

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

**Eighty-Third Session
April 8, 2025**

The Committee on Education was called to order by Chair Selena Torres-Fossett at 11:52 a.m. on Tuesday, April 8, 2025, in Room 3138 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 2 of the Nevada Legislature Hearing Rooms, 7120 Amigo Street, 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/83rd2025.

COMMITTEE MEMBERS PRESENT:

Assemblymember Selena Torres-Fossett, Chair
Assemblymember Reuben D'Silva, Vice Chair
Assemblymember Joe Dalia
Assemblymember Rich DeLong
Assemblymember Tanya P. Flanagan
Assemblymember Alexis M. Hansen
Assemblymember Melissa R. Hardy
Assemblymember Linda F. Hunt
Assemblymember Gregory S. Koenig
Assemblymember Selena La Rue Hatch
Assemblymember Erica Mosca
Assemblymember David Orentlicher

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

Assemblymember Hanadi Nadeem, Assembly District No. 34



STAFF MEMBERS PRESENT:

Kelly Lower, Committee Policy Analyst
Asher Killian, Committee Counsel
Kathryn Dodge, Committee Manager
BC Lindsley, Committee Secretary
Mary Whalen, Committee Assistant

OTHERS PRESENT:

Alfred Danielian, Director, Sports Cardiology and Echocardiography, Las Vegas
Heart Associates
Lea Cartwright, representing American Heart Association - Nevada
Bradley J. Keating, Assistant Superintendent, Community Partnerships and
Government Relations, Clark County School District
Nicole Flangas, representing Nevada Association of School Boards
Tim Jackson, Executive Director, Nevada Interscholastic Activities Association
Misti Duplex, Director, Enterprise Excellence, Nevada National Security Site
Brooke Ivey, representing American College of Cardiology
Sebastian Rios, Private Citizen, Las Vegas, Nevada
Sawsan Al Rshaideh, Private Citizen
Sitara Reganti, Private Citizen
Sheraz Tarar, Private Citizen
Faiza Ahmad, Assistant Professor, California University of Science and Medicine
Saida Bibi, Private Citizen
Anam Qadir, Private Citizen
Javaria, Private Citizen
Janie Gomez, Private Citizen, Reno Nevada
Enttroda Hughes, Private Citizen, Las Vegas, Nevada
Spencer Flanders, Government Affairs, Tri-Strategies
Edward Ableser, CEO, Tri-Strategies
Jenny Hunt, Director, Mariposa Language and Learning Academy
Mary Pierczynski, representing Nevada Association of School Superintendents
Anahit Baghshetsyan, Research Assistant, Nevada Policy
Gil Lopez, representing Charter School Association of Nevada

Chair Torres-Fossett:

[Roll was taken. Committee rules and protocol were explained.] Welcome to the Assembly Committee on Education, the most studious committee in the Nevada State Legislature. We have a couple of items on the agenda today. We are going to start with the work session. I will pass it over to Ms. Lower. We will start with A.B.156.

Assembly Bill 156: Revises provisions governing the salary of members of the board of trustees of certain school districts. (BDR 34-689)

Kelly Lower, Committee Policy Analyst:

The first measure on work session is Assembly Bill 156, which revises provisions governing the salary of members of the board of trustees of certain school districts. This bill is sponsored by Assemblymember Mosca, and the Committee heard this bill on February 27, 2025 [[Exhibit C](#)]. Assembly Bill 156 revises the annual salary for members of the board of trustees of a school district elected or appointed for terms beginning after January 1, 2027, in a county with a population of 700,000 or more, to match the salary of county commissioners in those counties. Assemblymember Mosca proposed an amendment for this bill, adding the following provisions:

1. Limit the compensation provisions as described in subsection 4 of section 1 to elected trustees while maintaining the existing compensation structure for appointed trustees;
2. Add new language to the bill to: authorize county commissions in counties, including Carson City, with a population under 750,000 to make the compensation of school board trustees equal to that of county commissioners in those counties, effectively making these positions full-time; and require counties to provide the compensation for such board positions, and make these provisions effective on January 1, 2026;
3. Add the provisions of Assembly Bill 195 in full, which provides for voting rights for appointed Clark County School District (CCSD) trustees in conjunction with creating term limits for appointed trustees, and make these provisions effective on July 1, 2025;
4. Add new language to: require that the CCSD Board of Trustees determines the source of funds to provide compensation for the CCSD Board of Trustees elected during and after Nevada's 2026 General Election; prohibit cuts to CCSD educator, support staff, mental health staff's compensation; however, furlough days may be used to cover compensation for these positions; permit CCSD trustees to raise money or solicit funds on behalf of CCSD under certain conditions; and make these provisions effective July 1, 2025;
5. Add new language allowing local government entities to align the compensation of appointed trustees with that of elected trustees including certain conditions relating to funding and the termination of appointments. These provisions would be effective on January 1, 2026.

Chair Torres-Fossett:

Members, are there any questions in regard to the amendment? [There were none.] I will accept a motion to amend and do pass Assembly Bill 156.

ASSEMBLYMEMBER DALIA MADE A MOTION TO AMEND AND DO
PASS ASSEMBLY BILL 156.

ASSEMBLYMEMBER LA RUE HATCH SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED. (ASSEMBLYMEMBERS DELONG, FLANAGAN, HANSEN, HARDY, AND KOENIG VOTED NO.)

I will assign the floor statement to Assemblymember Mosca. The next bill on work session is Assembly Bill 345.

Assembly Bill 345: Revises provisions relating to education. (BDR 34-97)

Kelly Lower, Committee Policy Analyst:

The next measure on work session is Assembly Bill 345, which revises provisions relating to education. This bill is sponsored by Assemblymember Mosca. The Committee heard this bill on March 11, 2025 [[Exhibit D](#)]. Assembly Bill 345 requires the Board of Regents of the Nevada System of Higher Education (NSHE) to establish and maintain a data dashboard on the NSHE Internet website relating to certain educational and professional outcomes of students. Additionally, the bill requires the Board to conduct an interim study during the 2025-2026 interim relating to the financial issues facing students of NSHE.

Assemblymember Mosca proposed an amendment to this bill, which amends section 1 to add specific data points that the dashboard must include and to require the dashboard to be made available by September 1, 2026; requires the Board of Regents to establish certain guidelines for the use of low-cost and no-cost open educational resources in courses offered at NSHE institutions by July 1, 2026; and requires the Board to conduct a study on financial and food insecurity among students within NSHE institutions to be presented to the Joint Interim Standing Committee on Education on or before July 1, 2026.

Chair Torres-Fossett:

Members, are there any questions in regard to A.B. 345? [There were none.] I will accept a motion to amend and do pass Assembly Bill 345.

ASSEMBLYMEMBER DALIA MADE A MOTION TO AMEND AND DO PASS ASSEMBLY BILL 345.

ASSEMBLYMEMBER D'SILVA SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblymember Mosca. The next bill on work session is Assembly Bill 412.

