



**NEVADA LEGISLATURE**  
**LEGISLATIVE COMMITTEE ON EDUCATION**  
(*Nevada Revised Statutes [NRS] 218E.605*)

**SUMMARY MINUTES AND ACTION REPORT**

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The sixth meeting of the Nevada Legislature's Committee on Education was held on Tuesday, July 15, 2014, at 9 a.m. in Room 4401 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. The meeting was videoconferenced to Room 2135 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. A copy of this set of "Summary Minutes and Action Report," including the "Meeting Notice and Agenda" ([Exhibit A](#)) and other substantive exhibits, is available on the Nevada Legislature's website at <http://www.leg.state.nv.us/interim/77th2013/committee/>. In addition, copies of the audio or video record are available through the Legislative Counsel Bureau's Publications Office (e-mail: [publications@lcb.state.nv.us](mailto:publications@lcb.state.nv.us); telephone: 775/684-6835).

**COMMITTEE MEMBERS PRESENT IN LAS VEGAS:**

Senator Joyce Woodhouse, Chair  
Assemblyman Elliot T. Anderson, Vice Chair  
Senator Moises (Mo) Denis  
Senator Aaron D. Ford  
Senator Scott T. Hammond  
Assemblywoman Marilyn Dondero Loop  
Assemblyman Harvey J. Munford  
Assemblyman Lynn D. Stewart

**LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:**

Todd M. Butterworth, Senior Research Analyst, Research Division  
Diane C. Thornton, Senior Research Analyst, Research Division  
Risa B. Lang, Chief Deputy Legislative Counsel, Legal Division  
Karly O'Krent, Deputy Legislative Counsel, Legal Division  
Andrea McCalla, Program Fiscal Analyst, Fiscal Division  
Christina Harper, Senior Research Secretary, Research Division

## **OPENING REMARKS**

- Chair Woodhouse welcomed presenters and the public to the sixth meeting of the Legislative Committee on Education (LCE) and provided general Committee information and testimony guidelines.

## **APPROVAL OF MINUTES OF THE MEETING HELD ON MAY 28, 2014, IN LAS VEGAS, NEVADA**

- Chair Woodhouse called for public comment on Agenda Item No. II; however, no testimony was presented.
- The Committee **APPROVED THE FOLLOWING ACTION:**

ASSEMBLYMAN STEWART MOVED TO APPROVE THE “SUMMARY MINUTES AND ACTION REPORT” OF THE MAY 28, 2014, MEETING HELD IN LAS VEGAS, NEVADA. THE MOTION WAS SECONDED BY ASSEMBLYWOMAN DONDERO LOOP AND PASSED UNANIMOUSLY.

## **PRESENTATION OF NEVADA’S ANNUAL REPORT ON REMEDIATION OF HIGH SCHOOL STUDENTS WHO ENTER COLLEGE**

- Daniel J. Klaich, J.D., Chancellor, Nevada System of Higher Education (NSHE), and Crystal Abba, Vice Chancellor, Academic and Student Affairs, NSHE, provided a Microsoft PowerPoint presentation titled “2013–2014 Remedial Placement and Enrollment Report” ([Exhibit B](#)) that highlighted the following areas:
  - Creating a culture of college completion in Nevada;
  - Gateway courses;
  - New metric for measuring success;
  - NSHE remedial enrollment rates based on placement;
  - Reporting changes based on enrollment; and
  - White House Summit commitment.

Chancellor Klaich shared how data collection and data analysis has led to policy change and student success. He stated that a major policy of the Board of Regents of the University of Nevada is to create a culture of completion and address the skills gap in jobs requiring postsecondary skills.

Responding to Vice Chair Anderson regarding remedial rates, Ms. Abba stated the high remedial rate at the College of Southern Nevada (CSN) is due to a majority of CSN students being enrolled as part-time students and a delay in remedial coursework enrollment. She noted CSN is working to solve this enrollment management issue.

Discussion ensued between Senator Ford and Ms. Abba regarding the remedial placement process and the high percentage (currently 89 percent) of students placed in remedial courses.

- Ms. Abba reviewed the remedial placement of Governor Guinn Millennium Scholarship students into gateway courses. She reported a positive impact on graduation rates for students who complete gateway courses.

Continuing, Chancellor Klaich informed that NSHE has set forth a series of metrics to measure short- and long-term goal attainment for each institution. He recognized the Complete College America program is a change in culture for NSHE institutions.

- Chair Woodhouse acknowledged the importance of this information.

Discussion ensued among Assemblyman Munford and the presenters regarding the correlation of skills necessary to pass the high school proficiency test and placement in a remediation course. Ms. Abba stated the State Board of Education and State Board for Career and Technical Education recently selected the ACT test as the college readiness assessment for the 2014–2015 School Year.

There was discussion between Assemblyman Stewart and Chancellor Klaich regarding the issue of remediation for millennium scholars. Assemblyman Stewart suggested the remediation test be used as a qualifier for the Millennium Scholarship. Chancellor Klaich reasoned a student may graduate from high school with a high grade point average but may not have acquired the skills necessary to be successful in college.

In response to Assemblyman Stewart's question, Chancellor Klaich stated it is the Board's responsibility to set requirements for NSHE institutions' gateway courses. He added the chancellor ensures the requirements are met.

Responding to Vice Chair Anderson's inquiry regarding the correlation between millennium scholars, gateway courses, and graduation, Chancellor Klaich reported NSHE does not have a subset of that data.

