

STATE OF NEVADA
OFFICE OF THE STATE TREASURER

NOTICE OF WORKSHOP
Education Savings Account - SB 302

Conducted On
July 17, 2015 at 9:00 AM

Transcribed By: Always On Time

1 STATE OF NEVADA

2 OFFICE OF THE STATE TREASURER

3 NOTICE OF WORKSHOP - EDUCATION SAVINGS ACCOUNT

4 JULY 19, 2015

5
6 DAN SCHWARTZ: Excuse me, just a quick announcement
7 this morning. If you are intending to speak, please do sign in.
8 If you happen to walk by the sign sheet, take a moment—we have
9 them at either door. So, if you would not mind just popping out
10 and filling in your information, that would be great and we can
11 get started on time. Thank you. [pause]

12 Good morning everybody, my name is Dan Schwartz. I'm the
13 State Treasurer. On the advice of my colleagues, I'm going to
14 wait a couple of minutes for people to sign in, but I just want
15 you to know, the train is right on time at the Treasurer's
16 Department. [pause]

17 Linda English, in Las Vegas, are you all ready down there?

18 LINDA ENGLISH: Yep, absolutely.

19 DAN SCHWARTZ: Okay, thank you. [pause] Good
20 morning everybody, again, my name is Dan Schwartz, I'm the State
21 Treasurer. We, the State Treasurer, has been given the
22 responsibility and duty to propose regulations for SB302. I
23 think we've got some competition here in Reno with one of the—
24 Carson City, with one of the presidential candidates, but I can
25

1 see that the room is full and then some in Las Vegas, and I think
2 rightfully so. This bill really has the chance and the ability
3 to change the way we educate our youth and our kids here in the
4 State of Nevada, and by extension, the whole country.

5 First of all, let me thank you all for coming. It shows
6 your—the importance with which you attach to this bill. Let me
7 just introduce some of the people you see staring at you from the
8 [inaudible] here. On my left is Chief of Staff for the State
9 Treasurer’s Office, Grant Hewitt. On my right is the soon to be
10 Chief Deputy Treasurer, Tara Hagan. And then on my right is
11 Dennis Belcourt who is our Attorney. In Las Vegas, I see Linda
12 English who is the Deputy Treasurer in charge of college savings
13 and then, I believe that’s also Senator Scott Hammond who is the
14 Author of the bill.

15 Before we begin, I’m going to ask Chief Deputy Treasurer
16 Hagan to read some of the rules of the road so that everyone
17 understands how we’re going to proceed, so Tara.

18 TARA HAGAN: Thank you Mr. Treasurer. For the
19 record, Tara Hagan. So, I’m just going to—as we open up Agenda
20 Item #1, I just want to remind everyone that that is for General
21 Public Comments only. If you do have comments related to
22 proposed regulations for SB302, those will come under Agenda Item
23 #2 and we’ll talk about those as we get sort of the rules of the
24 road as we get closer to Agenda Item #2.

25

1 Please note for the general comments, we will limit that to
2 three minutes per person. Treasurer Schwartz.

3 DAN SCHWARTZ: I inadvertently forgot to call the
4 meeting to order, so the meeting is now officially called to
5 order here.

6 First we will have Public Comments. And, what I would ask
7 in this is that you—if you want to talk about the bill, that you
8 save your comments for the body of the workshop today. But, for
9 anything that is not related to effective SB302, now is the time
10 to speak. So, officially, is there any Public Comment on items
11 not related to Agenda? Sure, could you tell us who you are
12 please?

13 TARA HAGAN: And, just as a reminder, if you could
14 please state your name prior to testimony, thank you.

15 RONALD LYNCH: Ronald Lynch and I'm a citizen of
16 Douglas County for the last 48 years. I'd like a clarification.
17 Is this a question and answer, like if I ask you a question will
18 you answer or is it just like I'm a Trustee for Indian Hills and
19 with comment, since I'm not on the Agenda, there is no back and
20 forth conversation—I'd like you to clarify that please?

21 DENNIS BELCOURT: Sir, Dennis Belcourt, Deputy Attorney
22 General. This is a workshop for the Agency to get input. So, it
23 won't be a back and forth, it will be people who would like to
24 provide input to give it and the Agency will take that input back

25

1 and--and, you know, work with that and you know, in preparing
2 regulations and/or further modifying them as--as the system goes
3 forward.