Assembly Bill 412: Creates a program to provide grants of money to school districts for the purpose of facilitating emergency response by providing school mapping data. (BDR 43-1006)

Kelly Lower, Committee Policy Analyst:

The next item on work session is Assembly Bill 412, which creates a program to provide grants of money to school districts for the purpose of facilitating emergency response by providing school mapping data. This bill is sponsored by Assemblymembers Dalia and Jauregui. The Committee heard this bill on April 3, 2025 [[Exhibit E](#)]. Assemblymember Dalia proposed an amendment making the following changes to the bill:

1. Move the Account for the Nevada School Safety Data Grant Program to Nevada's Division of Emergency Management and Office of Homeland Security of the Office of the Military;
2. Remove private schools from program eligibility;
3. Change the grantee for school mapping data from the school districts to law enforcement agencies;
4. Revise school mapping data requirements to require confidentiality and cybersecurity standards and remove the requirement that the data is compatible with security software platforms used by school districts;
5. Eliminate the appropriation and instead authorizes local governments to contribute money to the Account while requiring any grant of money contributed by a local government to be awarded to recipients within the jurisdiction of the local government; and
6. Add new language providing for optional school master key lock boxes at school buildings to expedite emergency responses.

Chair Torres-Fossett:

Members, are there any questions? [There were none.] I will accept a motion to amend and do pass Assembly Bill 412.

ASSEMBLYMEMBER MOSCA MADE A MOTION TO AMEND AND
DO PASS ASSEMBLY BILL 412.

ASSEMBLYMEMBER HUNT SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED. (ASSEMBLYMEMBER LA RUE HATCH
VOTED NO.)

I will assign the floor statement to Assemblymember Dalia. The next bill on work session is Assembly Bill 420.

**Assembly Bill 420: Revises provisions relating to governmental administration.
(BDR 34-538)**

Kelly Lower, Committee Policy Analyst:

The next measure on work session is Assembly Bill 420, which revises provisions relating to governmental administration. This bill is sponsored by Assemblymember González, and the Committee heard this measure on March 25, 2025 [[Exhibit F](#)]. Assemblymember González proposed the following amendments:

1. Revise the provisions of section 1 to apply to certain school police officers and employees of any school district, not only school districts in a county whose population is 700,000 or more;
2. Revise the reporting requirements in subsection 1 of section 1 to require the school police department of a school district to display use-of-force data on the school district's website. Data must be displayed for the prior academic year no later than the first day of the following academic year. Reporting will begin with the 2025-2026 academic year;
3. Require reports to include information relating to instances in which school police officers used force, unless such information could identify a pupil, including the location where force was used; type of force used and number of occurrences for each type of force; force recipient age range; and demographics of the force recipient; and the rank and years of service for the officer who applied force;
4. Delete subsections 3 and 4 of section 1 concerning requirements for the board of trustees to perform reviews and investigations and provide public reports before the next general election of the reported uses of force, chemical agents, or electronic stun devices on pupils;
5. Add new language to defining "use of force" to include the use of baton strikes; and
6. Delete sections 2 through 5 concerning the Voter Access Grant Program.

Chair Torres-Fossett:

I am in receipt of another amendment that I would like to add to this piece of legislation that would limit the demographics of the officer who applied force to districts that employ more than 75 officers. Obviously, the intent being that districts that have less than 75 officers, those demographics could then be personally identifiable information. If you have one officer or three officers who meet those characteristics, it would say exactly which officer it was.

Are there any questions in regard to the amendment for A.B. 420? [There were none.] I will accept a motion to amend and do pass Assembly Bill 420.

ASSEMBLYMEMBER D'SILVA MADE A MOTION TO AMEND AND
DO PASS ASSEMBLY BILL 420.

ASSEMBLYMEMBER MOSCA SECONDED THE MOTION.

Is there any discussion on the motion?

Assemblymember Hansen:

I appreciate all the amending the sponsor has worked on with various stakeholders, but I still have some concerns in the application of how it will affect a lot of my rural districts. Many of them do not have school police, and they use the sheriff. They are mandatory reporting of those situations, and the public can have access to that via the FBI website, or they can request it personally from the sheriff's department.

Chair Torres-Fossett:

To clarify, this would only be applied to school districts with school police officers. I can have Legal clarify that if you would like.

Assemblymember Hansen:

Yes, please. There were so many amendments, it is hard to keep it straight.

Asher Killian, Committee Counsel:

I apologize for the delay. I was pulling the bill text back up, but yes, it would only apply to school districts that employ school district police officers.

Assemblymember Hansen:

What I will do is I am going to be a no in Committee. As I go through these amendments even more, if I can get more comfort with the school police, then I will be able to maybe change my vote on the floor. But for now, I will be a no.

Assemblymember DeLong:

I have the same position as Assemblymember Hansen.

Assemblymember Hardy:

I just want to acknowledge the work that has been done on this bill. I am going to vote yes to get it out of Committee. Again, acknowledging what has been done on the amendments, I want to go through them again, because generally I think this would be better resolved in district policy than NRS [*Nevada Revised Statutes*]. I will vote yes for now and reserve my right to change.

Chair Torres-Fossett:

Is there any further discussion? [There was none.]

THE MOTION PASSED. (ASSEMBLYMEMBERS DELONG AND HANSEN VOTED NO.)

I will assign the floor statement to Assemblymember González. The next bill on work session is Assembly Bill 472.

[Assembly Bill 472](#): Revises provisions relating to educational personnel. (BDR 34-529)

Kelly Lower, Committee Policy Analyst:

The next item on work session is Assembly Bill 472, which revises provisions relating to educational personnel. This bill is sponsored by the Assembly Committee on Education on behalf of the Joint Interim Standing Committee on Education. The Committee heard this bill on March 18, 2025 [[Exhibit G](#)]. Assembly Bill 472 prohibits school districts from contracting or partnering with certain individuals or entities sponsoring or recruiting candidates for a teacher exchange program if those individuals or entities charge candidates more than \$10,000 in fees and costs. Additionally, the bill requires the Nevada Department of Education to establish a grant program to which the board of trustees of a school district may apply for a grant to defray the cost of sponsoring an applicant for an H-1B visa or a permanent resident card. The grant program is intended for applicants who are J-1 visa holders within a year of visa expiration at the time the board of trustees applies for the grant money. The Department is required to adopt any necessary regulations for the application process and administration of the grant program. There are no amendments for this measure.

Chair Torres-Fossett:

Members, are there any questions? [There were none.] I will accept a motion to do pass Assembly Bill 472.

ASSEMBLYMEMBER MOSCA MADE A MOTION TO DO PASS
ASSEMBLY BILL 472.

ASSEMBLYMEMBER D'SILVA SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblymember Mosca. The next bill on work session is Assembly Bill 501.

Assembly Bill 501: Authorizes certain pupils to receive academic credit for completing certain outdoor recreational activities. (BDR 34-1142)

Kelly Lower, Committee Policy Analyst:

The next measure is Assembly Bill 501, which authorizes certain pupils to receive academic credit for completing certain outdoor recreational activities. This bill is sponsored by Assemblymembers Yeager and Jauregui. The Committee heard this measure on April 3, 2025 [[Exhibit H](#)]. Assembly Bill 501 authorizes the board of trustees or the governing body of a charter school to award elective course credit to middle, junior, or high school pupils who complete an approved outdoor recreational activity outside of school hours. This credit counts towards the total required for promotion to or graduation from high school. The bill requires the board of trustees of a school district or governing body of a charter school to establish certain rules and procedures for obtaining elective credits for approved outdoor

recreational activities if the board or governing body elects to grant such credits. The board of trustees of a school district or governing body of a charter school is not required to provide, facilitate, or sponsor any outdoor activity relating to these provisions. There are no amendments for this measure.

Chair Torres-Fossett:

I have had a conversation with the sponsors as well in an attempt to put some parameters around this program that would be completely new, to limit this to one elective credit. I am going to add that as an amendment to this bill on just limiting this to one elective credit. This is comparable with what we do for community service or other types of programming in schools. Members, any discussion around the amendment or questions in regard to the amendment? [There were none.] I will accept a motion to amend and do pass Assembly Bill 501. [Amendment was not provided.]