Ms. Abba reported the graduation rate for millennium scholars is higher than for the overall student population.

Chancellor Klaich recommended maintaining the current Millennium Scholarship requirements as NSHE implements change and collects data.

- Assemblyman Munford echoed Assemblyman Stewart's comments. He questioned whether minority student scores, specifically for African-American students, and remediation rates are due to socioeconomic factors.

Chancellor Klaich agreed that socioeconomic factors affect student achievement. He concurred that every student should have access to a quality education regardless of socioeconomic status.

Discussion ensued among Senator Hammond and the presenters regarding enrollment course capacity and course management policies. Chancellor Klaich informed, the current enrollment formula is performance-based and the proposed formula emphasizes student success.

Responding to Senator Denis regarding the purpose of SAT and ACT tests, Chancellor Klaich stated historically these testing methods were geared towards college entrance. Ms. Abba added that currently the testing is utilized as an assessment tool to determine whether students are ready for the rigors of college level coursework.

There was discussion regarding assessments being be used for course placement. Ms. Abba confirmed that if a student scores high on the assessment, they would not be required to enroll in remedial coursework.

A discussion among Senator Denis, Chancellor Klaich, and Ms. Abba regarding coordination between the K-12 education system and NSHE to ensure students do not have to enroll in remedial courses. Chancellor Klaich stated it is important to guarantee students are well trained in rigorous course content in order to better align their skills for college success. Ms. Abba added there is institutional authority to consider various factors in student placement.

In response to Senator Ford's question regarding the cost of remediation, Ms. Abba stated remediation costs are listed by district in [Exhibit B](#). She noted remedial courses have been self-funded since Fall 2006.

Discussion ensued among Vice Chair Anderson and the presenters regarding foundational remedial courses and identification of a student's remediation needs. Chancellor Klaich remarked the higher education policy movement is geared towards structured coursework and a default freshman curriculum.

In a discussion between Chair Woodhouse and Ms. Abba, it was recognized that the remedial coursework report is specific to a cohort of students entering college. She added a majority of remedial students are not recent high school graduates.

- Chair Woodhouse called for public comment on Agenda Item No. III; however, no testimony was presented.

## **DISCUSSION CONCERNING STAFFING AND DUTIES OF SCHOOL COUNSELORS AND PSYCHOLOGISTS IN NEVADA**

- Marina McHatton, Education Programs Professional, Counseling and Assessments, Career and Technical Education Division, Nevada's Department of Education (NDE), gave a Microsoft PowerPoint presentation titled "Nevada Counselor/Psychologist Survey Data" ([Exhibit C](#)), that highlighted:
  - Survey results from elementary, middle, and high schools on student-counselor ratios, school-counselor ratios, and school psychologist caseloads; and
  - Job duties and responsibilities of school counselors and psychologists.

Discussion ensued between Vice Chair Anderson and Ms. McHatton regarding the duties of a school psychologist to include the multi-tiered systems of support (MTSS).

- Gwen Lafond, Coordinator, Guidance and Counseling, Clark County School District (CCSD), provided a Microsoft PowerPoint presentation titled "The Role of School Counselors and Psychologists" ([Exhibit D](#)). She delivered information on the role and services provided by school counselors and psychologists; educational supports; and staffing allocations.

In response to Senator Ford's question regarding the basis for the American School Counselor Association (ASCA) staffing recommendation of 1 counselor to 25 students, Ms. Lafond opined the contributing factors might be academics, personnel, or social issues.

Discussion ensued between Assemblywoman Dondero Loop and Ms. Lafond regarding the process used by school districts to determine staffing ratios. Ms. Lafond stated schools might choose to utilize a counseling position as a teaching position. Assemblywoman Dondero Loop emphasized insufficient staffing levels of school counselors, especially at the middle school level.

- Robert Weires, Director, Psychological Services, CCSD, continued the presentation in relation to the school psychologist's role, responsibilities, routine services provided, and staffing ratios ([Exhibit D](#)).
- Vice Chair Anderson stated he is aware that counselors and psychologists are not afforded the time to provide direct services to students.

Responding to Vice Chair Anderson regarding whether counselors and psychologists are receiving adequate support to provide services to prevent school incidents from occurring, Ms. Lafond reported school counselors are being assigned to areas not related to school counseling. She testified that CCSD is working on developing a comprehensive counseling program for counselors to provide direct services to students in the classroom.

- Mr. Weires noted school psychologists have a basic responsibility to identify and serve all children with disabilities. He opined, the current evaluation system is not sufficient; early preventative services, education, intervention, and MTSS are the correct avenue to address children's needs. Mr. Weires reported on the increase of special education evaluation referrals. He expressed support for district level initiatives to build an infrastructure relative to MTSS to better utilize student support services.

Discussion ensued among Vice Chair Anderson, Senator Ford, and Mr. Weires regarding (1) the disability definition and eligibility requirements for students with developmental disabilities; (2) federal requirements; (3) the increase in the number of early childhood students identified with developmental disabilities; (4) the increase in student counseling demands; (5) staffing allocations; (6) the school psychologist's role in the developmental disabilities identification, evaluation, and eligibility process; and (7) system level changes.

In response to Vice Chair Anderson's question whether school counselors and psychologists are assigned administrative tasks, Ms. Lafond clarified that while counselor positions are school-based to help students, they are routinely assigned administrative responsibilities.

- Mr. Weires added that a majority of school psychologists are assigned to provide services to a minimum of two schools, along with additional responsibilities.

