinecrest system in both Las Vegas and Sparks, and I witness firsthand the tremendous value that our teachers provide every day.

I encourage you to advocate for our teachers and staff by amending S.B. 231 (R1) to include teacher and staff salary funding for Nevada public charter schools. Supporting the inclusion of charter schools in this bill is paramount in continuing to provide students with high quality teachers and staff and demonstrates equity in the value of all Nevada public educators.

Amy Gonzalez, Data Administrator, Mater Academy of Northern Nevada:

Mater Academy of Northern Nevada is a state-sponsored public charter school. I am here to ask that S.B. 231 (R1) be amended to add all public school educators and support personnel.

While admirable and needed, this bill does not include all public educators and support personnel. As you have heard, state-sponsored charter schools are currently excluded from this bill. Charter schools—and all schools in Nevada—are struggling to hire and keep teachers because Nevada has historically not funded education sufficiently.

State public charter schools are held to higher standards than county school districts in that when we do not show that our students are meeting proficiency and growth, our schools are shut down. District schools are taken over by the state and then given more money to perform exactly the same, year after year. Charter schools in the state are already given less money to do more. This bill must be amended to include all Nevada educators and support personnel—we are all educating Nevada students and we should all be considered under this bill.

Eric Perez, Principal, High Desert Montessori Charter School:

High Desert Montessori Charter School is a self-managed public Montessori school that serves the community as a choice for families in pre-K through eighth grade. Our students go to high school with extraordinary skills and critical thinking, collaboration, and problem solving. Many students are from underserved communities of color and qualify for free- and reduced-price lunches.

We do not receive equal funding in comparison to district schools in many areas. For example, we spend roughly 25 percent of our per-pupil funds on our facilities costs; we pay mortgages, we pay rents, and we do not get paid for those like districts do. We strive to pay our highly trained, certified, highly qualified staff on par with district scales. Roughly 90 percent of our budget is spent on payroll. We are in the same position as districts in that we have the same difficulties recruiting teachers, and this puts us in direct competition with the district, but we have far less funding.

I am disappointed and surprised that charter teachers and staff are left out of S.B. 231 (R1). Not being included tells our teachers that they are worth less than district teachers. Our teachers are state licensed, certified, highly qualified, and Montessori trained, which means they go to years of training beyond what normal teachers get. This is going to result in a loss of teachers, inconsistency for our amazing students, and will diminish our ability to complete our mission to provide a high-quality Montessori education to our community. Recruiting highly qualified teachers will be even more difficult if we are excluded from these funds. Please consider including charter schools in this bill to make sure all teachers and students are equally funded. It is difficult to oppose this bill because I agree with everything in it, but for the reasons I just mentioned, I oppose this bill as written.

December Watts, Special Education Teacher, Pinecrest Academy of Northern Nevada:

I am a teacher at a charter school, and I would be interested to see statistics that prove there is not a vacancy problem faced by charter schools as well as other county district schools. I am here to discuss concerns that I have with S.B. 231 (R1). The bill as written does not include inclusive language for state-funded public charter authority schools. State funded charter authority schools employ qualified educators and teachers who deserve equitable pay.

As a school of choice, we educate public students in Nevada, and we provide a quality education. The school where I currently teach has demonstrated a 95 percent reading proficiency in kindergarten—that is unheard of. These students deserve educators who are equitably compensated. These students deserve the same advantages as county district schools. I am asking that you include language in this bill so these students—the next generation of Nevadans—can continue to receive quality education from qualified teachers. Charter schools are already at a disadvantage as we do not receive separate funding for facilities or transportation. Amending the verbiage to be inclusive of all teachers who teach in Nevada public schools would send a powerful message of appreciation for the tireless work our teachers do, and that all Nevada public students deserve equitable quality educators being compensated equally.

Sarah Adler, representing several Washoe County independent charter schools:

Because you are a money committee, I want to share that the way the bill is written now, when you put this on a per pupil level, it is \$311 per pupil that district schools will be able to access. If you chose to include public charters in the same \$250 million, that per pupil rate only changes by \$46 per pupil for district schools. District schools would still have access to \$265 per pupil, and so would charter schools. When you look at the economy of scale, that \$265 is a much larger piece of the pie for public charter schools. You have just heard about how charter schools are creating opportunity for all students in Nevada and they provide a good fit for families, so we appreciate your consideration in including public charter schools.

Hank Brown, Student, Carson Montessori Charter School:

I am a member of Carson Montessori Charter School's student legislative team. I am here today to ask for an amendment to S.B. 231 (R1). During this legislative session, our team has advocated for the voice of the student to be heard, because we know what we need is directly linked to what we have in the classroom. Numbers and statistics on an Excel spreadsheet do not reflect what is really happening in the classroom.

At Carson Montessori Charter School, our staff, students, and families are valued and respected. We have a 48-hour launch program where, if a proposal brought by students, staff, or families is doable, workable, and feasible, it is launched and implemented in 48 hours. If there is no money in our budget, many times, those proposals are paid for personally by our administration.

In this session, we have had to advocate that the voice of a teacher is also heard. The *Nevada Revised Statutes* require that educators treat students with equity and yet by not including charter schools, this bill is treating our teachers with inequity by denying them a raise. You are showing that charter school students are worth less. Please amend S.B. 231 (R1) to include charter schools and show that charter school educators and students are valued.

Alissa Gardner, Interventionist and Algebra Teacher, Pinecrest Academy of Northern Nevada:

I have been teaching for 15 years, and I have taught at a charter school for nine years. I teach at Pinecrest Academy of Northern Nevada. Please amend S.B. 231 (R1) to include charter schools. Excluding charter schools will hurt and damage our education system more than helping it. Why are students at public charter schools being treated as less than or unequal to students in our district schools? Why are teachers who work at district schools being preferred and valued over teachers with the same qualifications and sacrifice who work at a public charter school? Use public dollars equitably.

Tatem Gardner, Student, Pinecrest Academy of Northern Nevada:

I go to Pinecrest Academy of Northern Nevada. The teachers at my charter school deserve the same raises as teachers at district public schools.

Marilyn Barajas, Kindergarten Teacher, Mater Academy, East Las Vegas:

I would like to discuss the inclusion of charter school teachers in S.B. 231 (R1). As an educator, I understand the dedication and effort required to ensure quality education for our students. Charter school teachers, much like our counterparts in traditional public schools, work tirelessly to provide a nurturing and effective learning environment for our students. We amass countless hours preparing lesson plans, developing curriculum, and providing individualized instruction with a goal of promoting academic excellence and personal growth. Our commitment to education and to our students is no less significant than that of public school teachers, and that is why we should be included in this bill.