ASSEMBLYMEMBER DALIA MADE A MOTION TO DO PASS
ASSEMBLY BILL 501.

ASSEMBLYMEMBER HARDY SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblymember Jauregui. The next bill on work session is Assembly Bill 533.

Assembly Bill 533: Revises provisions relating to education. (BDR 34-756)

Kelly Lower, Committee Policy Analyst:

The last measure on work session today is Assembly Bill 533, which revises provisions relating to education. This bill is sponsored by the Assembly Committee on Education, and this Committee heard this measure on April 1, 2025 [[Exhibit I](#)]. Two amendments were proposed for this measure. Assemblymember Torres-Fossett proposed an amendment to this bill, adding the following provisions to section 2:

1. Require the Superintendent of Public Instruction to provide the application in multiple languages;
2. Clarify the application is only required if a pupil wishes to attend a public school outside their zone of attendance;
3. Require the Nevada Department of Education to update its website on the first day of each month with the number of vacancies for each grade level within each public school;
4. Prohibit school districts from measuring capacity by specialized programs when determining grade level capacity at a school;

5. Require school districts to submit an annual report to the Superintendent of Public Instruction detailing district transport resources, the number of pupils who applied to attend a school outside their zone of attendance, and an analysis of how transportation resources could be provided for pupils attending schools outside their zone of attendance; and
6. Add a definition for the term "capacity," specifying that capacity is calculated by subtracting the number of pupils enrolled and the number of school staff from the maximum building capacity.

Opportunity 180 proposed an amendment for this measure to:

7. Revise subsection 6 of section 2, stating that if an application to attend a school outside a pupil's zone of attendance is denied or not acted upon, a parent or guardian may appeal to the superintendent of the school district who will promptly approve or deny the application, and his or her decision is final; and
8. Revise the definition for "capacity" as provided in the amendment submitted by Assemblymember Torres-Fossett, stating "capacity" is calculated by subtracting the number of pupils enrolled and the number of staff from the maximum instructional space capacity per grade level, and this calculation is not to include certain areas in the school building including gymnasiums, theaters, administrative offices, cafeterias, and storage spaces.

Chair Torres-Fossett:

Members, are there any questions in regard to the amendments?

Assemblymember La Rue Hatch:

I want to get on the record now with this new amendment, instructional space capacity is how many students fit reasonably in the classroom, not the fire code or those concerns raised during the hearing?

Chair Torres-Fossett:

Yes, that is correct.

Assemblymember Hansen:

Just to clarify a conversation, some districts are already doing this without a lottery. Is there the ability for a district—that is going to be by lottery?

Chair Torres-Fossett:

Yes, it would switch to a lottery system. It requires them to establish a system like a lottery. A lottery is the example given in the bill, but it does not require it to be a lottery. I know Washoe County has its own unique system.

Assemblymember Hansen:

Would they be able to stay with what they have? It looks like it.

Chair Torres-Fossett:

Yes.

Assemblymember Flanagan:

On the capacity, and maybe in line with Assemblymember La Rue Hatch's question, I understand as they evaluate the capacity, taking the total from the number of students and the number of staff, if a school has a certain capacity and lacks enough staff, how does that compare to make sure the pupil-to-staff ratio is healthy? I do not know if that is the healthiest or smartest way to determine capacity, if we then have more students than we actually have staff, even if there is a spot to move a child around.

Chair Torres-Fossett:

This is based off of the capacity districts have already created, and it considers things like staffing. I know that is CCSD [Clark County School District] policy—that is what I looked at specifically to review. What does this look like in a school? Staffing is included in those considerations, as well as instructional space.

Assemblymember Flanagan:

Will the ability for the staff to accommodate the number of students always be taken into consideration before open enrollment is approved?

Chair Torres-Fossett:

Yes, that is correct. I will now accept a motion to amend and do pass Assembly Bill 533.

ASSEMBLYMEMBER MOSCA MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 533.

ASSEMBLYMEMBER D'SILVA SECONDED THE MOTION.

Is there any further discussion? [There was none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to myself. With that, we can conclude probably our longest work session yet.

We will go ahead and open the hearing on Assembly Bill 454, which enacts the Smart Heart Law for public and private schools. Please proceed when you are ready.

**Assembly Bill 454: Enacts a Smart Heart Law for public and private schools.
(BDR 34-1029)**

Assemblymember Hanadi Nadeem, Assembly District No. 34:

With me today is Dr. Danielian, Director of Sports Cardiology and Echocardiography, Las Vegas Heart Associates. We are here to present Assembly Bill 454, which enacts a Smart Heart Law for public and private schools.

I would like to begin with some background information. Sudden cardiac arrest is an abrupt and unexpected loss of heart function leading to cessation of breathing and consciousness. This critical condition arises from the disturbances in the heart's electrical system, causing it to stop beating effectively. Immediate intervention is vital, as survival rate decreases by approximately 10 percent for each minute without defibrillation. Sudden cardiac arrest can tragically affect seemingly healthy individuals, including high school-aged athletes.

Training school personnel and coaches on how to administer cardiopulmonary resuscitation (CPR) is critical for an effective emergency response to sudden cardiac arrest incidents. This training, coupled with a well-practiced emergency action plan, significantly improves survival outcomes for individuals experiencing sudden cardiac arrest. Assembly Bill 454, known as the Smart Heart Law, bolsters the safety protocols for Nevada school athletic activities by ensuring lifesaving skills are ingrained in the daily practices of both public and private schools.

I will now walk you through the key sections of the bill. Section 1 expands current laws requiring public school districts to develop and implement comprehensive CPR training plans. Specifically, the bill adds the requirement that every coach, manager, or other adult involved in school athletic activity obtain and maintain current certification in administration of CPR in accordance with the established district plan. This expansion from the physical education teachers to all athletic activity personnel aims to significantly improve emergency response capabilities, thereby increasing the survival rate of student athletes in the event of a cardiac emergency. Section 5 further extends these requirements to private high schools, ensuring uniformity across the educational landscape. Under this section, the governing bodies of the private school must establish a tailored plan for CPR training and emergency cardiac response for each and every coach, manager, and individual involved in school athletic activities. By aligning the certification standards with those applied in public schools, the bill ensures all students, regardless of the type of school they attend, benefit from the same level of preparedness in facing potential cardiac emergencies.

I would like to go through the proposed amendments [[Exhibit J](#)]. Sections 2 through 4 and sections 6 through 8 are removed by the proposed amendments. Further, the amendment adds a section to the bill amending *Nevada Revised Statutes* 388.243 and 394.1687 relating to the development of emergency plans to be used by public and private schools respectively in responding to certain events to require each emergency operations and plan development committee to develop a plan to address heart-related emergencies. I would like my cosponsor and presenter, Dr. Danielian, to explain the need for immediate response to cardiac emergencies.

Alfred Danielian, Director, Sports Cardiology and Echocardiography, Las Vegas Heart Associates:

I am a sports cardiologist and the director of sports cardiology and echocardiography at Mountain View Hospital with Las Vegas Heart Associates. I also sit on the American College of Cardiology Sports and Exercise Cardiology Leadership Council and am the governor-elect for the American College of Cardiology Nevada Chapter. I bring a unique perspective as the team cardiologist for all the major sports teams in Las Vegas; the Raiders, Golden Knights, Silver Knights, Aces, Aviators, and UNLV [University of Nevada, Las Vegas] athletics.