Responding to Assemblyman Stewart's inquiry regarding the utilization of community services for a student in distress, Mr. Weires stated school psychologists use community services as well as school-based crisis intervention teams in concert with appropriate medical and law enforcement personnel.

Discussion ensued among Assemblyman Munford, Ms. Lafond, and Mr. Weires regarding the recruitment and diversity of school counselors and psychologists.

In discussion between Senator Ford and Mr. Weires, there was agreement the only route to preschool for some children is the identification of a developmental delay. The discussion continued concerning raising the developmental delay threshold, which might affect a child's entry into preschool. Mr. Weires advocated for early childhood educational experiences, full-day kindergarten, and offering general education opportunities earlier in a child's life.

- Assemblywoman Dondero Loop recognized the benefits of early identification and education for developmentally delayed children.
- Leslie Frehner, Coordinator, Grant Writer, Grants Development and Administration Department, CCSA, provided information regarding the pilot program allowing students the opportunity to engage in a pre-kindergarten setting and reevaluation at age six. She testified the cost to serve a special needs student is three times the cost of a regular student.

Concluding, Ms. Lafond reported on CCSD staffing allocations and the schools that hired teachers in school counselor allocated positions.

- Rebecca Cameron, President, Nevada School Counselor Association (NSCA), presented a Microsoft PowerPoint presentation titled “Nevada School Counselors Partners in Student Achievement” ([Exhibit E](#)). She discussed the following:
  - The role of a school counselor;
  - How school counselors impact student achievement; and
  - National school counselor standards.

Discussion ensued among Assemblyman Munford, Ms. Cameron, and Andy Haycock, Western Region Vice President, NSCA, regarding a school counselor’s accessibility and their role in discipline issues. It was noted school counselors serve as a resource to students and teachers offering guidance and suggestions for corrective actions.

Continuing, Ms. Cameron addressed the issue of standards and access to school counseling programs ([Exhibit E-1](#), [Exhibit E-2](#), [Exhibit E-3](#), [Exhibit E-4](#), [Exhibit E-5](#), and [Exhibit E-6](#)) She referenced recommendations in [Exhibit E](#).

- Frank Selvaggio, Executive Director, Student Support Services, Washoe County School District (WCSD), highlighted information from a Microsoft PowerPoint presentation titled “School Psychologists” ([Exhibit F](#)) that included:
  - Accomplishments and challenges;
  - Early childhood and the developmental delay identification process;
  - Responsibilities; and
  - School psychologist staffing ratios.

Discussion ensued between Vice Chair Anderson and Mr. Selvaggio regarding the definition of “learning disability,” the implementation of MTSS, and student placement. There was further discussion regarding funding to lower the student-to-counselor and student-to-psychologist ratios to provide effective services.

- Katherine Loudon, Director, Counseling, Equity and Diversity; WCSD, continued the school counselor presentation. She stated the district’s staffing ratios are similar to CCSD, however, WCSD provides additional support for schools deemed at-risk or Title I eligible. Ms. Loudon outlined the challenges school counselors’ experience.

There was discussion between Vice Chair Anderson and Ms. Loudon regarding crisis response, mandatory trainings, universal mental health screenings, community service collaboration, and mental health services.

- Brian Moll, School Psychologist, WCSD, testified at the request of Vice Chair Anderson. He stated school psychologists are recognized as mental health providers. Mr. Moll expressed support for offering mental health services

within schools. He proposed school psychologists be proactive within the school environment, provide group counseling, and communicate with students and parents. Mr. Moll indicated the majority of a school psychologist's time is allocated to documentation and evaluations. He reflected on the need to treat the family unit as a whole.

- Chair Woodhouse called for public comment on Agenda Item No. IV.
- Angie Sullivan, kindergarten teacher, CCSD, testified schools are overwhelmed with testing requirements. She expressed concern that mental health issues are not addressed within the school system. Ms. Sullivan indicated some students struggle for years before being identified with a developmental delay.
- Robin Vircsik, first grade teacher, Tom Williams Elementary School, CCSD, opined that a school principal decides to hire a teacher in a counselor position based upon a school's needs. She emphasized all school counselors and school psychologists do a fabulous job in working with students. Ms. Vircsik noted that early childhood education is effective and a predictor of academic success.
- Craig M. Stevens, Director, Government Relations, Nevada State Education Association, (NSEA), shared the tragedy at Sparks Middle School highlighted the need for counseling assistance for not only students but for staff and parents.
- Elissa Couch, Past President and Rural Region Vice President, NSCA, expressed appreciation for the efforts to provide services for a positive impact on student achievement. She reiterated that school counselors are educators who provide comprehensive services in collaboration with community services. Ms. Couch testified counseling services could be delivered in individual or group settings in a crosswalk of the Common Core State Standards.
- Kati Swanson, Counselor, Truckee Meadows Community College High School, and Board Member, Western Association for College Admission Counseling (WACAC), offered support and information to NSCA in connection with WACAC.

#### **POLICY RECOMMENDATIONS FROM THE NEVADA ASSOCIATION OF SCHOOL BOARDS (NASB) RELATED TO EDUCATOR REEMPLOYMENT NOTICES AND TEACHER PERFORMANCE CONSIDERATIONS IN TEACHERS' CONTRACTS**

**(As directed by Chair Woodhouse, this agenda item was taken out of order.)**

- Dotty Merrill, Ed.D., Executive Director, NASB, presented written proposals for consideration by the LCE for the 2015 Legislative Session. She stated the first proposal would allow flexibility for the issuance of notices of reemployment during legislative sessions ([Exhibit G](#)).