Renee Fairless, Lead Principal, Title I Coordinator, Mater Academy, East Las Vegas:

I want to talk about equity. I worked for the district for 27 years, and I know that charter school teachers deserve the same. The most important thing is that teachers in the state of Nevada are highly valued, and it should not matter where they choose to teach. We want to keep our teachers in Nevada, and the best way to keep them in the state is to treat them fairly and to not pit one district against another district. Charter schools are one of the highest performing districts in the state, and we want to show teachers that we value that. As a lifelong educator—I think I have been teaching for about 39 years—what I want you to keep in mind is that no matter where I have worked, I know the value of an educator speaks volumes. That is the message we need to send with this bill. Most of us in this room think this is an amazing bill, and we want to support this bill, but we need S.B. 231 (R1) to be amended to ensure it represents all teachers in the state of Nevada; not a select few.

Hilary Moskowitz, Tenth and Eleventh Grade English Teacher, Mater Academy, East Las Vegas:

I was a school teacher in the Clark County School District (CCSD) for 12 years, and I am also a product of the CCSD. I love teaching, and I love students. I have always taught in Title I schools with students others would label as challenging. I do not find them challenging—to me they are just my kids. The district is a hard place to work—conflicting directives, lack of control over what and who you teach, terrible health insurance, under appreciation for teachers and staff by those in charge, and vindictive administrators who are

allowed to do whatever they want to teachers with no repercussions. The list goes on and on. Luckily, I had a choice of where I could work. So, I left a district school and came to Mater Academy East, a Title I charter school, literally a few blocks away from where I used to teach, teaching the same students.

Nevada supports student choice, but what about teacher choice? I want to teach with a supportive family like I have found at Mater. They take care of us, and we have a voice in shaping our school's destiny. If we are all public school teachers who pay into the Public Employees' Retirement System, why are we excluded from these raises? If teachers have no choice, I fear many of us who work in charter schools will leave Nevada rather than return to a district that has failed us. Please amend S.B. 231 (R1) to support teachers and staff at charter schools. We matter too.

Cassandra Brownell, Third Grade Teacher, Department Lead, Mater Academy, Mountain Vista:

I am a teacher at Mater Academy, Mountain Vista in Las Vegas. I am a New York-educated teacher, and I moved to Las Vegas because of the dire need for teachers. I just finished my tenth year teaching, and I moved away from the district after my first year of teaching. I work in a neighborhood similar to where I worked in the district. I do not want to oppose S.B. 231 (R1). Like other teachers have said, we all support every administrator. We are a family, and we support all teachers. I do not mean to compare, because all teachers deserve a livable wage, but we work just as hard to provide a community for our school. Every month, we provide different events for our families to attend, and it is evident as you walk into our building—all Mater Academies, and all charter schools—that we are a family. We have worked hard to create that atmosphere, and we deserve a livable wage for our families. We worked hard for a five-star middle school in a low-income area. We have the same growth targets, and we use our data to drive that star rating—we are a family. Our motto at Mater Academy is "You Matter at Mater". Please revise the bill to show charter teachers that we matter, too.

Alex Rocha, Fourth Grade Science Teacher, Mater Academy, East Las Vegas:

I am a charter school teacher at Mater East Academy, and I am speaking in opposition to S.B. 231 (R1). I strongly advocate for equal support and pay raises along with our counterparts in traditional public schools.

I witnessed firsthand the immense dedication and passion that my fellow charter school teachers bring to the classroom every day. We work tirelessly to provide innovative and high-quality education options just like teachers in the district. We invest countless hours earning degrees and licenses just like teachers in the district. We face similar challenges in adapting to evolving educational standards in creating a positive learning environment. I speak of all this in terms of equity for charter school teachers. Supporting charter school teachers also benefits the community of students we serve and strengthens our education system as a whole. Thank you for your time, and amend the bill.

Talayen Rush, Private Citizen:

I am speaking against S.B. 321 (R1) because my mother is a teacher in our public charter schools. I attended public charter schools for most of my education in Nevada. I attended Innovations International Charter School for kindergarten through fourth grade, and then I attended Mater Academy Mountain Vista for fifth grade through eighth grade. For most of my middle school education, I experienced an amazing education at both these schools. These schools set me up for high school where I succeeded and ultimately received a full-ride scholarship for college. Without that foundation in charter school education, I am not sure I would have been able to succeed in the rigorous magnet high school that I attended in the Clark County School District. I think it is important to include our charter school teachers in this bill because they are the reason for my success today.

Brooklyn Thomas, Student, Mater Academy, East Las Vegas:

I will be a senior at Mater Academy, and I have been going to that school since third grade. Mater Academy offered me many different opportunities that other schools could not. Even though this is a new high school, my teachers consistently strive for my success. They have always been caring. Most teachers just want their students to get by and be out of their face and out of their classes. The teachers at Mater have given me the opportunity to succeed. They set me up for dual-credit classes to obtain college credit to get my associate degree when I graduate next year. They have given me new and different outlooks on what I want to do when I leave high school, and they have been able to set me up for success in many different ways. I appreciate it because I believe any other school would not have cared about my education as much as my charter school teachers do. I am very appreciative that I have been able to be at the school with my wonderful principal, Ms. Fairless, because she is not like any other principal. She is a person who really cares about her teachers and her students, and I believe that this charter school and all charter schools are doing their best to provide for students.

Cheyenne Thomas, Private Citizen:

I moved from California and attended Mater Academy from fifth grade through eighth grade when I moved to the Southwest Career and Technical Academy (SWCTA). At SWCTA, it was a rigorous courseload, and it was hard to follow students who worked hard and dedicated their lives to education. I feel that without Mater Academy and the teachers and wonderful principal, Ms. Fairless, I would not have been able to apply technical abilities as other students did unless I was given the ability to do so at Mater Academy. I think it is important to support our teachers, as well as the representatives there, because if we do not support our teachers and their abilities to push children to their greatest ability, we will not have children who are able to do great and wonderful things at SWCTA like I did.

I think it is important that charter schools give children the opportunity to have different outlooks on schools when public schools do not and give them the opportunity to improve themselves and have their greatest ability brought to light to represent these charter schools and the teachers who helped students find this ability in the classroom. If we do not support teachers the way they deserve, then I do not think they will be able to support students who should be supported.

Olivia Carbajal, Principal, Mater Academy, Mountain Vista:

We have heard a recurring theme that the most important thing is the success of our students. We have plenty of teachers and staff members who work their hearts out and want what is best for the students of Nevada. It is only fair that our students are able to reap the benefits of their teachers being paid equitably. We have so many other categories currently where our schools are underfunded—not receiving facilities funding affects the capabilities of what we are trying to do for our students. Please consider amending S.B. 231 (R1) so charter school teachers are included in the funding.

Ben Salkowe, Principal, Equipo Academy, East Las Vegas Nevada:

I agree with Senator Cannizzaro that our public school teachers deserve raises, and we are excited that this Legislature is having this discussion. I cannot support the legislation as written until it is amended to include all public school staff and educators. For us in southern Nevada, the text of this legislation only provides raises to certain employees working in the Clark County School District (CCSD) schools. The bill would exclude public school teachers and support staff working in Title I public schools including Equipo Academy, Futuro Academy, Nevada Prep, Mater Academy, Democracy Prep, and Nevada Rise Academy. In short, this is a list of public schools in East and West Las Vegas that serve the highest number of students receiving free- and reduced-price lunches with the highest graduation rates and college acceptance rates. These public school teachers and support staff would be excluded, and as Senator Buck explained, a public charter school is a public school. Our involvement and finances are publicly audited each year. Our students take every state assessment and fulfill every state requirement, and our teachers are state licensed professionals.