What inspired me to push for this bill was the tragic loss of 16-year-old Ashari Hughes during a flag football game in Las Vegas, along with the heartbreaking deaths of other local student athletes, events that coincided with the nationally televised sudden cardiac arrest of the NFL [National Football League] Buffalo Bills player, Damar Hamlin. With this background, I have seen firsthand how critical it is to be prepared for emergencies on the field, and sadly, why this bill is so needed.

What is sudden cardiac arrest? Sudden cardiac arrest occurs when the heart suddenly stops beating normally because its natural electrical system stops working properly. When the heart can no longer pump blood effectively, the brain and the vital organs are immediately deprived of oxygen.

Without CPR and use of an AED [automated external defibrillator], chance of survival drops 7 to 10 percent for every minute that passes. That means after just five minutes, chances of survival are about 50 percent. After 10 minutes, chances of survival are almost zero. But with CPR and immediate use of an AED, chance of survival can triple. That is why every second counts.

While the overall incidence of sudden cardiac arrest in young athletes is fairly rare, estimated to be about 1 in 60,000 young athletes per year, sudden cardiac arrest is the leading cardiovascular cause of death in young athletes. And sudden cardiac arrest often strikes without any warning and can be the very first manifestation of an underlying concealed genetic disease in seemingly healthy individuals who had no prior symptoms. While we know the incredible benefits of long-term exercise, we also know during exercise there is a transient increase in the risk of sudden cardiac arrest in individuals with an underlying genetic heart disease. While rare, when sudden cardiac arrest does occur, it is devastating. It is tragic. It is heartbreaking. It commands our attention. It can strike without warning.

While we do our best to screen young athletes for those underlying genetic heart diseases, there is no perfect screening process, and the unfortunate reality is these events will occur. In fact, the most recent sudden cardiac arrest events, well publicized in the media, occurred in athletes who had undergone screening for many years without any detected abnormalities. While professional athletes receive world class medical care in case of sudden cardiac arrest, and professional collegiate athletes gain widespread media attention, our high school

athletes, our student athletes, deserve the same level of protection and face the same risks of sudden cardiac arrest. In fact, in the most recently published data on the incidence of sudden cardiac arrest in young athletes, high school athletes were at the highest risk, especially those participating in basketball, football, and track and field.

Our primary focus for survival during sudden cardiac arrest is emergency preparedness, having a well-rehearsed emergency action plan that will enable immediate use of AEDs by trained individuals. This remains the most effective way to prevent fatal outcomes and ensure survival in our student athletes. The emergency action plan is a critical lifesaving tool that ensures a rapid, organized, and effective response to sudden cardiac arrest and other medical emergencies during athletic events. Simply put, an emergency action plan does not just improve outcomes. It saves lives. While we hope to return in 2027 to include funding to ensure all schools have AEDs, Assembly Bill 454 lays the foundation for a safer future for our student athletes by ensuring all schools have a cardiac emergency plan in place to respond to sudden cardiac arrest in students. Let us make sure no family has to endure what Ashari Hughes' family did, and every student at every level has a fighting chance for survival.

Chair Torres-Fossett:

Members, are there any questions? I have a clarifying question. What is the goal of section 1, subsection 1(a), on page 3 of the bill? It states this would include "each coach, manager or other person who is associated with a school athletic activity in the school district." I do not believe I saw an amendment to that specific language. My concern is that is too broad as written. Anyone working in a school—I am a teacher who attends a game—now I am associated with that athletic activity. I am the mom who makes spaghetti before the football game—now I am there. I am concerned this is too broad.

Lea Cartwright, representing American Heart Association - Nevada:

Could you repeat the section you mentioned?

Chair Torres-Fossett:

It is the very first line of the bill, section 1, subsection 1(a). It is on page 3 of the bill.

Lea Cartwright:

That is supposed to read, "each coach, manager or other adult associated with the school activity." That should be employees of the schools. That is how we were attempting to amend it.

Chair Torres-Fossett:

Whom are you intending to capture? The reason I ask because you can have an adult who volunteers regularly with the wrestling team but is not the coach. I think the intent is for this to capture coaches. I believe the language should be limited to coaches unless there are other individuals you are hoping to include who are not coaches. But that needs to be more specific.

Alfred Danielian:

If I may try to elaborate. As part of the emergency action plan, the goal is to identify personnel in each school responsible for carrying out the plan. For example, the head athletic trainer or the school nurse can be the primary responders. The head coach or the PE [physical education] teacher can activate EMS [emergency medical services] and call 911. The assistant coach can retrieve the AED and meet the emergency medical services at the entrance. The administrator can be involved in crowd control and patient notification. Hopefully that helps elaborate a little bit.

Lea Cartwright:

One final clarification, the intent of the "associated with the school activity" event would be those who are employed by the school. We are not intending to capture the students, the parent volunteers, those sorts of things. We are intending to capture the coaches and managers, if they are adults with the program.

Chair Torres-Fossett:

I still have concerns the language as drafted is too broad. Because right now as drafted, it would include myself as an educator attending a game, maybe frequently volunteering for the wrestling team; now I would be required. As drafted, the language does not capture the intent. I hope ahead of the Thursday deadline, we can have an amendment to clarify that language to capture the intent I think you both have specified, but I do not think it is clear here.

Assemblymember Nadeem:

Thank you, we will do that and we will send you the amendments.

Assemblymember Mosca:

Could you share what is currently happening in schools or districts and how this would streamline it?

Alfred Danielian:

Currently, several school districts have emergency action plans, known as the emergency operations plans, in place. Most notably, all schools in Clark County and Washoe County have the emergency operation plans that include a cardiac element in their emergency action plan. As far as AEDs, those districts that have over 100,000 in population are mandated to have AEDs in place. And they also have that emergency action plan with the cardiac element in place.

Chair Torres-Fossett:

Members, are there any additional questions? [There were none.] Thank you for your presentation. We will go ahead and go to support. I will invite anyone wishing to testify in support of A.B. 454.

Bradley J. Keating, Assistant Superintendent, Community Partnerships and Government Relations, Clark County School District:

I am here to support this bill. I appreciate the conversation on the record as we move to ensure the intent matches the language. We are supportive of this. As stated, the Clark County School District (CCSD) is doing this work already. We had a wonderful opportunity one year ago with Damar Hamlin, around the Super Bowl, when he donated AEDs to every single school in the state of Nevada to make sure the kids were taken care of. We appreciate the efforts of the sponsors of this bill, and I look forward to seeing it on work session as the language matches the intent.

Nicole Flangas, representing Nevada Association of School Boards:

We are here in support, again, with that little emphasis on the intent of what this bill is supposed to create. We want to thank the sponsors for creating a process to protect our students. There are current certifications for coaching staff documented by Nevada Interscholastic Activities Association (NIAA) and in their NAC [*Nevada Administrative Code*] that train staff accordingly with cardio-intended emergencies. This further takes steps to plan for heart-related emergencies and we do stand in support of it as long as that intent is specified to those individuals.

Tim Jackson, Executive Director, Nevada Interscholastic Activities Association:

We stand in support with this bill, with the amendment, and the language clarifying who is responsible. We thank the Committee for this.