- Wade Poulsen, Member, Lincoln County Board of Trustees, and Legislative Chair, NASB, explained the flexibility for the issuance of notices would statutorily extend the deadline during legislative sessions. He reasoned that flexibility is necessary during legislative sessions and helpful to districts whose boards anticipate reductions in force.
- Stacie Wilke-McCulloch, President, Carson City Board of Trustees, District 3, and Member, Board of Directors, NASB, testified regarding the advantages of flexibility for the issuances of notices of reemployment.

Dr. Merrill presented a second written proposal related to reductions in force ([Exhibit G](#)).

Dialog ensued between presenters regarding the proposal for reductions in work force. Mr. Poulsen explained the proposal would require a school district's decision to lay-off a teacher or administrator include consideration of the educator's performance evaluation. Ms. Wilke-McCulloch stated NASB supports consideration of performance evaluations to ensure the retention of highly effective teachers and administrators for enhanced effective classroom instruction leading to increased learning and student success. Dr. Merrill proposed amending NRS 288.151 to ensure the most effective educators are retained to promote greater student learning and achievement. She reiterated NASB's position in support of the amendments to NRS 288.151. Mr. Poulsen commented the proposal ensures performance evaluations "must" be used, as current language states performance evaluations "may" be used to determine layoffs. Ms. Wilke-McCulloch reported that the Carson City School District does not include performance evaluations as part of layoff determinations, which she opined has adversely affected recruiting efforts.

Discussion ensued between Senator Ford and Dr. Merrill regarding collective bargaining, seniority, disciplinary actions, and other factors used in layoff determinations. Dr. Merrill asserted the use of performance evaluations ensures, when layoffs occur, the most highly qualified and effective teachers are retained. She further reported school boards support performance evaluations as a mandatory element when considering layoffs.

Responding to Vice Chair Anderson's question regarding the delay in the implementation of educator performance evaluations, Dr. Merrill stated the proposal is an important piece of education reform emphasizing educator effectiveness. She suggested adding an effective date to the proposal.

- Chair Woodhouse called for public comment on Agenda Item No. VIII.
- Craig M. Stevens, previously identified, indicated support for flexibility in the issuance of reemployment notices. He expressed opposition to the reduction in force proposal. Mr. Stevens noted the 2011 Legislature intended a reduction in force to be subject to collective bargaining. He clarified that NSEA is not opposed to performance evaluations, but to the infringement on collective bargaining.

Discussion ensued between Senator Ford and Mr. Stevens regarding collective bargaining; educator performance evaluations; NSEA priorities; school district priorities; and teacher recruitment and retention.

- Angie Sullivan, previously identified, testified the performance evaluation process has made her a better teacher. She opined that the performance evaluation process should focus on teacher retention. Ms. Sullivan stated she does not support a teacher's employment status tied to a student's test score.
- Robin Vircsik, previously identified, supported and echoed Ms. Sullivan's comments. She asserted a teacher's employment status and pay should not be linked to students' academic performance.
- Andrew Diss, Outreach Director, StudentsFirst, expressed support for the reduction in force proposal as a logical part of education reform in conjunction with the 2015 implementation of the educator performance evaluation system.
- Ray Bacon, Executive Director, Nevada Manufacturers Association, indicated support for both proposals. He said the reduction in force proposal helps students by removing ineffective teachers. Mr. Bacon remarked that effective leadership could have a positive impact on an entire school.
- Kelly Martinez, Coordinator, Government Affairs, Las Vegas Metro Chamber of Commerce, expressed support for the reduction in force proposal.

#### **UPDATE ON THE PROGRESS OF NEVADA'S ZOOM SCHOOLS PROGRAM AND PRESENTATION OF THE ANNUAL REPORTS REQUIRED BY SENATE BILL 504 (2013)**

- Jane Splean, Education Programs Supervisor, Office of Educational Opportunity, NDE, provided a packet of information that included:
  - A Microsoft PowerPoint presentation titled "S.B. 504, Nevada Department of Education, Summary Report to Legislative Committee on Education" ([Exhibit H](#));
  - A memorandum dated July 8, 2014, outlining recommendations on S.B. 504: English Language Learners ([Exhibit H-1](#));
  - *The Annual Summary Report on S.B. 504* with activity from July 2013 through May 2014 ([Exhibit H-2](#));
  - The *S.B. 504 Implementation Report 2013–2014* for Clark County School District Zoom Schools ([Exhibit H-3](#)); and

- The *S.B. 504 Implementation Report 2013–2014* for Washoe County School District Zoom Schools ([Exhibit H-4](#)).

She highlighted the following areas:

- Senate Bill 504 program development, collaboration, and implementation;
  - Program options for non-Zoom districts;
  - Increased language proficiency;
  - Professional development;
  - Educational programs; and
  - Legislative recommendations.
- Joyce Haldeman, Associate Superintendent, Community and Government Relations, Zoom Schools, CCSD, gave a Microsoft PowerPoint presentation titled “Clark County School District Zoom Schools” ([Exhibit I](#)). She reviewed the following areas:
    - The designation and selection of the 14 Zoom schools;
    - Initiatives;
    - The positive impact of Zoom schools; and
    - Legislative recommendations.
  - Danielle Miller, Coordinator and Academic Manager, Zoom Schools, CCSD, opined the Zoom program is the strongest education initiative in the past 24 years. She provided an overview of the pre-kindergarten and kindergarten programs.