The difference for a public charter school is that local educators and community members, like my team, run the decision making instead of large district administrators. I was a CCSD classroom educator for eight years before I left. I am the type of educator Senator Cannizzaro was referring to, and I chose to leave the school district, but I stayed in Nevada, and I work with a team of teachers who did the same to open our own public charter school. My decision to leave was not about money, but if the conversation we are having is about why charter schools are perceived to have better staffing, then we should be discussing expanding charter schools, not punishing the teachers who work in them.

I appreciate the questions about public charter schools, and I want to be clear. It is challenging to recruit and train staff everywhere, so like other administrators who have spoken, I work year-round to recruit, train, and develop great educators and where possible, I recruit from outside the state or encourage young people to start careers in education, so we are not taking teachers from neighboring schools. I want our public school teachers, all of them, to be valued and to get this raise. They deserve it. They worked incredibly hard through three challenging years, and I hope that this legislation will be amended.

**Trevor Harder, Middle School Science Teacher and Technology Integration Coach,
Mater Academy, Bonanza:**

I want to express my concern about S.B. 231(R1), which proposes educator salary increases for public school teachers and support personnel but overlooks those serving public charter schools. As a constituent and a supporter of public education, I strongly believe that every public school educator deserves fair recognition and rewards for their hard work, irrespective of their workplace. Charter school educators face unique challenges while serving over 67,000 students to provide quality education. The proposed bill creates a pay gap in the public education system. We acknowledge that public charter schools may not have equal access to funding for supplies and facilities like traditional public schools; however, these schools have achieved remarkable academic results despite their limitations. Excluding public charter school educators and support personnel from the benefits of S.B. 231 (R1) would lead to unfair disparity and pay and diminish the value of their hard work in imparting education. Therefore, I urge you to amend S.B. 231 (R1) to include public school educators and support personnel from public charter schools as well. Recognizing the dedication and hard work of all public school educators, whether they serve in traditional public schools or public charter schools, is crucial to fostering a supportive work environment.

**Sandra Kinne, Lead Founder and Executive Director, Sage Collegiate Public Charter
School:**

I have been a public educator since I came into the profession via Teach for America. I have only worked in Title I schools, and I have stayed in education out of a sense of mission-driven work and contributing to the greater good for all. I spent more than a dozen years in classrooms, both in a traditional district school and in a public charter school. I have been an administrator in both a traditional district school and now in a public charter school. I have also approached teachers in both traditional district schools and charter schools. There is no difference in the amount of work we do, the intensity of the work we do, or the importance of the work we do between charter schools and district schools. There simply is not. The work is equally demanding, equally exhausting, and equally important whether you are in a 50-year-old district school or a second-year charter school.

At the school for which I am the executive director, more than 65 percent of our students qualify for free- or reduced-price lunches, and 12 percent of our students qualify for special education, which is on par with all schools in our zip code. Nearly 10 percent of these students are identified as English language learners. We have an extended day; our team works 9-hour days to provide more instructional time and to bridge achievement and opportunity gaps that have existed in our community for too long and which were exacerbated by the global pandemic.

Our teachers are public employees, and our school is a public school. The intentional exclusion of charter school teachers from this bill is harmful to all educators and creates a separate and unequal ideology that is simply wrong. Our school pays into the Public Employees' Retirement System. I fail to understand how our teachers and staff are considered public employees for our retirement system in this state, but not for our actively employed system in this state. If charter school employees are public employees for

purposes of a fund for which they and schools pay, it is perplexing why we would not be public employees for purposes of receiving additional public dollars.

It saddens me to be in opposition because this bill excludes a significant number of public school teachers. We educators are a devalued bunch, and we all deserve more fair and equitable pay for our work. I encourage all members of the Committee to reconsider the language of this bill and to support the inclusion of charter school teachers in this proposal. We are public educators after all.

Ronna Saulsgiver, Second Grade Teacher, Mariposa Language and Learning Academy:

I am in opposition to S.B. 231 (R1) as it is written because it does not include public school teachers at charter schools. This bill, as currently written, is divisive for public school teachers, and it tells families of about 60,000 students in charter schools that their children and teachers are less than their district public school counterparts. If we want to improve the quality of teachers and the education system in Nevada, please invest in all public school teachers and value the profession, which will improve the culture and working conditions for teachers. This bill must include public charter school teachers. These are public dollars for public school teachers, teaching public school children. Please do not leave us out on this decision, and please amend the bill.

Brigid Fronapfel, Director of Student Life, Pinecrest Academy of Northern Nevada:

I am in opposition to S.B. 231 (R1) as it is currently written, but I will not reiterate what others have testified about. However, I will provide my personal and professional experience related to state-funded public charter schools based on my nearly 20-year career in educational settings.

Personally, my two children, ages six and nine, both attend Pinecrest Academy of Northern Nevada, a state-funded public charter school in Spanish Springs. My husband and I selected the school based on our knowledge of its efficacy, and we were lucky enough to have our oldest son selected to attend this school in the lottery. In this environment, my nine-year-old, who I will note, struggles with language disability and did not excel in his previous educational studies, is now flourishing. My six-year-old son just placed in the 99th percentile on his state testing. The educational study my children are exposed to, and participating in, is successful, and the educational and support staff deserve recognition for their highly effective efforts.

Professionally, I serve Pinecrest Academy of Northern Nevada as the Director of Student Life. In this role, I support nearly 1,000 students and their families along with 100 staff members in the areas of behavior, wellness, mental health, and social/emotional support. The team of educators and experts I work with are nothing short of amazing and effective, and our data demonstrates this. With an evidence-based curriculum that we use to support our students in grades K through eight, we have over a 75 percent response rate to our interventions, and our school behavioral referrals have decreased significantly since the implementation of our programming. The team I oversee has also pursued specific and

intensive training in the implementation and delivery of our interventions. They are highly qualified, and should be acknowledged for their efficacy. This is programming that we have designed and implemented and is of a caliber I have not witnessed in any previous time in my career.

I would encourage you to evaluate our school's academic growth data in comparison to other nearby public schools. The academic growth this year, as measured by our standardized assessments, demonstrates the effectiveness of our educators and support staff. It is also of a caliber that I have not witnessed during my career. To exclude the second largest school district in the state—charter schools—is a disservice to your constituents working in, and the people being served by, these studies. I encourage you to reconsider S.B. 231 (R1) as written and amend the language to include charter schools.

Andrea Morency, Executive Director, Principal, Honors Academy of Literature:

I am a small independent charter school founder, principal, and parent. I am here today to express my concerns about S.B. 231 (R1) as it is currently written with the exclusion of public educators teaching at public charter schools in Nevada.