Misti Duplex, Director, Enterprise Excellence, Nevada National Security Site:

I am a doctoral student in public policy at University of Nevada, Las Vegas (UNLV). I stand in support of this bill. My research focuses on improving sudden cardiac arrest outcomes specifically by increasing AED accessibility and implementing strong emergency action plans. I am also a Las Vegas native. I was married here nearly 25 years ago. One of my favorite moments was watching my Uncle Jay and Aunt Peggy, who were married over 50 years, dancing away. But that moment turned tragic when my uncle collapsed on the dance floor. Despite my parents performing CPR, we lost him. I often wonder if an AED had been available while we waited for emergency responders, would he have survived? Now, I constantly scan for AEDs in every building. From where you are sitting now, how long would it take you to recognize a cardiac emergency and begin lifesaving steps? It took me a few minutes to locate the AED in this building, and it took me over two to get there and back from this room.

You heard a lot of research today, and beyond the research, what inspired me were the stories. Stories of tragedies like Ashari Hughes and Jordan Brister. Both passed away at Clark County high schools and shaped my research. As a mom of three, I became motivated to protect our Nevada high school students, so those tragedies would not happen to any other family. In the past few months, we have also seen stories that give us hope, like CJ Henley and Sophia Finn Whittacre. Both are alive today because trained staff acted fast and had an AED available. Let us make sure every high school in Nevada is prepared. Let us make Nevada a Smart Heart state.

Brooke Ivey, representing American College of Cardiology:

I am a fourth-year medical student at the Kirk Kerkorian School of Medicine at UNLV and a former collegiate swimmer. I am here today in support of the bill on behalf of the Nevada Chapter of the American College of Cardiology. I am a medical student on their council. This legislation, as we heard, is aimed at preventing sudden cardiac arrest in high school athletes by ensuring schools have AEDs on site, a plan in place to respond, and trained staff available during school athletic events.

More than 23,000 children under 18 experience out-of-hospital cardiac arrest every year in the United States. Nearly 40 of those events are sports-related. But when CPR and AEDs are used within the first few minutes, survival can exceed 70 percent, as we heard earlier. I have spent years in the athletic world, and now in medicine I have seen how urgent and devastating cardiac arrest can be. Without a plan and quick access to an AED and someone trained to use it, lives can be lost in minutes. This bill gives our students, coaches, and visitors tools to act in time.

This issue is deeply personal to me. My dad passed away suddenly at 52 from cardiac arrest. My mom, who is a cardiologist, did everything she could. But no matter how much training somebody has, without immediate access to the right tools, outcomes can be tragic. As a former athlete and future physician, I have seen both the physical demands of sports and the medical urgencies involved in these events. Assembly Bill 454 gives schools the chance to be ready to act and to save lives. This bill is not just about compliance, it is about lives; students, coaches, people who deserve a chance. Thank you so much for your time and for considering this critical step forward in student safety.

[[Exhibit K](#) was submitted but not discussed and will become part of the record.]

Chair Torres-Fossett:

I do not see anyone else in Las Vegas. We will go to the phone lines. Is there anyone wishing to testify in support of A.B. 454?

Sebastian Rios, Private Citizen, Las Vegas, Nevada:

I am a high school senior currently attending Leadership Academy of Nevada. I also serve as Chair of the Nevada Youth Legislature. I am testifying before you today in my personal capacity to express my reflections on A.B. 454. I hope to share key takeaways and points from the legislation I feel would positively and strongly impact the community here in the state of Nevada.

To begin, through my role as Youth Legislator, I have had the chance to learn from so many youths across our state and examine what makes us unique as Nevada students. If there is something our different youth communities have in common, it is a genuine and real enjoyment of sports and athletics. At many of our high schools in different parts of the state, one cannot separate the student life from the athletic atmosphere. With so many students

participating athletically while in high school, we must ensure their health is taken care of while they exercise their abilities. As with any activity, playing sports comes with risks, and so ensuring there is a system and safety nets in place at schools and places of learning for youth to enjoy exercising should be a top priority.

Assembly Bill 454 would ensure a policy around protecting youth cardiovascular health is built and implemented, and evidence-based practices to ensure youth community receive the assistance they need in times of distress or issue. Maintaining proper training and preparedness for such circumstances when a health concern arises is also extremely important and makes for legislation I feel would improve the safety and well-being of our Nevada youth community.

With the technological and smartphone age now upon us, we need to ensure youth have not only every opportunity to get outdoors and participate in athletic activities but are encouraged to do so. One of the best ways to do this is by improving our safety structures for student athletes, which is what this legislation does, to include our envisioned youth community that is more involved in athletics and is safer and healthier with this policy enacted. I would like to share my support for A.B. 454 and ask the Committee to move this legislation forward. Thank you for your time and consideration. [Written testimony was also received, [Exhibit L](#).]

Chair Torres-Fossett:

Before we go to the next caller, I just want to clarify. I think I had originally said 30 minutes, but we are only doing 20 minutes support, 20 minutes opposition. We will go to the next caller.

Sawsan Al Rshaideh, Private Citizen:

It is very important to have an emergency response program in schools and colleges, which includes CPR as well as emergency cardiac response.

Sitara Reganti, Private Citizen:

I am the Youth Legislator from Senate District 15, and I am here in support of Assembly Bill 454. I was a student athlete from my freshman through senior year until I injured myself. But many people close to my heart continue to participate in school sports. Every time a student steps onto the field or into the gym, they are giving it their all. The emergency-like cardiac arrest can happen in an instant. This bill acknowledges that and makes sure our schools are prepared to respond. As someone who knows people who train daily and play hard, I want to know my school has my back and the backs of my peers in a moment of crisis. Assembly Bill 454 helps create a safer environment, not just for athletes but for every student and staff member on campus. Thank you for considering this bill, and I urge your support.

Sheraz Tarar, Private Citizen:

I want to voice my strong support for A.B. 454, a critical bill that will implement emergency response programs in schools, including CPR and emergency cardiac care training. Every second counts during cardiac emergency. With proper training and accessible response protocols, we can drastically improve survival outcomes for students, staff, and visitors on campus. This bill is not just about preparedness, it is about saving lives. Together, we can ensure our educational institutions are equipped to act quickly and effectively when it matters most.

Faiza Ahmad, Assistant Professor, California University of Science and Medicine:

I am here to express my strong support for A.B. 454, the Smart Heart Law. This bill is not just about the legislation, it is about saving a life. As we already know, sudden cardiac arrest is one of the leading causes of death among young athletes and students. One student athlete dies every three days in the U.S. with it. As mentioned already with the heartbreaking loss of Ashari Hughes, her death was tragic, devastating, and preventable as well. Sudden cardiac arrest, as you know, strikes without warning, and every second counts after that. For each minute without defibrillation, survival drops by 7 to 10 percent. But if an AED is used within the first minute, up to 90 percent of the victims can survive.

Here in Nevada, extreme heat during sports and physical education puts even more strain on young hearts, raising the risk of the cardiac event. Assembly Bill 454 ensures all schools, public and private, are prepared to train staff, have accessible AEDs and player emergency response protocols. As a physician and as a parent, I want every child to be safe while pursuing the sports they love. I respectfully urge you to pass A.B. 454 and make our schools and sports safer.

Saida Bibi, Private Citizen:

I support A.B. 454 because as a mother of three, I constantly worry about the health and safety of my children in their school. I never know what can possibly happen to them on any given day, such as the chance of cardiac arrest. Assembly Bill 454 introduced the Smart Heart Law for schools in Nevada. This law aims to encourage all students to engage in physical activity safely. Cardiac arrest can occur at any time to anyone even if they do not have any diagnosed heart condition. It is important to note sudden cardiac arrest is the leading medical cause of death among athletes. According to the Corewell Health Student Heart Check manager, one student athlete dies every three days from cardiac arrest. We can significantly reduce this number with schoolwide plans for Nevada teachers, coaches, and students to respond quickly when someone has a cardiac arrest.