Discussion ensued between Assemblyman Munford and Ms. Miller regarding S.B. 504 and federal Title I funding requirements for Head Start and early childhood programs.

- Vice Chair Anderson indicated Zoom programs would be beneficial for every child in kindergarten through third grade. He opined that successful educational strategies and Zoom programs should be available to benefit every student and school.

There was discussion between Senator Denis and Ms. Miller regarding the educational success of the Zoom schools in providing an interactive learning environment, essential services, and resources.

Discussion ensued between Senator Hammond and Ms. Haldeman concerning the criteria and proficiency levels for the English Language Learner (ELL). Ms. Haldeman emphasized funding and resources for schools should not be diminished or removed once success has been achieved.

There was discussion among Senator Ford, Senator Hammond, and the presenters regarding activities offered through the Zoom program. The discussion centered on the benefits for every student, specifically African American students.

- Debra Biersdorff, Area Superintendent, Acceleration/Zoom Schools, WCSD, provided a Microsoft PowerPoint presentation titled “Proud to be a Nevada Zoom School” ([Exhibit J](#)). She highlighted the collaboration between WCSD and CCSD and the Zoom program’s successes, challenges, and recommendations. Ms. Biersdorff discussed a brochure titled *Washoe County School District, Zoom Program Information and Zoom School Profiles*. ([Exhibit J-1](#)).
- Susan Kehoe, Ph.D., Principal; Glenn Duncan Science, Technology, Engineering, and Mathematics (STEM) Academy, WCSD, highlighted the reading skill strategy for the Zoom program. She emphasized the Program focuses on students and their progress as opposed to criterion-referenced test scores.

Responding to Senator Ford’s question on assessing comprehension and proficiency, Dr. Kehoe stated the developmental reading assessment is used for all kindergarten students.

- Christy Hendler, Director, Acceleration Zone Strategy and Operations, WCSD, shared the results of various assessment models noted in [Exhibit J](#). She reported positive progress at every grade level.

Discussion ensued among Assemblyman Stewart, Ms. Biersdorff, and Ms. Hendler regarding pre- and post-Zoom progress measurement of a school.

In response to Senator Ford’s question, Ms. Biersdorff stated final performance results should be available in September.

Discussion ensued between Vice Chair Anderson and Ms. Biersdorff regarding the importance of quantitative data. Ms. Biersdorff stated the benefit of the Zoom program is the collaboration between schools and districts to share successes and failures.

Ms. Biersdorff reviewed the recommendations contained in [Exhibit J](#), emphasizing continuation of Zoom funding and additional programs to include a five-week summer academy.

Responding to Senator Denis, Ms. Biersdorff stated WCSD is ready to offer the Zoom program at eight schools.

- Chair Woodhouse called for public comment on Agenda Item No. V.
- Angie Sullivan, previously identified, expressed support for Zoom program funding. She opined successful students lead to a literate population.
- Senator Ford recognized the Zoom program investment is leading to educational success. He stressed the importance of considering both qualitative and quantitative data.

## **DISCUSSION REGARDING THE PROVISIONING OF NEVADA'S CLASSROOMS: CLASSROOM MATERIALS, SUPPORT PROFESSIONALS, LONG-TERM SUBSTITUTE TEACHERS, AND TEACHERS' OUT-OF-POCKET EXPENDITURES**

- Craig M. Stevens, previously identified, reviewed important issues facing teachers and paraprofessionals. He recommended professional development for paraprofessionals and teachers be held in tandem to provide the best support to students.

Mr. Stevens reported on the issues of long-term substitute teachers. He recommended:

- Gathering information on long-term substitute teachers employed at charter schools;
- Tracking and assembling information on students taught by a long-term substitute teacher;
- Extending data collection for students taught by a long-term substitute teacher for a period of two consecutive years or more; and
- Collecting information to determine whether long-term substitute teachers have experience and/or education in specific subject areas.

Responding to Assemblyman Munford's question regarding the licensure requirements for long- or short-term substitute teachers, Mr. Stevens stated the licensure requirements are the same, but school districts may employ different hiring practices.

- Assemblyman Munford opined that long-term substitute teachers should be required to have additional training and experience in the subject matter they are teaching.

Discussion ensued between Senator Hammond and Mr. Stevens regarding long-term substitute teachers in charter schools. Mr. Stevens stated his research shows charter schools employ a large number of long-term substitute teachers, mainly due to the hiring practices of virtual academies.

- Senator Ford reiterated the placement of long-term substitute teachers in classrooms is a problem in all schools. He encouraged continued discussions to find a solution.
- Natha Anderson, Director, Nevada Education Association (NEA) and NSEA, and a 12th grade English teacher, addressed the shortage of school resources and supplies. She testified, that at her school, there have been no new textbook purchases for a number of years. Ms. Anderson pointed out textbooks are assigned to students but must remain in the classroom; this does not allow students to study at home. She requested appropriate funding be allocated for school resources and supplies. Ms. Anderson advised that teachers purchase their own classroom supplies. She reiterated the importance of paraprofessionals in the classroom.
- Robin Vircsik, previously identified, professed that textbooks and resources are not provided for students. She claimed to have spent approximately \$8,000 in teacher

related purchases. Ms. Vircsik requested testing provisions be limited to one standardized test for kindergarten through fifth grade students and eliminated for pre-kindergarten students. She opined that allocated funding for testing is an ineffective use of taxpayers' money and recommended the funding be directed to school resources, supplies, and class size reductions.