Public educators who teach at my school have made the same commitment as all public educators—to provide a free and appropriate education to any child in Nevada who walks through the door—and should be recognized with salary increases. All public educators in Nevada should receive raises; there is no justifiable reason to exclude Nevada charter school teachers in this bill. Thank you for considering the best interests of all children attending Nevada public schools, including public charter schools, by providing all public educators in Nevada with a fair and livable wage.

Bethany Farmer, Private Citizen:

I am here to voice concerns about S.B. 231 (R1). As a Nevada educator for over 25 years and a mom of three students who have been in public schools in Nevada, why would we separate or devalue public educators based on the school where they work? As we all know, these educators are slowly leaving the profession, and these are the individuals who shaped our profession in Nevada.

For fifteen years, I worked for Clark County School District (CCSD), and two of my children attended CCSD schools. As I wanted to continue to grow as an educator, I moved to an administrative role in a public charter school system. With this movement, my youngest child now attends a public charter school. Why would her education in a public setting be any different supporting my older two children in CCSD?

My passion for education has never changed. It was about the climate, culture, and doing what is best for students whom I, and we, could impact. I am currently an administrator, and all my staff are licensed or sublicensed, and all are working on licensure in their field. My staff work continuously on growth and professional development to collaborate and plan for the success of all students. We track data to ensure all our students grow. We have a relationship with the University of Nevada, Las Vegas, to support, mentor, and train

preservice teachers, anywhere from 10 to 15 in the last three school years, with the hope they will continue to grow in the profession and shape the future of our children.

I believe that all public educators deserve a raise for their hard work and passion for educating our future leaders. It is heartbreaking to know that my staff and I still follow all Nevada Department of Education expectations and are considered public educators, but we are being penalized for choices we make about which school is the best employer for us. We should be working together and collaborating on best practices and strategies and supporting each other—not creating a divide and causing negativity in a public profession that is so passionate about what we do.

Is public education about all students in Nevada or about segregating and discriminating based on what school students attend? I serve over 1,000 students and around 80 staff who in their heart, are considered family. Please support their futures and their passions.

Terry Strickland, Private Citizen, Reno, Nevada:

I am calling in opposition to S.B. 231 (R1). I am a parent of a student at the Honors Academy of Literature, a small, independent public school in downtown Reno. Our school might be small, but we are mighty. Our teachers are amazing and, like so many others, have made an impact on our children's lives. Words cannot express the sadness and disappointment that this bill intentionally excluded our teachers; all teachers need a raise. I hope you will include them. Please amend S.B. 231 (R1).

Nicolette Smith, Assistant Principal, Doral Academy of Northern Nevada:

I am the parent of two charter school graduates, and it breaks my heart to say that I am speaking in opposition to S.B. 231 (R1) as written. This bill is funded for public schools, but it excludes raises for the teachers of more than 67,000 Nevada public school students, licensed teachers, and support staff, by not including public charter schools in the funding. Public charter schools already receive less funding as we do not get facilities funding, class size reduction funding, or social work grants. Our teachers are all state licensed and certified in the same way traditional public school teachers are. Our public school charter teachers marched alongside other Nevada teachers to fight for this funding. Our teachers deserve to receive the same funding as all other public school teachers. The funding that we fought for was for public schools. Never in a million years did we consider that public charter schools would not receive the same funding. All our students are public school students. Powerful statements have been made by my colleagues today—all public school teachers in Nevada deserve equitable opportunities to receive these raises. I humbly ask that the Committee consider the equity issue before them and amend S.B. 231 (R1) to include public charter schools.

Jason Sturtsman, School Psychologist, Mater Academy, East Las Vegas:

I have worked in education in Nevada for 21 years, and I appreciate the hard work of this legislative body. I am expressing my concern about S.B. 231 (R1) as written, which proposes salary increases for public school teachers, but overlooks those serving at public charter schools open to all Nevada children. Las Vegas public charter schools

have the same issues regarding vacancies that Clark County School District schools have. I believe that every public school educator deserves recognition for their hard work.

Charter schools educate over 67,000 students providing free high-quality education. Public charter schools may not have equal access to funding for supplies and facilities for transportation like traditional public schools; however, charter schools have achieved incredible academic results despite limitations set by Nevada. Excluding public charter school educators and support personnel from the benefits of S.B. 231 (R1) would lead to an unfair disparity in pay and diminish the value of their hard work. Public charter schools work: therefore, I urge you to amend this bill to include public charter school educators and support personnel. Governor Lombardo, a charter school advocate, should veto this bill if it does not include charter schools.

Ben Contine, Middle School Teacher, Honors Academy of Literature:

As previously testified, we are a small family charter school in downtown Reno, founded by two Reno moms, one of whom is about to graduate her first child. For the record, I want to say that I, and many of my colleagues, have the utmost respect for the Majority Leader and appreciate her bringing this bill forward.

I wanted to clarify some things. There was testimony that charter schools do not have the same issues when recruiting teachers. That is simply false. We have any number of, and in some cases more, significant challenges recruiting teachers, but the truth is everyone in education right now has challenges recruiting teachers. I also want to mention that I previously worked as a special education teacher at Las Vegas High School and at Carson High School. If anybody proposed a bill that gave me a raise and excluded the teachers that I worked with at Las Vegas High School or Carson High School, I would be the first person here to testify against that. Everyone here that you have heard testimony from is a public educator or they have students in public schools. When legislators refer to our public schools but do not include charter schools, that is hurtful to our families, and it is hurtful to our staff. We believe that all teachers in Nevada should get a raise, not just to be good, but because it is necessary to maintain staffing. We believe that schools like ours—small independent charters founded by local people—should exist, and we cannot if we are excluded from this funding.

I also want to mention, for the record, that charters do have specific concerns including facilities costs and utilities costs, which have increased significantly. Those costs scale up for a small school like ours with a little over 200 students. We simply want to sit here in unity with teachers across Nevada, and I want to honor anybody who walks into a classroom and is about to finish the school year. I honor you. I respect you. I believe every single one of you should get more money. I ask you to amend this bill.

Will Bautista, Private Citizen:

I am speaking against S.B. 231 (R1) in its unamended form. I am the father of a former charter school teacher and current support employee, and the parent of a charter school student. I also served as the board chair at Quest Preparatory Academy in North Las Vegas.

Our school serves a nearly 100 percent free- or reduced-price lunch student population and a majority/minority school community of under 500. In the past few years, our board has reorganized, and our school leadership, faculty, and support staff have worked tirelessly to achieve higher performance scores and financial stability.

The state asked our schools to follow state directive and pay into the Public Employees' Retirement System at a higher rate than ever before. Yet, this bill as written treats our teachers and other staff as second-class citizens. It seems our teachers are good enough for the state to take their hard-earned money to fund the retirement of public educators, but not good enough to be considered for this public school funding. Many anticharter advocates often attack charter schools for taking resources from traditional district schools and yet, the vast majority of these charter schools are already provided less, subpar, or no resources at all including transportation, supplies, or underfunding programs for special needs students. The exclusion of charter schools from this bill gives the appearance that the Legislature is doing the bidding of anticharter organizations in one of the most vindictive ways they can—their pocketbooks. With inflation at historical highs, this would be a slap in the face of teachers, staff, and families who choose public charter schools.