Previous rules have required all Nevada schools to keep an AED in a central location, but schools are not currently required to practice using the AED. A bill like A.B. 454 would allow all schools, not only just my daughter's, to access and provide emergency medical care for students who need it. I wholeheartedly endorse A.B. 454 and want to express my gratitude to the Committee for allowing me to share my views on this important matter. Your consideration is greatly appreciated. [Written testimony was also submitted, [Exhibit M.](#)]

Anam Qadir, Private Citizen:

I support A.B. 454. I believe it is essential to have emergency response programs in schools and colleges, including CPR training and emergency cardiac response. These programs can save lives and help students and staff act quickly in emergencies.

Javaria, Private Citizen:

I am here today as a parent and as a community member who deeply believes in protecting the lives of our students and school communities through preparation and quick response. Sudden cardiac arrest is one of the leading causes of death in young people, often occurring, like my colleague said, without warning. And when it happens, every second counts. A fast, coordinated emergency cardiac response can make the difference between life and death. This bill, A.B. 454, ensures both public and private schools are not only aware of this risk, but are prepared to act as well.

This bill will require schools to have protocols in place and a dedicated staff trained in recognizing cardiac events, calling for help, and providing immediate care until medical professionals arrive. This legislation is not just about compliance. It is about confidence. It gives our school staff the tools and training to respond swiftly and effectively in those critical first moments. We cannot control when a cardiac emergency will happen, but we can surely control how prepared we are to respond. I respectfully urge everyone's support for A.B. 454 to help make every school in Nevada a heart-safe place.

Janie Gomez, Private Citizen, Reno Nevada:

I am a heart failure nurse with over 16 years of cardiac nursing experience. Sudden cardiac arrest can happen to anyone, including our young athletes. Having AEDs available and a clear emergency response plan in place will ensure schools are equipped to handle this time-sensitive situation. I have witnessed the difference it makes when the right tools and trainings are in place, and unfortunately, what can happen when they are not. Assembly Bill 454 is a necessary step to saving lives, and I urge your support for the safety of all the students, athletes, and attendees at school events across our region.

Enttroda Hughes, Private Citizen, Las Vegas, Nevada:

I am here to testify in support of Assembly Bill 454. I am here to tell you about my daughter, my princess, scholar athlete, and now my angel, Ashari Hughes. Ashari was one of the three kids who shined very bright due to discipline and hard work. She advanced at everything she applied herself to. Ashari was a determined person at an early age. Her big brother played tackle football. We used to go to practice and games. One day she said, Hey, Dad, I want to play like my brother. I told her she could not play tackle football and asked if there were any other sports that she likes. She turned down every other sport, saying if she could not play football, she did not want to play anything. To no surprise, in junior high school, she joined the flag football team and fell in love with the sport.

As a parent, you love to see your kids happy. Ashari had been struggling with chest pains and shortness of breath while playing flag football, to the point of almost passing out. We took her to the doctors and cardiologists to get her cleared, and everything seemed to be fine, but we kept a close eye on her.

On January 5th, Ashari had a flag football game. She told us we did not have to come because she was not going to play much. As I am getting off work, my son calls me and says, Ashari has passed out on the field again, but this time, they were taking her in an ambulance. I rushed to the field in time to catch them putting her in the ambulance. I remember asking her, Was she okay? She shook her head at me with a blank look, yes. I rushed over to the hospital, and as I was going in, I could see the ambulance getting there, doing CPR on Ashari. I watched as they tried to get her heart going. It seemed like forever. The doctor eventually told us they could not save her.

Words cannot express the overwhelming grief and sadness it takes when you realize your child is gone and there is nothing you can do. To realize all the memories and last things you did with them is heartbreaking. I am here in support of legislation that never puts another parent in the situation I have been in. Cardiac arrest is something that needs to be taken very seriously. If we educate our school community and have a plan to identify and react to this problem immediately, it will help save multiple lives. Even if we save just one, it will have been worth all the time and the effort everyone is putting into getting this bill passed. I urge the Committee to pass A.B. 454.

Chair Torres-Fossett:

Thank you for sharing your story. At this time, we will conclude testimony in support of A.B. 454.

[[Exhibit N](#) was submitted but not discussed and will become part of the record.]

I invite anyone wishing to testify in opposition. I do not see anyone in Carson City or in Las Vegas. Is there anyone on the line wishing to testify in opposition? [There was no one.] We will go to neutral. I do not see anyone in Carson City or in Las Vegas. Is there anyone on the line wishing to testify in neutral on A.B. 454? [There was no one.]

[[Exhibit O](#) was submitted but not discussed and will become part of the record.]

I understand there may be callers who were wishing to testify in support whom we were not able to get to today. We thank you and appreciate you for calling in. Please make sure you submit your remarks to our Committee staff so those can be posted and made available to the public. At this time, I will go ahead and invite the bill sponsor for any closing remarks.

Assemblymember Nadeem:

Assembly Bill 454 aims to standardize and elevate emergency response capabilities within school athletic environments by requiring regular certified CPR training for all individuals involved in school athletic activities, and by ensuring a cardiac emergency response protocol

is in place. This bill seeks to improve survival outcome during cardiac emergencies, reinforcing Nevada's commitment to the health and safety of its students. I urge you all to please support this bill.

Chair Torres-Fossett:

We will close the hearing on A.B. 454, and we will open the hearing on Assembly Bill 383. Please begin when you are ready.

**Assembly Bill 383: Establishes provisions relating to programs of high-impact tutoring.
(BDR 34-767)**

Assemblymember Alexis M. Hansen, Assembly District No. 32:

I am joined today by Spencer Flanders with Tri-Strategies to my right, and Dr. Eddie Ableser, the CEO for Tri-Strategies. We are here today to present Assembly Bill 383 which establishes provisions relating to programs of high-impact tutoring. I will begin with some background information.

Assembly Bill 383, as amended—and I would point out on the amendment [[Exhibit P](#)], there is a typo: The sections we are amending are sections 1.2 and section 1. It says section 2, but we are not amending that portion. This is rooted in a growing consensus around the most effective strategies and interventions to address post-COVID-19 learning recovery, which has largely been elusive. But there is widespread agreement high-impact tutoring standards for vendors holds tremendous promise. A wealth of research from Stanford Student Support Accelerator and Johns Hopkins University has underscored the positive effects of structured, individualized tutoring on student performance, particularly in core academic subjects such as math, reading, and science.

The National Education Association and Stanford National Student Support Accelerator have teamed up to help educators advocate for high-impact tutoring programs in their districts. Where it has been properly implemented, high-impact tutoring produces large learning gains for a wide range of students, particularly for those who have fallen behind academically. That is the conclusion of an increasing number of researchers, school leaders, and classroom teachers who have seen this practice in action. High-impact tutoring has been shown to be 20 times more effective than standard tutoring models for math and 15 times more effective for reading. Studies demonstrate the practice increases students' learning by an additional 3 to 15 months across grade levels.

When school districts seek to make a choice in vendors for a particular tutoring program, it only makes sense to rely on tried-and-true best practices, referenced here as high-impact tutoring standards. This bill aims to give guidance to districts on what those standards are and see how those vendors measure up. Several states are actively implementing or exploring high-impact tutoring initiatives, including Oregon, Tennessee, Florida, California, Colorado, Louisiana, and others. If it would be okay with the Chair, I would like to turn the time over to some of my copresenters, starting with Spencer Flanders.