Discussion ensued between Assemblywoman Dondero Loop and Ms. Vircsik regarding school resources and supplies. In response to Assemblywoman Dondero Loop's question regarding items purchased, Ms. Vircsik outlined her purchases, stating the resources provided are not Common Core or grade appropriate. She urged a reduction in professional development for Zoom programs, citing the funding should be targeted for resources and smaller class sizes.

- Chair Woodhouse called for public comment on Agenda Item No. VI; however, no testimony was presented.

## **DISCUSSION REGARDING THE CAPITAL NEEDS AND RESOURCES OF NEVADA'S PUBLIC SCHOOLS**

- Lindsay Anderson, Director, Government Affairs, WCSD, and Pete Etchart, Chief Operating Officer, WCSD, presented a Microsoft PowerPoint presentation titled "Capital Funding Needs," ([Exhibit K](#)) that highlighted the need for capital funding for school safety infrastructure. Ms. Anderson pointed out that in order to protect the community's investment, provide a safe and effective learning environment, and keep pace with the rapid population growth, school buildings need to be maintained. She asserted that safe and adequate school buildings improve academic outcomes. Ms. Anderson stressed that school districts need viable options to address the capital needs crisis.

Discussion ensued between Vice Chair Anderson and Ms. Anderson regarding potential 2015 legislative bill draft requests to meet capital needs.

- Joyce Haldeman, previously identified, outlined the following capital funding issues for CCSD:
  - The condition of existing schools;
  - Dealing with growth;
  - The need to replace portables; and
  - Technology needs.
- Jim McIntosh, Chief Financial Officer, CCSD, submitted a Microsoft PowerPoint presentation titled "Capital Needs of the Clark County School District" ([Exhibit L](#)). He highlighted the capital funding needs for existing and proposed facilities. Mr. McIntosh reinforced that CCSD lacks a source of capital with limited options for increasing revenue.

Discussion ensued between Senator Ford and Mr. McIntosh regarding operational costs for year-round schools.

- Vice Chair Anderson questioned the safety and security plans of schools.

There was discussion between Vice Chair Anderson and Ms. Haldeman about the prioritization of capital improvement needs. Ms. Haldeman noted that since 1988 the focus was on growth, with 120 schools built. She reported that school renovations concentrated on school safety. Ms. Haldeman noted the need to update technology within the schools.

- Vice Chair Anderson noted that exposure to technology for young students is good for brain development. He wondered whether technology is a priority within capital improvement needs.
- Ms. Haldeman affirmed that technology is a priority and commented students learn faster with technology. She stated technology infrastructure is a capital improvement need. It was discussed that students need to have access to technology every day to be successful.
- Senator Hammond remarked on students who do not have regular access to technology and the challenges they encounter.

Discussion ensued between Assemblyman Munford and Ms. Haldeman regarding funding options for capital improvement needs.

- Paul Johnson, Chief Financial Officer, White Pine County School District, representing Nevada's rural school districts, gave a Microsoft PowerPoint presentation titled "Capital Needs and Resources of Nevada's Public Schools" ([Exhibit M](#)). He discussed:
  - The number, age, and condition of rural school facilities with estimated replacement costs;
  - The equipment, transportation, and technology demands;
  - Funding options and revenue sources;
  - School safety issues;
  - Construction and revenue challenges;
  - Current tax rates and voter authorization issues;
  - The relationship between the condition of the school with faculty and student performance; and
  - The impact of quality schools.

Mr. Johnson stressed that existing sources of revenue are insufficient to meet demands. He submitted a document titled "Rural School District Construction and Capital Funding Comments" ([Exhibit M-1](#)).

- Tom McCormack, Interim Director, State Public Charter School Authority (SPCSA), submitted a memorandum regarding an update of former Director Canavero's March 14, 2103, response to the Legislative Committee on Education Facilities Report ([Exhibit N](#)). He advocated for the removal of barriers for adequate and equitable access to public school facilities and financing for Nevada's charter schools. Mr. McCormack outlined facility needs, noting application statutes regarding facilities and policy.
- Allison Kellogg, Management Analyst I, SPCSA, reviewed charter school lease costs reported in Exhibit N.
- Chair Woodhouse called for public comment on Agenda Item No. VII; however, no testimony was provided.

## **PRESENTATION CONCERNING EARLY LITERACY PROGRAMS**

- Adam Johnson, Education Committee Chair, Clark County Black Caucus (CCBC), submitted information on early childhood literacy programs and a study titled *Starting out right: pre-k and kindergarten: full report* ([Exhibit O](#) and [Exhibit O-1](#)). He pointed out that African American students receiving Free and Reduced Lunch (FRL) are not provided adequate resources for academic success or equitable opportunities. Mr. Johnson stated the CCBC strongly advocates for an inclusive statewide term to ensure English Language Acquisition (ELA) for all students, regardless of disability, economics, gender, geography, language, or race. He requested African American students on FRL be identified as a specific subgroup in future data collection to address disparity, educational needs, and resources necessary to adhere to both federal and State law.
- Senator Ford was intrigued with this idea. He asked how other states and school districts are helping students in ELA. Senator Ford suggested targeted funding to help those students succeed.
- Assemblyman Munford echoed Senator Ford's comments. He addressed the lack of quality learning especially for African American students. He shared that one of his priorities is to ensure adequate funding and resources for students attending schools in the CCSD "Prime 6" area.
- Mr. Johnson expressed the importance of working with legislators and stakeholders to ensure all students have access to a quality education with targeted intervention.
- Chair Woodhouse stressed the primary goal is to ensure a quality education for all students.
- Chair Woodhouse called for public comment on Agenda Item No. IX; however, no testimony was presented.