4 RONALD LYNCH: I'm a little bit confused on when we--
5 you know, like I have questions that I would like answered and
6 evidently, that's not going to be the case but you will take them
7 back and talk about them. My problem is, it's a little
8 confusing. Do I do that at comment time, the first part, or do I
9 do it at the second part?

10 DAN SCHWARTZ: Can I just--you know, I'm happy if you
11 want to set up a meeting with you--you live in Douglas County so
12 you're close by--if you had some questions or other concerns, the
13 State Treasurer is happy to have you come by the office and we
14 can try to answer some of those. Is that satisfactory?

15 The purpose of this hearing is for us to listen, okay.
16 And, you can make--you can ask your questions. We can come back
17 to you however you want to work that, but this is not a Q&A
18 session.

19 RONALD LYNCH: Okay. So then, I can state my
20 concerns but do I do that at the--at number one or number two part
21 of it.

22 GRANT HEWITT: Grant Hewitt, for the record. If they
23 are in relation to SB302--

24 RONALD LYNCH: Yes.

25

1 GRANT HEWITT: You would do it during the second
2 agenda item.

3 RONALD LYNCH: I'm sorry?
4 The second item on the Agenda.

5 RONALD LYNCH: Okay. It'd be the second item, okay.
6 Thank you for your clarification.

7 Thank you sir.

8 DAN SCHWARTZ: Any other Public Comment here in
9 Carson City? Hearing none. Is there any Public Comment in Las
10 Vegas. Hearing none. We will go on to the main reason for our
11 being here today which is Item #2, Public Input on Regulations
12 Relating to Educational Grants to Non-Public Students pursuant to
13 Senate Bill 302. Do we have any specific rules here or other
14 sort of guideposts?

15 TARA HAGAN: Tara Hagan, for the record. So, for
16 Agenda Item #2, we will take certain groups first and we're going
17 to limit these groups' comments to 10 minutes. Following the
18 groups, we will then just take a short five minute recess and
19 then before we begin with the remaining comments.

20 Also, just please note, we may have clarifying questions
21 for you, and so if we do, we will interrupt you but that will not
22 count against your time. So, we'll stop your time and you'll get
23 your full allotted minutes depending on—we're going to do three
24 minutes for individuals, five minutes for schools and as I

25

1 mentioned, 10 minutes for groups.

2 DAN SCHWARTZ: Again, Dan Schwartz here—we're going
3 to be pretty strict on the time regulations. So, also—we sent
4 out a list of questions that were of particular interest to us—
5 so, I guess, let's start right off. We'll start in Carson City
6 here with the groups and they have 10 minutes each. So, if you
7 would—we've got four seats here with mics, so if there are any
8 groups that would like to comment or leave us with some
9 questions, now is your chance. [pause]

10 And, I've been informed by staff here that if need be, we
11 will be here all day, I hope we won't be, but everyone will have
12 a chance to comment and give their input. And, again, as I said
13 earlier, we really appreciate your coming here. I'm looking at
14 the camera on Las Vegas, there's a lot of people there, so
15 hopefully you will all have a chance to comment if you'd like.

16 LESLIE HINER: Hello, my name is Leslie Hiner, I'm
17 with the Friedman Foundation for Educational Choice. The
18 Friedman Foundation, it was our Founder who back in 1955 first
19 came up with an idea and a way to fund education so that parents
20 would be empowered to make their own decisions about where and
21 how to educate their children and they would have the funding to
22 be able to make those decisions. So, perhaps, needless to say,
23 but I'll say it anyway for the record, the Friedman Foundation
24 loves Nevada. What you have done here with this Education

25

1 Savings Account that will serve so many of your children in the
2 State is truly monumental. You are without any question, leading
3 the nation in finding solutions to education for children and
4 families.

5 So your new Education Savings Account is designed to
6 empower parents. When Scott Hammond—Senator Scott Hammond first
7 brought the ESA to Nevada, there was no question about his intent
8 that this was clearly designed to give parents every opportunity
9 that they could imagine to find and to pay for the proper
10 educational options for their children. When I testified in
11 favor of this bill, Senator Roberson, during that hearing, said
12 very clearly, the intent of the Legislature was to bring a world-
13 class education to the children and families of Nevada. No more
14 excuses, no more whining, no more well gosh it's going to be hard
15 to change the system. Those days are over. Now is the time to
16 really empower the citizens of Nevada and move forward.