Spencer Flanders, Government Affairs, Tri-Strategies:

I am excited to be presenting Assembly Bill 383, which focuses directly on high-impact tutoring. Before I dive into this bill, I want to share my own personal story and why this bill matters to me. I grew up with severe learning disabilities such as dyslexia, dysgraphia, and ADHD [attention-deficit/hyperactivity disorder]. They were so significant that in elementary school, my parents were told there was no way I was going to graduate from high school. Thankfully, my parents never gave up on me, and they advocated for me to get a tutor. And that decision changed my entire life.

When I first started tutoring, I was reading at a first-grade level, barely able to get through an Amelia Bedelia book. But after about one year of working with my tutor, I was able to jump seven grade levels and was able to read books such as Harry Potter. Go Gryffindor. It was massively important for me to get that tutoring. But we have to ask ourselves, What makes a tutor effective? What made my tutor effective? She worked with me one on one in small groups and she understood how I learned. She met with me consistently. Her methods were structured and tailored to my needs, and she used consistent, frequent, and data-driven learning techniques, which helped.

Her impact is what we should strive for here in the state of Nevada. That kind of high-impact tutoring changed my life, but many students today are not given that same experience. What are we doing currently here in the state of Nevada? Well, the issue is we are having vendors who are coming into school districts and charter schools who are offering tutor services that are not personalized for curriculum. Students often do not work with their tutor consistently, which means they are lacking the personalization and skill sets they need to get the proper curriculum. We also have to ensure these vendors are using effective teaching formulas and are qualified for the job.

We are excited to bring Assembly Bill 383 today because it changes all that. This bill sets clear standards for high-impact tutoring by following the recommendations from the Stanford National Student Support Accelerator, which requires the following: regular weekly tutoring sessions; small group sizes with the tutor each time; trained and qualified tutors; learning materials that are proven to work; clear rules for choosing which students can get help; progress updates that are shared with families and schools; and strong rules to keep students' information safe.

Chair, with your permission, I would like to do a walk-through of the bill itself. This is with the current amendment [[Exhibit P](#)] added. We are deleting section 1 because it created a fiscal note that was not intended inside this bill. Section 2, we are adding the State Board of Education and deleting the Department, meaning the State Board of Education is doing the regulations if they so choose.

Then we go to the meat and potatoes of this bill, which deals with section 1, subsection 2, if you look at the alphabetized area. Starting with (a), tutoring programs must offer students at least three sessions per week; each session lasts about 30 minutes over a set number of weeks. Subsection 2(b) looks at programs; they must have clear rules for dedicating [sic]

which students are qualified for tutoring. Subsection 2(c) must be done in small groups, with no more than four students, with consistent tutors, and regular progress checks. Subsection 2(d) looks at tutors, who must meet certain qualifications and receive training. Subsection 2(e) looks at materials used by tutors, which must be accessible, research based, challenging, and match students' school curriculum. Subsection 2(f) looks at how programs must be tracked, how students are doing, and reports that progresses to teachers, principals, and parents and guardians. Subsection 2(g) is protection of information for students. Lastly, if enacted, this would go into effect on July 1, 2026. Chair, I believe with that we are open for members' questions.

Chair Torres-Fossett:

Members, are there any questions?

Assemblymember Mosca:

I have more of a general question. I appreciate what is in here, and to make sure it is effective for students—I am just thinking of my background. We would do things like have high schoolers tutor elementary school students, probably less tutoring, more like near-peer mentorships. Would this bill impact tutoring programs that would be available to get state funding, or is it trying to do all tutoring programs throughout the state? I am just trying to understand which ones it would impact.

Edward Ableser, CEO, Tri-Strategies:

The intent, and it is clarified in the amendment, is for school districts or charter schools that contract with a vendor for specific tutoring programs. That was intentionally drafted because we do not want to harm the work that many of our teachers, our school districts, do internally. The mentorship programs, it is not intended to really focus on that type of work, which is tutoring. We are calling this high-impact tutoring because that is what the research from both Stanford and Johns Hopkins talks about. When a program of high-impact tutoring comes to a district, which it has done in some of our districts in the past, we need it to follow the procedures set forth in these standards.

Assemblymember Mosca:

I want to make sure that was on the record. Thank you for the clarification.

Assemblymember DeLong:

Thank you very much for bringing this bill forward. You touched on the amendment and some of the reasoning for it. I want to make sure I understand. By changing it to the State Board of Education and deleting section 1.1, the fiscal note is then removed?

Edward Ableser:

The intent of the bill was to establish standards. As LCB [Legislative Counsel Bureau] crafted the legislation, it contemplated perhaps engaging the Department and the rule-making process, and putting together a program, which was never the intent of the bill. The intent of the bill is creating these standards in statute, and by virtue of the amendment [[Exhibit P](#)], it allows for the State Board, which is the rule-making portion of the Department of Education,

to establish regs if they so choose. Or, if they deflect that responsibility to the districts or LEAs [local education agencies], they can also interpret these standards, because there are a couple of standards in the bill that could be interpreted differently, such as teacher qualifications or tutor qualifications. Whether that is at the State Board of Education or the LEA level, that is to be determined by the Board of Education.

Assemblymember La Rue Hatch:

In reading these criteria, they seem very specific. I am wondering if there is one company, multiple companies, which companies would qualify under these, and if some are currently in use or if they are not?

Spencer Flanders:

We are looking at just about 18 different companies that will hit these qualifications initially. And I am sure there will be more as we continue.

Assemblymember Hansen:

If I could add to that, Chair. I was really encouraged to see there were at least 18 I looked at that qualify under that National Student Success Accelerator Recommendations. It is not like a district has to reinvent the wheel. There are some that qualify for those standards.

Assemblymember La Rue Hatch:

Thank you so much for that. Are some in operation in Nevada currently, or no?

Edward Ableser:

I believe many of these companies do have operations. Whether they are contracted with the school district or not, I am not aware of that. I will say there were companies contracted with school districts in the past that did not live up to these standards. I know some of the complaints I have heard from school board members and administrators, is these companies came and left, and harmed children at the end of the day. That was the whole impetus of bringing a piece of legislation like this. Over the summer, we examined some of the things that happened across the state. As Mr. Flanders mentioned, there are 18 to 24 that have applied for the badges that Stanford and Johns Hopkins provide, but there are many other companies that meet the standards here. Again, it is not whether you have a badge from the university or not, it is whether or not you meet these standards. I think there are many more that could be applied to this standard.

Assemblymember Flanagan:

There may or may not be a fiscal note applied to it, or you are looking to not have one. The districts, or whoever decides to use it, will determine which students access it. I guess I am wondering where the parameters come from. What are the difficulties students are having? Are there socioeconomic factors? Who lays out this criterion to ensure there is fairness in the accessibility to the program. I think that is the best way to word the question.

Edward Ableser:

New section 1, subsection (b), through the amendment, identifies the standards used by the program to determine which pupil will be selected to receive tutoring under the program. It is a very important standard. It is something both Dr. Loeb at Stanford, who presented on this, as well as Johns Hopkins contemplated, that oftentimes you go into districts and it is a varying dynamic of which students actually get these high-impact tutoring programs. As a result, you have students who could qualify but are not receiving them for a variety of reasons.

Putting it into statute that there must be a standardization of what pupils would receive the high-impact tutoring, I think it is a very important baseline. Allowing the State Board to contemplate how to perhaps expand that and provide more prescriptive measures on which students should receive this, I think is valuable from a statewide perspective, but we are not going to impose that upon them. The LEAs can also make that decision, should the State Board punt that responsibility to the locals.