Our school provides a valuable option to many families who may not be best served by traditional district schools. Many of the members of this Committee represent students, parents, and teachers employed by charter schools in Nevada who voted for you because they thought you would best represent them. I am shocked that this bill will continue to be considered in its current form, and that is why I am urging you to amend S.B. 231 (R1) to include charter schools as part of those pay raises.

Matthew Wilkie, Private Citizen:

I was not going to testify on this bill because I have my own view on charter schools that differ from those currently giving testimony. However, I am trying to look at this from a different angle. I am just learning myself that these educators pay into the Public Employees' Retirement System (PERS). I fully believe that they deserve any pay increase that will be implemented with PERS going forward. That is the way I look at it.

[Assemblywoman Backus assumed the Chair.]

John S. Haynal, Executive Director, Nevada Preparatory Charter School:

I did not feel prepared to speak today because I am standing in the gymnasium trying to work out. There is nothing I can say that does not echo what I believe, but one thing I do believe—students deserve more. I came out of retirement to work with kids in low socioeconomic environments because I thought for once the Legislature and the Governor were in sync with the inequities that exist in our state. I am now concerned that the inequities between low socioeconomic families and other schools is growing wider. I am asking you to reconsider the way this bill is worded. I am not in favor of it, and I will tell you without reservation—I am here to stay.

Amy Barbine, Assistant Principal, Pinecrest Academy, St. Rose:

I cannot say anything more than what you have heard from so many people. I hope you notice the amount of people who came out to speak in opposition to S.B. 231 (R1), as written, on such short notice. This bill excludes public charter school teachers from receiving equitable raises that you are offering to district employees. By not including teachers at charter schools in this bill, you are sending a message that charters are less valued and less important than other schools. I encourage you to amend the bill to include language that includes public charter school employees as well as other public educators.

Obviously, you value the importance of giving teacher's raises and you see the importance in educators. We, as educators, are the foundation of all other professions in the world, and we do what we can do to change the world. I strongly encourage amending the language.

Ricci Rodriguez-Elkins, Private Citizen:

I would like to testify in opposition to S.B. 231 (R1). I am one of the original moms who fought for charter schools in 1995 and in 1997 when it was finally passed. I currently serve on the board of Coral Academy of Science.

I am disappointed to see that once again, charter schools are eliminated from funding sources that could help them afford higher salaries for teachers and staff. As has already been expressed, charter schools have a tremendous financial load that they have to distribute using the paltry funds they currently get. To pay their teachers equitably, they really need this bill to be amended. As written, this bill authorizes disparate treatment by providing higher pay to traditional public school teachers than to public charter school teachers who perform the same job with the same responsibility. Charter school teachers guide, train, discipline, instruct, and shape young minds in the classrooms, and they love their careers in education; just as traditional public school teachers do. They deserve the same respect. This bill is intentionally discriminatory. I urge you to vote no on this bill as it is written and to amend the bill to include charter school teachers and staff.

Carrie Howard, Second Grade Teacher, Hunsberger Elementary School:

I am currently a teacher in the Washoe County School District as well as a member of the Washoe Education Association, and I am a board member for the Mariposa Academy Charter School in Reno, Nevada.

I am calling to testify against S.B. 231 (R1) as written. I echo the sentiment that the bill should be amended to include charter schools. As a board member for the charter school, I get to witness firsthand the quality instruction provided to students. To not include teachers in the pay raise would send the wrong message and be discriminatory toward public charter school teachers. I am asking you to vote against S.B. 231 (R1) as written and to amend this bill to include public charter schools.

Lirio Valenzuela, Third Grade Teacher, Department Lead, Mater Academy, East Las Vegas:

I am here to stand for equality and oppose S.B. 231 (R1); not because I do not believe teachers should get raises, but because I believe all teachers should be considered equally. I ask for your consideration for an amendment that includes charter school teachers because we are public educators too, and we work tirelessly with the same end goal of making a difference and educating children in the community.

Susan Kaiser, Private Citizen:

I am a retired middle school science teacher. I worked for 25 years in public schools, and I want to let the Committee know that public schools meet each child where they are and move them along a continuum to a flourishing future. These teachers do the best they can with the staff and resources they have. For decades, our public schools have been underfunded, and yet these teachers showed up, session after session, to ask for needed funds. Our pleas fell on deaf ears. This session, we have the funds to finally begin to address continued funding shortfalls. I am speaking today in opposition to S.B. 231 (R1) as written, and I am asking for a Clean 20 amendment, without hoops, to both honor the work of every educator and more importantly, to allow these educators to lean in to what is the most important job there is—helping to grow the next generation of educated Nevada citizens. Demonstrate your wisdom through this action and amend S.B. 231 (R1).

Jose Solorio, Board of Directors, Nevada Preparatory Charter School:

I was the first Latino to serve in the Clark County School District back in the 1990s, and I have been an advocate for the Latino community.

I am here to speak on behalf of our students. Our school is more than 60 percent Latino, and almost 80 percent diverse. In this world of public charter schools, we need a level playing field. This applies to buildings, construction, transportation, and especially to salaries for our classroom teachers, it is important that we consider fairness and that we do not discriminate against those who ultimately would be hurt by teachers being left out of this bill—our students. I grew up in East Las Vegas, Sunrise Acres, and I know what it means to be a student in that position. I would advocate that the Committee amend this bill, so our students are not hurt. We need fairness, we need equity, we need diversity. We need to be included, not excluded.

[Assemblywoman Monroe-Moreno reassumed the Chair.]

Ignacio Prado, Executive Director, Principal, and Founder, Futuro Academy Charter School:

I want to echo a sentiment many have shared about wishing for an amendment to support S.B. 231 (R1). In my heart, I still consider myself a teacher. I began my teaching career in the Clark County School District, and I know that what teachers do—day in and day out—is hard work. I know this from my time in school district classrooms and as a school leader in a public independent charter school that we—several educators who moved from the east side

of Las Vegas and our respective district schools—founded and launched our own independent small school.

We represent 460 students and their family members who have elected to join us on this journey since founding our school in 2017. I think more importantly from the chorus and echoed voices, we represent much more than that. There are about 60,000 students who elect to attend public charter schools in Nevada. I will implore you to consider changing the language to focus on the educator and not the building they work in. Please consider making these raises for licensed educators who hold licenses in good standing as issued by the Department of Education. The state already does the work of deciding if a person merits a teaching license and whether they can work in Nevada public schools. I encourage you to make that change so you can garner the support of many who have called with reservations, and because in my heart, I believe it is the right thing to do. Hopefully, you do as well.

Kate Wilson Hume, Student, Alpine Academy College Prep High School:

I will be a senior at Alpine Academy College Prep High School in Sparks, Nevada. I began school in a traditional district setting that was not a good fit for me. I was falling asleep in class, daydreaming, and bored. When I was in the third grade, my family found High Desert Montessori Charter School and with the individualized education I received there, I began to love learning again. I went from High Desert Montessori to Alpine Academy where I am now a dual enrollment student at Truckee Meadows Community College. I will graduate from high school next year with a full associate degree. Charter school was the change that made my schooling successful. Please amend S.B. 231 (R1) to equally fund charter schools so other students can have the same choices and opportunities I had.