17 So, the Legislative intent, I think, unlike many other
18 states, is crystal clear. So, as you are enacting regulations to
19 implement this new legislation, I would advise that the first
20 thing to keep in mind is, how can you make sure that as many
21 children as possible in the State of Nevada will have access to
22 this new opportunity. That necessarily means that through the
23 regulatory process, that any barriers that may—that may arise or
24 that may be proposed, that any of those barriers need to be

1 looked at through a lens where you are first looking through the
2 eyes of the parent, the eyes of the child, who needs this
3 opportunity.

4 So, there are a couple of areas that the legislation where
5 like most pieces of legislation, some interpretation may be
6 necessary. First and foremost, and I believe there's been some
7 conversation about this here in Nevada is the question of the 100
8 day requirement. That a student must first be in a public school
9 or be enrolled in a public school for 100 days before they can
10 apply for an Education Savings Account. Question that jumps to
11 mind is, is this right? Is this fair? The first answer is, it's
12 law. So, we start at that point, that that is the law, but then
13 in the interpretation of that law, what does that actually mean
14 and how does it work?

15 If you look at this, again, first through the eyes of the
16 parents and kids—if you are a parent who has taken on two or
17 three different jobs so that you can afford to place your child
18 in a private school and something that as a parent you would've
19 done that under a certain amount of duress, clearly. If you are
20 that parent, the idea of then moving your child out of a private
21 where the child is succeeding and back into a public school for
22 100 days, to be able to access this funding, doesn't look very
23 good to you. The question about fairness jumps to the forefront.

24 Frankly, there's not—there's not a great answer to that
25

1 question, other than when the legislature passed this law, they
2 were also passing it as a funding formula for education. So, it
3 fits within the budgetary restraints of the State of Nevada.

4 Now, on the other hand, if you're a public school and
5 thinking about children coming in for 100 days and leaving, if
6 you are a private school, thinking about children leaving for 100
7 days and then coming back, obviously there are some logistical
8 challenges to this.

9 I would offer this—we have seen this sort of thing happen
10 in other states and I'll speak just to my own State of Indiana,
11 when we enacted a very large voucher program in Indiana, we had a
12 one year requirement and yet there were some parents who removed
13 their children from a private school, send them to a public
14 school for a year, so that they would then be able to know that
15 they could afford going forward in the future, to continue to
16 educate their children in the manner that they chose.

17 Now, in these cases, I'd like to come back to what I first
18 said. The priority should be to honor the legislature's intent
19 and again, to look at this through the eyes of the parents and
20 serving as many children as possible. You can't control whether
21 a parent will take their child out of a private school and go to
22 a public school to be able to access this opportunity. Parents
23 will do what they need to do to take care of their own children.

24 What you can do in the regulations is to make sure that if
25

1 there is a way to allow for this to occur without parents having
2 to remove their children and move schools for 100 days, then that
3 would be something that would honor the legislature's intent, but
4 it would also be a true benefit to the families and the children
5 here in Nevada.

6 So, for example, public schools and private schools simply
7 having some budgetary guidance on how do you budget. If you know
8 that some children are going to leave or they're going to come in
9 and they're only going to be with you or gone from you for a
10 certain period of time, the Treasurer's Office or other people
11 who are in business; retired executives, accountants, for
12 example; could counsel schools in how to properly manage that
13 process. Again, the point is, you want to maximize the
14 opportunity here for families and this is one way to do it that
15 is actually workable.

16 DAN SCHWARTZ: Just a brief interruption, do you
17 have—and this will be deducted from your 10 minutes here. Do you
18 have any specific—the statute is very clear that it's 100 days.
19 Do you have any suggestions for working around that, specific
20 suggestions?

21 LESLIE HINER: Well, I would say that, first of all,
22 in your first year of the program, to allow for an exemption of
23 sorts where the 100 days would apply to the prior year, I think
24 would make a certain amount of sense. I noticed in your statutes
25

1 that, for example, a child-

2 DAN SCHWARTZ: Again, not to be rude.

3 LESLIE HINER: Yeah.

4 DAN SCHWARTZ: We actually--the proposed thinking is
5 to allow for the 2014-2015 school year, so--so, we're cognoscente
6 of that.