## UPDATE CONCERNING THE STATEWIDE SCHOOL WELLNESS POLICY AND THE TRANSITION OF SCHOOL NUTRITION SERVICES TO NEVADA'S DEPARTMENT OF AGRICULTURE

- Jim Barbee, Director, State Department of Agriculture (NDA), presented a Microsoft PowerPoint presentation ([Exhibit P](#)). He highlighted:
  - The merger and promotion of nutrition programs;
  - The reorganization plan;
  - Beneficial office use;
  - Food safety;
  - Economic development; and
  - The Farm to School grant addressing food safety and training needs.
- Patricia “Donnell” Barton, Division Administrator, Food and Nutrition, NDA, provided a Microsoft PowerPoint presentation titled “Nevada’s School Wellness Policy” ([Exhibit Q](#)). She provided an overview of:
  - Nevada’s school wellness policy;
  - Accomplishments of the school wellness policy;
  - The policy’s implementation plan and website;
  - Smart Snacks Nutrition Standards; and
  - The school meal pattern.
- Benjamin Schmauss, Government Relations Director, American Heart Association, submitted written testimony ([Exhibit R](#)) and a fact sheet titled *Healthy Lessons for Life: Creating a Strong Nutrition Environment in Schools* ([Exhibit R-1](#)). He asserted wellness policies are necessary to affect positive influences on academic outcomes. Mr. Schmauss emphasized this is a critical opportunity to address and improve children’s’ school environment.

Discussion ensued between Assemblyman Munford and Mr. Schmauss regarding the physical education (PE) course requirements for students. Mr. Schmauss pointed out that the CCSD is one of two school districts in the State with elementary level PE course requirements. He stated that academic achievement is declining while obesity is spiking. Mr. Schmauss expressed a need to address student wellness and physical activity to raise academic success. Assemblyman Munford voiced strong support for a PE course requirement for all students.

- Chair Woodhouse called for public comment on Agenda Item No. X.
- Rebecca Scherr, M.D., pediatric gastroenterologist and Assistant Professor, Department of Pediatrics, School of Medicine; University of Nevada, Las Vegas, on behalf of her pediatric colleagues, stated that a physician’s influence on a child’s health is minor compared to what can be achieved in school. She said parents need to be

confident that the food their children are eating at school has nutritional value. Dr. Scherr indicated a need for daily physical activity, in the schools, for academic success.

- Aurora Buffington, RDN, LD, Office of Chronic Disease Prevention and Health Promotion, Southern Nevada Health District, and President, Nevada Dietetic Association, stated the mission of the Nevada Dietetic Association is to optimize the health of Nevadans through nutrition. She indicated they are pleased with the development and pending implementation of the school wellness policy. Ms. Buffington stated research shows students learn best when they are well nourished and physical activity can improve academic achievement. She indicated the school wellness policy would help students develop beneficial lifelong behaviors. Ms. Buffington recommended schools and districts be held accountable for adopting and implementing a school wellness policy.

## **PUBLIC COMMENT**

- Chair Woodhouse called for public comment; however, no testimony was provided.

## **ADJOURNMENT**

There being no further business to come before the Committee, the meeting was adjourned at 6:38 p.m.

Respectfully submitted,

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Christina Harper  
Senior Research Secretary

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Todd M. Butterworth  
Senior Research Analyst

APPROVED BY:

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Senator Joyce Woodhouse, Chair

Date: \_\_\_\_\_

## LIST OF EXHIBITS

[Exhibit A](#) is the “Meeting Notice and Agenda,” provided by Todd M. Butterworth, Senior Research Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit B](#) is a Microsoft PowerPoint presentation dated July 15, 2014, titled “2013-14 Remedial Placement and Enrollment Report,” presented by Daniel J. Klaich, J.D., Chancellor, Nevada System of Higher Education (NSHE), and Crystal Abba, Vice Chancellor, Academic and Student Affairs, NSHE.

[Exhibit C](#) is a Microsoft PowerPoint presentation dated July 15, 2014, titled “Nevada Counselor/Psychologist Survey Data,” submitted by Marina McHatton, Education Programs Professional, Counseling and Assessments, Career and Technical Education Division, Nevada’s Department of Education (NDE).

[Exhibit D](#) is a Microsoft PowerPoint presentation dated July 15, 2014, titled “The Role of School Counselors and Psychologists,” provided by Gwen Lafond, Coordinator, Guidance and Counseling, Clark County School District (CCSD).

[Exhibit E](#) is a Microsoft PowerPoint presentation titled “Nevada School Counselors – Partners in Student Achievement,” prepared by Rebecca Cameron, President, Nevada School Counselor Association (NSCA).

[Exhibit E-1](#) is a report titled *Who Are School Counselors?* provided by Rebecca Cameron, President, NSCA.

[Exhibit E-2](#) is the Executive Summary and report titled *A Framework for Safe and Successful Schools* submitted by Rebecca Cameron, President, NSCA.

[Exhibit E-3](#) is a report titled *Draft of the ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student* presented by Rebecca Cameron, President, NSCA.

[Exhibit E-4](#) is a letter dated June 30, 2014, from Arne Duncan, United States Secretary of Education, regarding school counselors submitted by Rebecca Cameron, President, NSCA.