Shawn Dickson, U.S. History Teacher/Athletic Department, Mater Academy, East Las Vegas:

I am in Florida on vacation, and I am against S.B. 231 (R1). I have been an educator for 16 years, and I now work at a charter school on the east side of Las Vegas. Charter school teachers are licensed and certified teachers like other teachers. I think it would be a terrible thing to not be included in this bill. As others have said, I would like to advocate for the language to be changed to include charter schools and teachers that have been licensed and certified through the state of Nevada.

Chair Monroe-Moreno:

Is there anyone else who would like to provide testimony in opposition to S.B. 231 (R1)? [There was no one.] Is there anyone who would like to testify in neutral on this bill?

Jeri Shuman, Private Citizen:

I am speaking in neutral on S.B. 231 (R1) for the first time ever. I am calling today because this bill as introduced was only for paraprofessionals. We try our best to work together so our students can be successful. I am happy to hear that this has been amended to include all support staff. I feel it would be easier to approve Time for 20, as Dawn Etcheverry stated. Please do the best to support our children, Time for 20, and for the success of all students across Nevada.

Chair Monroe-Moreno:

Is there anyone else who would like to provide testimony in neutral to S.B. 231 (R1)? [There was no one.] Senator Cannizzaro had to return to the Senate so there will be no closing comments. I will close the hearing on S.B. 231 (R1), and we will move on to the next bill.

Senate Bill 241 (1st Reprint): Revises provisions relating to Medicaid. (BDR 38-971)

Senator Robin L. Titus, Senate District No. 17:

Senate Bill 241 (1st Reprint) requires the Director of Department of the Health and Human Services to include, in the state plan for Medicaid, to the extent that federal financial participation is available, a requirement that the state must pay the nonfederal share of expenditures for outpatient and swing bed services provided at critical access hospitals and reimburse critical access hospitals for such services at a rate equal to the actual cost of providing the services or the amount charged for the hospital services, whichever is less.

In the policy committee, we had 13 separate rural hospitals call in, but we are not doing that to you today. The fiscal note addresses what is important to hospitals. We have provided documentation on what a swing bed is and what a critical access bed is—hopefully you have all that information. The actual fiscal note is included in the bill that you have in front of you.

Chair Monroe-Moreno:

It would appear the bill was amended on the Senate side to include State General Fund appropriations of \$280,015 in fiscal year (FY) 2024 and \$683,550 in FY 2025 and authorizes funding of \$745,037 in FY 2024 and \$1,724,067 in FY 2025.

Are there any questions from Committee members? [There were none.]

Is there anyone who would like to testify in support of S.B. 241 (R1)?

Joan Hall, representing Nevada Rural Hospital Partners/LICON:

I represent the 13 critical access hospitals impacted by this bill. We urge your support.

Connor Cain, representing Sunrise Hospital and Medical Center and Sunrise Children's Hospital:

We support S.B. 241 (R1).

Dora Martinez, Private Citizen, Reno, Nevada:

Please support this bill, and we thank the sponsor of the bill, Senator Titus, for doing the right thing on this common sense bill.

Chair Monroe-Moreno:

Is there anyone else who would like to testify in support of Senate Bill 241 (1st Reprint)? [There was no one.] Is there anyone who would like to testify in opposition to this bill?

[There was no one.] Is there anyone who would like to testify in neutral to S.B. 241 (R1)?
[There was no one.]

Are there any closing remarks from Senator Titus? [There were none.] We will close the hearing on S.B. 241 (R1).

Since the appropriations and authorization amounts were amended in the bill on the Senate side, we can open the work session. I will accept a motion to do pass this bill.

ASSEMBLYWOMAN PETERS MOVED TO DO PASS SENATE BILL 241 (1ST REPRINT).

ASSEMBLYMAN WATTS SECONDED THE MOTION.

Is there any discussion on the motion? [There was not.] I will call for a vote.

THE MOTION PASSED. (ASSEMBLYMEN HAFEN, JAUREGUI AND YEAGER WERE ABSENT FOR THE VOTE.)

Next, we will open the hearing on Senate Bill 98 (2nd Reprint).

Senate Bill 98 (2nd Reprint): Revises provisions relating to education. (BDR 34-444)

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

I have been asked to present Senate Bill 98 (2nd Reprint) this afternoon. Regarding the fiscal components on page 4, lines 38 through 43, this bill requires submission of a request from the Department of Education when deposits in the State Education Fund are audited or found to be in error; then we can correct that error.

On page 6, the bill refers to the timeframe when the Commission on School Funding and the Department can meet between July 1 of odd number years and December 31 of even number years. This time frame provides more time, beyond September, to prepare reports you may need. It also allows you to call those entities for additional work if needed during the session. This provides added flexibility.

On pages 7 through 9, paragraphs (f) and (g) are activities the Commission on School Funding will be looking at during the biennium. As testified to the Senate Committee on Finance, we will need to ensure we have all our constituents at the table when these metrics are being looked at, including parents, teachers, legislators, and community members. We will also be including experts to ensure we have a full perspective on what is transpiring in Nevada as well as nationally. We will incorporate any best practices in a timely manner.

Page 10, section 6, covers financial components. There is an appropriation for \$1.5 million to conduct studies, an appropriation for \$10,000 for travel for Commission members, and an additional \$6,200 per year for travel for Department staff. This Committee has already

approved travel for the Department of Education and the Commission on School Funding, but this bill changes the frequency of meetings to monthly, so additional travel funds will align with the number of meetings.

Chair Monroe-Moreno:

Are there any questions from Committee members?

Assemblywoman Anderson:

On page 8, there are provisions about testing metrics, as well as other items that the Commission would look at. Is that correct?

Jhone Ebert:

Yes, that is correct.

Assemblywoman Anderson:

So, would the Commission also be making recommendations on how to improve the metrics? If so, has there been discussion about expanding Commission membership to include teachers instead of the mostly financial members who currently comprise the Commission?

Jhone Ebert:

The Commission has met over last two years with teachers at the table and will continue to do so as it moves forward with this work. The Commission had two meetings where there was no specific agenda but instead the Commission had a listening session. This brought everyone together—teachers were represented at every Commission on School Funding meeting this year, whether in person or submitting written testimony.

Assemblywoman Anderson:

To verify, there will not be an expansion of the Commission membership to include current practitioners when they are looking at the metrics and making recommendations. Is that correct?

Jhone Ebert:

Members of the Commission on School Funding are appointed, so educators could be appointed. No one is saying teachers cannot be on the Commission—teachers may be appointed via the electeds who have the opportunity to do so.

Assemblywoman Anderson:

I appreciate the inclusion of vacancy rates on page 9. The rate of vacancies and positions for teachers, support staff, and administrators has been an item we have discussed.