7 LESLIE HINER: Well, that seems to me to be very
8 workable, so.

9 DAN SCHWARTZ: Right. We think it is too. But I
10 just--if you had any thoughts on that. I mean, is that a solution
11 to--you know, it's not a perfect--

12 LESLIE HINER: Absolutely. That is absolutely a
13 solution and again, it's very parent centered, which is the
14 point. You will find that in other programs across the State, in
15 first year of enacting the program, you do the very best that you
16 can to eliminate as many barriers as possible to participate in
17 the program. The rules that you enact today do not necessarily
18 need to be the rules that will be in place 10 years from now
19 because you learn and parents will teach you and schools will
20 teach you by example on what works and what doesn't work. So,
21 today, again, the whole issue should be, to get as many kids
22 involved as possible, which through that proposal, you would
23 absolutely accomplish that goal.

24 You also have a program here where public school--where
25

1 students may take courses at public schools. They're not
2 necessarily enrolled full time but they can take courses and they
3 are definitely part of the public school funding formula. That
4 also should be a situation that would apply as well. It makes
5 perfect-perfect sense to do that.

6 DAN SCHWARTZ: Perfect, and just to let you know, you
7 have about three minutes left on your general comments.

8 LESLIE HINER: Thank you. All right. I would also
9 like to say, there's a proposal that you put out with respect to
10 when the enrollment periods would be, when the funding for the
11 enrollment periods would be. Recently, I attended a national
12 organization of private school associations from across the
13 country and I asked them this question of whether the regulations
14 that you proposed for the enrollment periods and funding if that
15 made sense to them, from the private school side. Is this a
16 system of enrollment and funding that would work? Because no
17 matter what, as a parent gets the funding for an Education
18 Savings Account, they need to be able to use it in a way that a
19 private or other provider would be able to accept that and work
20 with that. And, the answer was a clear and resounding, yes.
21 That the formula that you have designed for the time periods, the
22 quarterly enrollment periods, was completely workable and they
23 had no concerns about it whatsoever.

24 Now, whether you would choose to adjust that going forward,
25

1 will be on—with your experience with the private schools that are
2 very specific here to Nevada, your experience with parents and
3 how they use the Education Savings Account, but—but certainly
4 without any question, this gets you going in a good direction and
5 it makes sense.

6 Then there's a question—there's always a question about, so
7 what happens when parents have access to this money. How—how
8 does the money actually flow? It seems to me that there are a
9 couple of different ways here that could be useful.

10 First is, for any parent who is moving a child from a
11 public school to a private school, it's a very—it would be a very
12 simple thing to have a direct transfer of funds from the
13 Treasurer's Office, from the accounts, directly to that school.
14 Much like direct deposit. You know, I think it's a simple
15 concept, easy to do. That would certainly be a benefit to
16 parents. It'd be a benefit to the private schools and you could
17 do it.

18 However, there are other services that a parent can access—
19 tutoring services for example. Or if you have a child with
20 special needs, therapy services, which might be provided by an
21 independent contractor who does that as an independent service.
22 Under those circumstances, that direct transfer may not work
23 quite as well. So, I would urge you to consider adopting debit
24 cards, much like the EBT cards that are used for food stamps.

25

1 The technology is around. It's certainly--well, it's easy for me
2 to say that it's easy to use, I'll leave that to your discretion.
3 But, I would suggest that you may need to adopt two different
4 ways to be able to make the payments that parents need for these
5 Education Savings Accounts.

6 GRANT HEWITT: Thank you. We're at 10 minutes, so if
7 you could do a quick summation, that'd be great.

8 LESLIE HINER: Quick summation is--is this. That,
9 it's clear to everyone else in the country and I travel the
10 country all the time that what you're doing here is rather
11 extraordinary and you are advancing the interest of children
12 above all else. So, the Friedman Foundation, we always advise
13 that when that--when you are pure in your interests, as you are
14 here in Nevada, that the key thing to look for is any kind of
15 barriers. Again, any regulation that you come up with, you
16 should ask yourself this question: will this stand in the way of
17 a parent being able to access what the parent needs to access for
18 the educational needs of that child? I would ask that question
19 for every regulation that you consider. It's easy to get passed
20 that--it's hard--it's hard to adopt these regulations and the
21 bureaucracy and the legal stuff is difficult, but don't miss the
22 clear intent of why you're doing this in the first place, which
23 is for parents and the kids of Nevada. Right now, you are on the
24 right path, you are absolutely on that right path and I applaud

25

1 you for your efforts.