Chair Torres-Fossett:

Are there any other questions from members? I have a clarifying question, because the way the amendment is drafted, it was not clear to me. In the piece of legislation in front of me, in section 1, subsection 2, it says the Department "shall adopt regulations," and I understand with the amendment we are changing it to the State Board of Education "may." It says in this amendment, "may adopt regulations," but it was not bolded or underlined. I just want to clarify whether the intent is to switch from this mandate to this permissive language.

Assemblymember Hansen:

It is to be permissive. It is a "may" and not a "shall."

Chair Torres-Fossett:

Members, are there any additional questions? It does not appear there are. At this time, I will invite anyone wishing to testify in support of A.B. 383.

Jenny Hunt, Director, Mariposa Language and Learning Academy:

I am the director of Mariposa Language and Learning Academy, which is a Title I district-sponsored charter school that is self-managed and serves 191 learners who are 95 percent Hispanic, 40 percent ELL [English language learners], and 100 percent free and reduced lunch. Today, on behalf of myself and a consortium of five other independent charter schools in the Reno area, I testify in support of A.B. 383. Availability of resources aligned to quality and criteria for delivery is an important link for student success. The availability of such resources with specific standards at times when ESSER [Elementary and Secondary School Emergency Relief Fund] and other pandemic funds were available may likely have resulted in less learning loss for our students. It is appropriate that when there are funds available, there is assurance the investment we put in will yield results for students across the state and public schools. We support this bill.

Mary Pierczynski, representing Nevada Association of School Superintendents:

We know the value of tutoring. We appreciate this bill. We also appreciate the permissiveness this bill allows, so thank you for bringing it forward.

Nicole Flangas, representing Nevada Association of School Boards:

We are here today in support of A.B. 383, which lends permissive language to allow for high-impact tutoring via vendor. As we talk about making education work for each and every one of our students, this is another tool that will ensure we responsibly do just that. We also know high-impact tutoring deals with chronic absenteeism, which is one of our priorities as an association. Thank you to the bill sponsor for bringing this bill.

Anahit Baghshetsyan, Research Assistant, Nevada Policy:

Nevada Policy strongly supports A.B. 383 because at its core, this bill realizes a simple truth, which is tutoring works, and it works for everybody. High-intensity tutoring has been an intervention we have seen implemented across the states. Today, I am here to give you context of how it has worked for other states, and hopefully have it implemented in the Silver State.

We have seen a model implemented in Connecticut. The state Department of Education had successfully implemented a similar project where they made a publicly available list for their schools and parents for vetted tutoring programs. Taking a step further, they focused specifically on math tutoring and math scores. As a result, in October 2024, an East Hartford Middle School administrator said 149 students in a new and intensive tutoring initiative had seen their year-over-year math scores improve nearly four times as much as the students who did not receive this intervention.

We have seen a similar intervention be passed through Ohio legislation and be implemented, again, with an accent on mathematics tutoring and mathematics scores. Lastly, North Carolina is the state that has implemented a similar intervention with a very high success rate. They have established the North Carolina Education Corps, which trains and places students in public schools—with annual reports, some of which I cited in the words and testimony submitted to the Committee [[Exhibit Q](#)]. Principals admit that 100 percent of students being served demonstrate growth in reading and 10 percent of them get to their grade level, if they were below grade level before, simply by the mid-year mark. Assembly Bill 383 recognizes tutoring works and it works for everyone. It is a great foundation to implement this measure further and further as time goes by and help the Silver State's students. For that reason, we urge your support.

Chair Torres-Fossett:

Seeing no one else wishing to testify in Carson City or Las Vegas, is there anyone on the line?

Gil Lopez, representing Charter School Association of Nevada:

We definitely think it is important to have standards when it comes to high-impact tutoring. We urge your support and thank the bill sponsor for bringing this bill forward.

[[Exhibit R](#) was submitted but not discussed and will become part of the record.]

Chair Torres-Fossett:

We will go to opposition. Is there anyone wishing to testify in opposition to A.B. 383? [There was no one.]

[[Exhibit S](#) was submitted but not discussed and will become part of the record.]

I will go to neutral. Is there anyone in Carson City, Las Vegas, or on the line wishing to testify in neutral on A.B. 383? [There was no one.] Are there any closing remarks? [There were none.] We will close the hearing on A.B. 383.

At this time, we will go to the last item on the agenda, which is public comment.

Dr. Bradley J. Keating, Assistant Superintendent, Community Partnerships and Government Relations, Clark County School District:

We do not get a chance to do this because you are always working so hard, but I will bring back, from many years ago, a CCSD [Clark County School District] "good news minute." We are excited—every once in a while we will talk about some great things happening at our schools. I want to mention, for both Reno High School and Southwest Career Technical Academy (Southwest CTA), both schools made it to the national finals of We the People. They will be moving on to Washington, D.C. That is huge news. We are excited. To give you perspective, this is the fourth time in 20 years the Clark County School District has had a team move forward. We just want to congratulate Reno High School and Southwest CTA for moving forward in the We the People competition.

Chair Torres-Fossett:

Do we have anyone else wishing to testify in public comment? [There was no one.] Members, are there any comments before we adjourn? [There were none.]

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Please note we will likely have a longer meeting on Thursday, although not as long as the ones last week. You can expect a work session as well. We will get that work session document to you, probably around the end of the day tomorrow. This meeting is adjourned [at 1:20 p.m.].

RESPECTFULLY SUBMITTED:

BC Lindsley
Committee Secretary

APPROVED BY:

Assemblymember Selena Torres-Fossett, Chair

DATE: _____

EXHIBITS

Bill	Exhibit	Witness / Agency	Description
	A		Agenda
	B		Attendance Roster
A.B. 156	C	Kelly Lower, Committee Policy Analyst, Research Division, Legislative Counsel Bureau	Work Session Document
A.B. 345	D	Kelly Lower, Committee Policy Analyst, Research Division, Legislative Counsel Bureau	Work Session Document
A.B. 412	E	Kelly Lower, Committee Policy Analyst, Research Division, Legislative Counsel Bureau	Work Session Document
A.B. 420	F	Kelly Lower, Committee Policy Analyst, Research Division, Legislative Counsel Bureau	Work Session Document
A.B. 472	G	Kelly Lower, Committee Policy Analyst, Research Division, Legislative Counsel Bureau	Work Session Document
A.B. 501	H	Kelly Lower, Committee Policy Analyst, Research Division, Legislative Counsel Bureau	Work Session Document
A.B. 533	I	Kelly Lower, Committee Policy Analyst, Research Division, Legislative Counsel Bureau	Work Session Document
A.B. 454	J	Assemblymember Hanadi Nadeem, Assembly District No. 34	Conceptual amendment
A.B. 454	K	Nevada Chapter, American College of Cardiology	Letter in support
A.B. 454	L	Sebastian G. Rios, Private Citizen, Las Vegas, Nevada	Letter in support
A.B. 454	M	Saida Bibi, Private Citizen, Las Vegas, Nevada	Letter in support
A.B. 454	N	Various Individuals	Collection of letters in support
A.B. 454	O	Kendra Edwards, Government Relations Director, American Heart Association - Nevada	Letter in neutral
A.B. 383	P	Assemblymember Alexis M. Hansen, Assembly District No. 32	Conceptual amendment
A.B. 383	Q	Anahit Baghshetsyan, Research Assistant, Nevada Policy	Letter in support
A.B. 383	R	George and Darla Lee, Private Citizens, Sparks Nevada	Letter in support
A.B. 383	S	Mitchell Rosebaum, Private Citizen	Letter in opposition