For the record, I am concerned about testing metrics being used and reviewed by a Commission comprised mostly of financial administrators—not people in the classroom or even principals, or superintendents. I know there are one or two superintendents, but I am concerned that the people making recommendations are more concerned with financial metrics than the pedagogy metrics of our profession.

Chair Monroe-Moreno:

Assembly Bill 400 (R2) included appropriations for a study. What is the difference between S.B. 98 (R2) and what was included in A.B. 400 (R2)?

Jhone Ebert:

Everything is exactly the same except I do need to triple check if paragraph (g) was added to S.B. 98 (R2). I am not sure if it was crosswalked—I do not have that in front of me. My staff has looked online and indicated that paragraph (g) is not included in A.B. 400 (R2) at this time. Paragraph (g) is found on page 9, lines 32 through 35.

Chair Monroe-Moreno:

There is a \$1 million appropriation in A.B. 400 (R2) and a \$1.5 million appropriation in S.B. 98 (R2). Both amounts are for a study, but will both appropriations be needed?

Jhone Ebert:

It would be a total of \$1.5 million for this work.

Chair Monroe-Moreno:

In A.B. 400 (R2) there is an additional \$1 million appropriation.

Jhone Ebert:

There would not be a need for an additional \$1 million. The total request for all this work is \$1.5 million.

Chair Monroe-Moreno:

Are there other questions on S.B. 98 (R2)? [There were none.] Is there anyone who would like to testify in support of S.B. 98(R2)? [There was no one.] Is there anyone who would like to testify in opposition to this bill? [There was no one.] Is there anyone who would like to testify in neutral to S.B. 98 (R2)? [There was no one.]

I will close the hearing on S.B. 98 (R2). We will need to do more research before we open a work session on this bill. We will now move on to the next bill.

Senate Bill 451 (1st Reprint): Directs the Joint Interim Standing Committee on Growth and Infrastructure to conduct a study concerning certain subjects related to hydrogen. (BDR S-32)

Senator Pat Spearman, Senate District No. 1:

Before I start my presentation on Senate Bill 451 (1st Reprint), I want to tell you about an international hydrogen conference in Las Vegas at the Palace Station, on July 12-13, 2023. I think Committee members have a copy of the brochure and a copy of the speakers, and you will probably recognize somebody on there. I mention this because I think it is important that we understand what we are talking about for the study and all the conversation we have had in the past few sessions. It is my desire to ensure that in Nevada, we are doing everything we can to expand and take advantage of clean energy resources.

One of the statements in the brochure says that Las Vegas is a rare and alluring destination and that Nevada is a state with the most potential for hydrogen and hydrogen industry growth. I want to put that out there. You also have a copy of a letter from Andrew Woods. We collaborated with the state of Arizona, and we are a finalist for a \$2 billion grant coming from \$8 billion that the Biden administration put in the infrastructure bill. Out of that amount, \$1.1 billion will go to our universities. About \$400,000 will go to the University of Nevada, Las Vegas (UNLV). The project, Southwest Clean Hydrogen Innovation Network (SHINe), is looking at how to become one of the hydrogen hubs in the country. California is doing it, Colorado is doing it, and Arizona is doing it. Oh, by the way, Arizona is getting ready to open up a hydrogen production facility in Kingman, Arizona.

I think this study is imperative and important for Nevada because the question is not whether hydrogen will come to Nevada, because hydrogen is already here. The challenge for us is that we have done nothing to look at regulation, and we have done nothing about putting up guardrails or anything like that. We have hydrogen production [Air Liquide] at Apex Industrial Park in southern Nevada, and we have hydrogen production outside Reno in northern Nevada.

Here is what the study does. Senate Bill 451 (R1) aligns with Nevada's commitment to reduce greenhouse gases. I do not know how many of you had an opportunity Wednesday to see the hydrogen fuel cell car. I had asked that the car be brought here because sometimes when I am talking about the potential of hydrogen, it can be like trying to explain a microwave oven to someone in 1945. That is no shade to anybody's intelligence. If you have not looked at it and have not seen it, it is difficult to grasp, especially when you are talking about a hydrogen fuel cell electric vehicle (EV).

I have talked about that a lot, too, because the hydrogen fuel cell EV is the next hybrid. As we move away from combustible engines, manufacturers around the world are already using lithium and hydrogen as the hybrid of choice. We are also looking at how hydrogen is changing the landscape for 18 wheelers. It is no secret that transportation is probably one of the biggest polluters, if you will. Solving the issue for greenhouse gases in passenger vehicles and trucks is not enough. The military is already using hydrogen technology for light trucks and is working on hydrogen technology for 18 wheelers.

Regarding economic opportunities, the global clean hydrogen market is growing today with substantial economic activity and job creation. Nevada has an opportunity to invest in hydrogen as it is already being used and promoted on the federal level. Senate Bill 451 (R1) aligns with the goals and vision of the SHINe project and with Nevada's bid—part of the \$8 billion solicitation. Nevada is taking a proactive step toward understanding the potential of hydrogen as an energy resource.

I will close with this because you are a money committee, and not a policy committee—UNLV is two years into a project looking at hydrogen. A bipartisan letter was submitted by every member of our federal delegation to Secretary Granholm supporting our request to be part of the allocation for the \$8 billion funding.

It is also important to note that when we start talking about hydrogen as it is and as it was, hydrogen in the 21st century is not the same as hydrogen in the 20th century. When we look at potential for economic development, we always hear people say that it is going to bring jobs. I always remind people that you can bring 50 jobs at \$10 an hour, and those jobs will not have an impact. If you bring 5 jobs that pay \$60 an hour, however, now you have an economic impact.

If you look at what Air Liquide is doing, it is the second largest hydrogen producer in the world, and they plan to grow—they are already growing. The base salary at Air Liquide starts at \$25 an hour, and when you add benefits, people are making close to \$40 an hour. It is estimated with hydrogen here in Nevada, as happened in other states, the economic multiplier could be huge. We know that in Nevada, we tax payroll. One company—and they asked not to be named—their payroll was a little less than \$700 million every six months.

I spoke with Terry Reynolds, Director, Department of Business and Industry, and asked what \$700 million looked like for modified business tax revenue? We do not have a state income tax, but I noticed that every time we go to the floor, in every session, we are always talking about money for educators. This session, we talked about not just money for educators, we are also talking about schools, affordable housing, and healthcare. We are talking about several issues for which we have no money. The company that had a \$700 million payroll every six months, that is \$98 million that goes to the State General Fund.

This study will help us to learn more about hydrogen, and how it works, and it will help us understand the industry that is already here. That is important. Right now, there are no statutes, there are no guardrails, there is nothing that tells a hydrogen-related industry that comes to Nevada what it can or cannot do. We were not ready when Air Liquide came to Las Vegas while we were in session in 2021.