2 DAN SCHWARTZ: Good, thank you. We appreciate those
3 comments. And, just a suggestion when you come up here, you only
4 have 10 minutes or five minutes or three minutes, so organize
5 your thoughts accordingly. It's helpful to us and you can't see
6 the room in Las Vegas, but there are a lot of people there who
7 want to speak today.

8 So, okay—thank you very much. Any other groups here in
9 Carson? Good. Seeing none, we'll go to Las Vegas. Oh, I'm
10 sorry—if you're a group, please come up here and tell us who you
11 are and what your group is. Don't be shy but be succinct.

12 MATT ALDER: I'll do my best.

13 DAN SCHWARTZ: Thank you sir.

14 MATT ALDER: My name is Matt Alder. I'm with
15 Nevada Homeschool Network. We're a home school advocacy group.
16 Our only concern with this bill is that we are, as a group, for a
17 school choice or for more choice in education, not less. So, our
18 main concern with this is bill is we be, 'we' being
19 homeschoolers, be kept separate. We have very specific Nevada
20 statutes that are applicable to homeschoolers, very lightly
21 regulated right now and that's where we'd like to keep it. So,
22 any—any mention in the regulations forthcoming about
23 homeschoolers, we would like to be left out, if that be the case
24 and—

25

1 DAN SCHWARTZ: Could you just—because I know this is
2 an area of interest for everyone, what is the difference between
3 a homeschooler and not a homeschooler?

4 MATT ALDER: Sure. So, homeschooler in Nevada
5 Statute is a child whom the parent has taken complete financial
6 responsibility for and administration—every bit of the
7 responsibility for that child’s education is on the parents. So,
8 we take no funding from the State. We take no direction from the
9 State on how we educate our children and that’s the way we like
10 it.

11 DAN SCHWARTZ: Good. Thank you. And, someone whose
12 not would not fit within those parameters.

13 MATT ALDER: Correct. And in the legislation, I’m
14 sure you’re aware, but for those who aren’t, the legislation
15 refers to it as an opt-in child. So, we’d like to keep that
16 separate. There’s a very clear definition in the statutes of
17 what a homeschooler is.

18 DAN SCHWARTZ: Good, thank you.

19 MATT ALDER: Sure.

20 DAN SCHWARTZ: Yes ma’am.

21 BARBARA DRAGON: Good morning. My name is Barbara
22 Dragon. I’m with Nevada Homeschool Network. I’ve been an
23 Officer with them since 2007 and before that I served on the
24 Northern Nevada Homeschool Advisory Committee to the State Board

25

1 of Education from 1995 until it was no longer here in 2007 with
2 our new homeschool law. I homeschool my children from 1990-2008,
3 totally under regulation of the State Board of Education. I did
4 work on the 2000 Homeschool Freedom Bill, that we got passed,
5 that removed us from oversight by the State Board of Education.
6 The only homeschoolers notify the local district that they are
7 homeschooling, they submit minimal information. That is what we
8 want to maintain because from 1982 to about 2002, 20 years,
9 homeschooling was severely regulated by the State Board of
10 Education. In 2002, we were able to change the regulations to
11 clearly reflect the intent of the law that was on the books at
12 that time. That took 20 years to do. Then of course, in 2007,
13 we passed our law that removed us from oversight. So, while we
14 do, as Matt said, we do support choice in education. We did
15 support this bill in Committee, at the Finance Level. We opposed
16 it in Education, because it was trying to use our homeschool law
17 as a route for parents to get the money.

18 So, we want—always want, parents to have the option to say,
19 thanks very much, I don't want the money, I'm going to do it
20 myself and I don't want to have to do testing. I don't want to
21 have to submit paperwork. All that is what our goal, as
22 homeschoolers, not to stop the ESA, we think it is a great option
23 for many, many parents. We also believe that there will be
24 homeschoolers who will be able to—who will choose to enroll for a
25

1 100 days in a charter school or a brick and—their local brick and
2 mortar school, whatever they want to do, that's an option for
3 them, they'll get to do that and then access the ESA and it won't
4 be homeschooling—we can't use that word. It's a legal definition
5 that we have—

6 DAN SCHWARTZ: You'll be an opt-in student.

7 BARBARA DRAGON: They will be an opt-in student. They
8 will have full control within the parameters set up by the State
9 Treasurer's Office, and that's a good thing for those that choose
10 that. We just would like homeschooling to be understood to be a
11 separate choice, non-funded choice that parents have in the
12 State.