[Exhibit E-5](#) is a list titled “Appropriate Activities for School Counselors and Inappropriate Activities for School Counselors” prepared by the American School Counselor Association, provided by Rebecca Cameron, President, NSCA.

[Exhibit E-6](#) is a bar graph titled “Student-to-School-Counselor Ratio 2010–2011,” submitted by Rebecca Cameron, President, NSCA.

[Exhibit F](#) is a Microsoft PowerPoint presentation titled “School Psychologists,” submitted by Frank Selvaggio, Executive Director, Student Support Services and Katherine Loudon, Director, Counseling, Washoe County School District (WCSD).

[Exhibit G](#) is a document containing two proposals for the 2015 Legislative Session, presented by Dotty Merrill, Ed.D., Executive Director, Nevada Association of School Boards.

[Exhibit H](#) is a Microsoft PowerPoint presentation dated July 15, 2014, titled “SB 504, Nevada Department of Education, Summary Report to Legislative Committee on Education,” given by Jane Splean, Education Programs Supervisor, Office of Educational Opportunity, NDE.

[Exhibit H-1](#) is a memorandum dated July 8, 2014, to Todd Butterworth, Senior Research Analyst, LCB, outlining recommendations on Senate Bill 504: English Language Learners, from Jane Splean, Education Programs Supervisor, Office of Educational Opportunity, NDE.

[Exhibit H-2](#) is a report titled *Annual Summary Report*, Senate Bill 504, Activity from July 2013–May 2014, dated June 15, 2014, provided by Jane Splean, Education Programs Supervisor, Educational Opportunity, NDE.

[Exhibit H-3](#) is a report titled *SB 504 Implementation Report 2013–2014* for Clark County School District Zoom Schools, submitted by Jane Splean, Education Programs Supervisor, Office of Educational Opportunity, NDE.

[Exhibit H-4](#) is a report titled *SB 504 Implementation Report 2013–2014* for Washoe County School District Zoom Schools, provided by Jane Splean, Education Programs Supervisor, Office of Educational Opportunity, NDE.

[Exhibit I](#) is a Microsoft PowerPoint presentation titled “Clark County School District Zoom Schools,” given by Joyce Haldeman, Associate Superintendent, Community and Government Relations, CCSD.

[Exhibit J](#) is a Microsoft PowerPoint presentation titled “Proud to be a Nevada Zoom School,” submitted by Debra Biersdorff, Area Superintendent, Acceleration/Zoom Programs, WCSD.

[Exhibit J-1](#) is a brochure titled “Washoe County School District, Zoom Program Information and Zoom School Profiles,” prepared by Debra Biersdorff, Area Superintendent, Acceleration/Zoom Programs, WCSD.

[Exhibit K](#) is a Microsoft PowerPoint presentation dated July 15, 2014, titled “Capital Funding Needs,” presented by Lindsay Anderson, Director, Government Affairs, WCSD.

[Exhibit L](#) is a Microsoft PowerPoint presentation dated July 15, 2014, titled “Capital Needs of the Clark County School District,” prepared by Jim McIntosh, Chief Financial Officer (CFO), CCSD.

[Exhibit M](#) is a Microsoft PowerPoint presentation titled “Capital Needs and Resources of Nevada’s Public Schools, Nevada Rural School Districts,” presented by Paul Johnson, CFO, White Pine County School District (WPCSD), and representing Nevada Rural School Districts.

[Exhibit M-1](#) is a document titled “Rural School District Construction and Capital Funding Comments,” dated July 9, 2014, submitted by Paul Johnson, CFO, WPCSD.

[Exhibit N](#) is a memorandum dated July 15, 2014, to LCE, from Tom McCormack, Interim Director, State Public Charter School Authority, regarding an update of former Director Canavero’s March 14, 2013, Response to Legislative Committee on Education Facilities Report.

[Exhibit O](#) is a memorandum dated July 15, 2014, to Senator Joyce Woodhouse, Chair and Nevada LCE Members, from Yvette Williams, Caucus Chair and Adam Johnson, Education Committee Chair, Clark County Black Caucus (CCBC) regarding early childhood literacy programs.

[Exhibit O-1](#) is the written testimony of the CCBC dated July 15, 2014, regarding early childhood education including a study titled: Starting out right: pre-k and kindergarten: full report” submitted by Adam Johnson, Education Committee Chair, CCBC.

[Exhibit P](#) is a Microsoft PowerPoint presentation dated July 15, 2014, from Nevada Department of Agriculture (NDA), presented by Jim Barbee, Director, NDA.

[Exhibit Q](#) is a Microsoft PowerPoint presentation titled “Nevada’s School Wellness Policy,” provided by Patricia “Donnell” Barton, Division Administrator, Food and Nutrition, NDA.

[Exhibit R](#) is the written testimony dated July 15, 2014, of Benjamin Schmauss, Government Relations Director, American Heart Association (AHA).

[Exhibit R-1](#) is a fact sheet titled “Health Lessons for Life: Creating a Strong Nutrition Environment in Schools,” submitted by Benjamin Schmauss, Government Relations Director, AHA.

This set of “Summary Minutes and Action Report” is supplied as an informational service. Exhibits in electronic format may not be complete. Copies of the complete exhibits and other materials distributed at the meeting are on file in the Research Library of the Legislative Counsel Bureau, Carson City, Nevada. You may contact the Library online at [www.leg.state.nv.us/lcb/research/library/feedbackmail.cfm](http://www.leg.state.nv.us/lcb/research/library/feedbackmail.cfm) or telephone: 775/684-6827.