This study will help us to understand what it is, what it is not, and where the opportunities lie. I think what is most exciting to me is that the study will also allow the Nevada System of Higher Education and students here in Nevada to become part of the study. What is hydrogen all about? I do not know how many of you were here in 2017 when I had a bill to look at how we could study geothermal, and it was a bill forged for geothermal energy research. It was a pet project of Senator Reid while he was in Congress. They started out with 28 states and the last states for inclusion were Utah and Nevada. I got everything, the deal we needed to make, and the choice between Utah or Nevada. By the way, Utah probably does not even have one tenth of the geothermal that Nevada has. I put it all in the bill, but I could not get the bill out, and I kept pushing because they were going to decide on which state would get that project. We did not get it out, and we did not signal to the U.S. Department of Energy that we were ready. Utah got the project, and Utah received millions of dollars for their flagship university. I do not want that to happen again here in Nevada.

Chair Monroe-Moreno:

Are there any questions from Committee members? [There were none.] Is there anyone who wishes to speak in support of S.B. 451 (R1)?

Scott Leedom, representing Southwest Gas Corporation:

I am here in support of S.B. 451 (R1).

Danny Thompson, representing Southern Nevada Building Trades Unions:

A little known fact is that in Henderson, Nevada, since 1940, green hydrogen was produced in mass quantities. It was only discontinued about seven years ago. The reason it was green hydrogen was because the power came from the Hoover Dam and was rectified to 600 volts. I was a young cutout electrician, and I used to cut those cells out live with protective clothing on because otherwise you would be burned. The hydrogen produced there was used to make hydrochloric acid, and then the rest of it was burned in 150,000 horsepower boilers. Hydrogen is absolutely the cleanest form of energy that exists, and it is probably the most abundant form of energy you can produce. I think it is important to study this so we can have a clean energy future because there is no question that it works.

Alex Tanchek, representing ACES Delta, LLC:

I am here in support of S.B. 451 (R1).

Dave McDuffie, Fourth Grade Teacher, CIVICA Academy:

I want to show my support for S.B. 451 (R1) because the bill directs that a study be conducted. Based on the facts that have been presented, and understanding what we need as educators, it would be good to have the study so that we can learn, and then make decisions later. There are always other opportunities. This seems to be a valid opportunity that we have done in the past. We should keep going with it. I am here to support S.B. 451 (R1), and I am in support of finding other solutions so that we can help everyone and not just other states who are able to see the opportunities before they are right there in front of our faces.

Chair Monroe-Moreno:

Is there anyone else wishing to provide testimony in support of S.B. 451 (R1)? [There was no one.] Is there anyone who would like to provide testimony in opposition to this bill? [There was no one.] Is there anyone wishing to provide testimony in neutral on S.B. 451 (R1)? [There was no one.]

I will close the hearing on S.B. 451 (R1). Seeing that there is no fiscal impact on this bill, I will open the work session for S.B. 451 (R1). I will accept a motion to do pass this bill.

ASSEMBLYWOMAN BACKUS MADE A MOTION TO DO PASS
SENATE BILL 451 (1ST REPRINT).

ASSEMBLYMAN WATTS SECONDED THE MOTION.

Is there any discussion on the motion?

Assemblywoman Dickman:

Am I missing something? I see a fiscal note.

Chair Monroe-Moreno:

As the bill was amended in the Senate making it a study, there are no longer any fiscal notes. Are there any other questions on the motion? [There were none.] I will call for a vote.

THE MOTION PASSED. (ASSEMBLYMEN JAUREGUI AND YEAGER
WERE ABSENT FOR THE VOTE.)

We will move to the last bill on the agenda.

Senate Bill 58 (1st Reprint): Revises provisions related to the Judicial Department of the State Government. (BDR 1-436)

John McCormick, Assistant Court Administrator, Administrative Office of the Courts, Nevada Supreme Court:

I am here to present Senate Bill 58 (1st Reprint). This bill is a budget implementation bill to facilitate the way in which the money committees close the Nevada Supreme Court's budget. Section 1 provides that the Supreme Court may, within limits of available funding, employ such persons as it deems necessary to carry out its duties and set salaries for those employees pursuant to its rules and policies.

Sections 2 through 6 were deleted by amendment. Sections 7 through 12 add clarifying language within the limits of legislative appropriations in various statutes in Chapter 2 that allow the Court to employ specific people. Section 13 requires the Court to submit quarterly reports to the Interim Finance Committee regarding any salary changes in new positions the Court effectuates during an upcoming biennium and section 14 makes these measures effective July 1, 2023.

Chair Monroe-Moreno:

I know there were some decisions made by the fiscal committee about staffing for the Court. How would this legislation impact those decisions?

John McCormick:

This bill is an implementation bill to fully allow for Committee decisions.

Chair Monroe-Moreno:

This is a budget implementation bill for decisions that were made. Is that correct?

John McCormick:

That is correct.

Chair Monroe-Moreno:

For the record, there is no fiscal impact because we have already taken care of that. Is that correct?

John McCormick:

That is correct.

Chair Monroe-Moreno:

Are there any questions from Committee members? [There were none.] Is there anyone who would like to provide testimony in support of S.B. 58 (R1)? [There was no one.] Is there anyone who would like to provide testimony in opposition to this bill? [There was no one.] Is there anyone who would like to provide testimony in neutral on S.B. 58 (R1)? [There was no one.] Would the presenter like to make closing comments? [He did not.]

Since S.B. 58 (R1) is a budget implementation bill for work we did earlier in the legislative session, I will close the hearing on S.B. 58 (R1), and I will open a work session for this bill. I will accept a motion to do pass this bill.

ASSEMBLYWOMAN BACKUS MADE A MOTION TO DO PASS
SENATE BILL 58 (1ST REPRINT).

ASSEMBLYMAN WATTS SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.] I will call for a vote.

THE MOTION PASSED. (ASSEMBLYMEN JAUREGUI AND YEAGER
WERE ABSENT FOR THE VOTE.)

I am going to open the work session for a bill we heard earlier today.

Senate Bill 231 (1st Reprint): Makes appropriations to the Interim Finance Committee for allocation to school districts that budget salary increases for certain employees and to the Department of Education for certain personnel costs. (BDR S-508)

Chair Monroe-Moreno:

Senate Bill 231 (1st Reprint) does not have an appropriation that needs to be added to the bill. The bill provides for \$250 million of State General Fund appropriations in the legislation itself. I will accept a motion to do pass this bill.

ASSEMBLYWOMAN BACKUS MADE A MOTION TO DO PASS
SENATE BILL 231 (1ST REPRINT).

ASSEMBLYMAN WATTS SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.] I will call for a vote.

THE MOTION PASSED. (ASSEMBLYMEN JAUREGUI AND YEAGER
WERE ABSENT FOR THE VOTE.)

We will stand in recess [at 3:01 p.m.].

The meeting was adjourned from the Assembly Floor [at 11:10 p.m.].

RESPECTFULLY SUBMITTED:

Carmen M. Neveau
Committee Secretary

APPROVED BY:

Assemblywoman Daniele Monroe-Moreno, Chair

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is a letter, dated May 30, 2023, electronically signed by 47 principals of Title 1 and high-needs schools in Nevada, in support of Senate Bill 189.

[Exhibit D](#) is a document prepared by Communities in Schools in support of Senate Bill 189.