13 DAN SCHWARTZ: So, like Betty Grable, you want to be
14 left alone.

15 BARBARA DRAGON: Excuse me?

16 DAN SCHWARTZ: Like Betty Grable, you want to be left
17 alone.

18 BARBARA DRAGON: You know, I wasn't left alone, so you
19 know, I'm very passionate to allow people to be left alone.
20 Absolutely.

21 DAN SCHWARTZ: Okay.

22 BARBARA DRAGON: Thanks.

23 DAN SCHWARTZ: This is the United States of America.

24 Good! Thank you both very much. We've heard what you had to
25

1 say. Any other groups? Yes ma'am. [pause]

2 KATHRYN KELLY: My name is Kathryn Kelly. I'm the
3 Executive Director of I-School, which is a supplementary
4 education program approved by the Western Association of Schools
5 and Colleges. We've been operating for the last four years out
6 of Incline Village and Reno. I'm also a homeschool parent and
7 I'm also a science teacher. From all three capacities, I have to
8 say, thank you from the bottom of my heart for this legislation.
9 It is so exciting for Nevada to be in the National Press for its
10 innovative suggestions.

11 As far as your question about the 100 day suggestion, how
12 to approach that, I would say one option might be to allow
13 families to petition for hardship. It will be a huge hardship
14 for many families to go through the 100 day rule to say nothing
15 of the burden on the schools that have to teach kids for over one
16 semester before hundreds, if not thousands of kids, drop out of
17 school to opt into the ESA Program. So, I think the 100 days is
18 a hardship on many fronts and to offer that as an option would be
19 very helpful.

20 DAN SCHWARTZ: Kathryn, not to interrupt your time—is
21 Senator Hammond still here? Senator Hammond, do you want to just
22 comment on that since it seems to be an issue here? On the 100
23 day requirement.

24 SENATOR HAMMOND: Well, I'll briefly comment on it, the
25

1 100 days, and I think you've already touched on it. You know, I
2 fielded a lot of phone calls over the last month, month and a
3 half and the question that comes up is, why the 100 days? I
4 think that it's already been touched on. It was budgetary
5 restraints that we had. When we first drafted the bill, the
6 first draft of the bill included everybody in the State of
7 Nevada. Those in the private schools are not counted in the
8 budget right now. They're not on the rolls, you guys have taken
9 your children out of the system and so they weren't counted in
10 the rolls. So, adding them into the budget, or adding them into
11 the bill, created a \$2M plus hole in the budget. There were not
12 a lot of people who were excited to try to fill that in right
13 now. There wasn't a huge appetite to try to help me with that
14 problem, that issue. We got it passed as is because people were
15 excited about the bill, but you know, those who were excited
16 about the bill weren't exactly thrilled with trying to pass it
17 and then trying to find it afterwards. So, if we pass it as is,
18 as it is right now, that's what got through. I would hope that
19 everybody would be excited about that and try and find solutions.
20 I'm listening as intently as everybody else here in this audience
21 at some of the suggestions. The hardship application, that
22 again—we're going in the right direction. We're talking about
23 receiving some suggestions on how to overcome this. I think
24 there's probably some more good ideas out there and the more

25

1 people we have in the room and obviously we're at capacity—I've
2 never seen them open the back before. This is the first time
3 I've seen that. So, somewhere in this room and combine with
4 Carson City, plus the overflow, there's going to be some good
5 ideas that come out and some things that we can seriously mull
6 over. That's—that's the reason why we did it as we did it. We
7 just didn't—you know, sometimes—some of you guys in this room are
8 familiar with the legislative process and some of you are not.
9 Those who are not, let me just say that, sometimes you have to
10 make certain concessions and you have to compromise in order to
11 get something through. I can't be more thrilled with what we
12 have right now. I know one reporter asked me once, you know,
13 what's the significance of this bill? I—I don't know why, it
14 just came to me, but you know, I'm a child of the 70s and 80s and
15 I remember the Super Bowl and the jet pack and I said, you know—
16 the first thing that came to mind was, I never knew what was
17 going to come first; universal school choice where parents have
18 the ability to figure out what's best for the children or the jet
19 pack. And now we know.

20 DAN SCHWARTZ: Thank you Senator Hammond. So, we're
21 aware that the 100 days is, it's arbitrary. But, I think Senator
22 Hammond has explained why so, give us some ideas. You don't have
23 to do it today, we're around 24/7. I'm in the office 8:00 to
24 whenever, so we're happy to hear from you.

1 KATHRYN KELLY: [inaudible]

2 DAN SCHWARTZ: Okay. Petition for hardship, that's a
3 good suggestion, helpful.

4 KATHRYN KELLY: Petition for hardship would be a great
5 help, thank you.

6 My next point is that I hope you raise the bar for
7 participating entity organizations. In the news two days ago was
8 a report on the Veteran's Administration having just been found
9 to be paying \$260M over five years to-out of GI fund-GI billed
10 monies, towards non-accredited schools, sect schools, I mean, a
11 whole variety of non-educational applications. I love that
12 there's so much breadth that you can fund kids' transportation to
13 getting to some of these things, but somewhere in there there
14 needs to be a vetting of the organizational providers to make
15 sure that you don't attract a lot of other places from outside
16 the State that are looking to use up the funds and administrative
17 fees rather than an actual education of our kids and support to
18 that.

19 I love the fact that there's the accountability of annual
20 testing involved. I would urge you to look into the ACT Aspire,
21 which has only been around about a year, but it's from the folks
22 who make the ACT Test with 50 years of research behind it. It's
23 testing from third through tenth grades. Or, eleventh as well.
24 For English, writing, reading, math and science. So you would be
25

1 able to introduce science into the mix. And, I would encourage
2 you to be able to show progress to be able to ensure that kids
3 starting out in any program take a baseline test because without
4 that you won't be able to document progress over time. This
5 program is a wonderful way to show that parental choice can meet
6 or exceed traditional academic training, which homeschoolers
7 everywhere have known for a long time.

8 My last point is that—and Barbara and I have been
9 corresponding the last 48 hours. We as homeschoolers are very
10 grateful in the State to the Nevada Homeschool Network for all
11 they've brought to us, but I think you will see a tremendous
12 amount of support for what you're doing from a lot of
13 homeschoolers who feel that the offer of \$5,100 is an adequate
14 tradeoff for the minimal oversight of very necessary
15 accountability and how taxpayer funds are being spent. Right
16 now, homeschoolers can attend up to three classes a day at a
17 local school and participate in sports. Those are all taxpayer
18 funded, so it wouldn't be correct to say that homeschoolers are
19 not getting any taxpayer funding today and I think this takes
20 that support to a whole new level.

21 Thank you all very much. Am I under?

22 DAN SCHWARTZ: Thank you Kathryn. We always
23 appreciate succinctness.

24 ADAM PEHSEK: Hi. My name is Adam Pehsek and I'm
25

1 with the Foundation for Excellence in Education. We're a
2 national non-profit advocacy organization that supports Education
3 Savings Accounts and we've been involved in a few of the other
4 states that have tried this program and are implementing it now.
5 So, thank you Mr. Treasurer for having this meeting.

6 I echo the comments of the previous speakers. This is a
7 fantastic program. You guys are truly—you know, I'm not blowing
8 smoke here, you guys are truly leading on educational choice
9 right now, so it's really something that moment has been looking
10 for for decades and you guys are actually now achieving it.

11 I want to talk about a couple of things. A couple of
12 bottlenecks we've seen in these programs in other states are in
13 two key areas. One of them is in applications of course, you
14 know, the flood of applications you'll get and processing those.
15 I would encourage you to use some kind of turnkey solutions and
16 look at what other industries have done, whether they're charter
17 schools or others. A lot of states will kind of revert to kind
18 of a very bureaucratic—you have to fax in a paper form. You have
19 to mail in a form. But there's so many online based applications
20 software that will not only make the parent's lives easier, but
21 also you as administrators, instead of going through this kind of
22 old, pre-internet era of applications.

23 The second one is the payment for services which has been
24 touched on here a couple of times. What you want to do is make
25

1 something that's as parent friendly as possible, but also not
2 subject to fraud. So, what you really need to do is, first of
3 all, make sure that you don't do, in my opinion, a reimbursement
4 system. A lot of states have tried to do a system where parents
5 will pay for something out of pocket and then they'll have to get
6 reimbursed for something on the backend. At scale, that's
7 impossible to implement. The labor hours that it's going to take
8 to have to review all of these receipts and make sure it's this
9 that or the other—that's just going to be unbearable and also,
10 it's very unfair to—

11 DAN SCHWARTZ: Sir, tell me why don't you like a
12 reimbursement system?

13 ADAM PEHSEK: Well, so it's not easy to scale, first
14 of all. It's very labor intensive. Secondly, it's also unfair
15 to parents. Some might have the means to be able to pay for
16 something out of pocket up front and for them it might be fine if
17 they can wait for a month, two months, three months, to get a
18 reimbursement from the State. But for others, you know, I'm
19 thinking about parents with special needs who might have to go
20 and get therapies and they can't wait three months to have to
21 have the State reimburse them.

22 There's so many headaches that it causes, even in the cases
23 where someone might pay for something thinking that it's an
24 eligible use—

25

1 DAN SCHWARTZ: Not to be rude—as I say, we’re trying
2 to get answers here. What would you suggest we do?

3 ADAM PEHSEK: So, I would suggest an electronic
4 payment system. Debit cards were brought up, debit cards are
5 great. Debit cards you can use—on the front end, you can have
6 kind of an accountability check in that, it can only go for
7 approved vendors, so you can only swipe a debit card at an
8 approved vendor. So, the way I would see it would work is that
9 vendors would come to your Department and they would apply to be
10 part of this program and they would get, you know, an MCC code,
11 which is Vendor Code, that they could then only be swiped there.
12 Another thing that you could talk about also, you know, debit
13 cards are what people kind of talk about but in a lot of our
14 lives debit cards are almost pre-internet, in a lot of ways. You
15 could create an online payment system where only vendors that are
16 approved by the State are to go to here and they’re on our
17 website and only money can flow to approved vendors on the State.
18 So, then you have the accountability where you’re not only
19 worried about kind of the vendor codes, but then you can only
20 focus it on people who are in the system. So that if a parent
21 wanted to send it to a school, they would have to be a school in
22 the system to send it to them.

23 GRANT HEWITT: Just a quick question, Grant Hewitt
24 for the record. When you deal with a reimbursement system it

25

1 lessens the ability for fraud, obviously, because those have to
2 be approved before they get paid out. How do you deal with fraud
3 as it relates to the debit cards, I know you mentioned the
4 merchant codes, but not every situation or small vendor is going
5 to be able to apply for the merchant code, so how do you deal
6 with the fraud aspect if you're not—in our case, where the parent
7 can be a participating entity, maybe we have one payment system
8 for the schools and larger entities, but then you have a separate
9 way that you handle the parent expenses. How do you—how do you
10 balance that or how would you recommend balancing that?

11 ADAM PEHSEK: Right. I don't even know that I would
12 agree that a reimbursement is less culpable to fraud. I think
13 that there's a lot of human error that can happen there where
14 something, you know, if you have a pile of receipts you're going
15 through, it's very easy that someone could just overlook
16 something. With a debit card, you have the upfront
17 accountability in that, yes it can only go to approved vendors
18 and if you did an online system that only went to people that
19 were approved in the system, then you limit that way.

20 Another thing you can do is that, if you had an online
21 system, you could require both the person paying for something
22 and the person receiving the funds to both check what the funds
23 are for so then you have kind of a double—so, if a parent says,
24 these funds were for tutoring in science and then someone puts

25

1 that, oh this was for therapy, then you have this kind of weird
2 thing that would get red flagged as you would see as not—you
3 know, both sides are seeing something differently.

4 DAN SCHWARTZ: So, if you had to choose between—we
5 could do debit, we could do online or we could do both. What's
6 your suggestion?

7 ADAM PEHSEK: I think probably both. So, another
8 thing you can do that I didn't mention is that you could
9 specific—different rules for different expenditures so that a
10 tutor might have to have—if you select that this is going to a
11 tutor, the tutor might have to produce a receipt or a work order
12 or something like that. If it's going to a school then maybe the
13 school doesn't have to do that much more because they're already
14 an accredited private school.

15 If you think about it, the debit card is useful for things—
16 for parents that don't have a smart phone, for example, that they
17 could pay for something at the point of purchase. Or, if they go
18 to a vendor who doesn't have a computer, that they can pay for
19 something that way. So, the debit card is useful that way.

20 So, it could be a situation where the debit card is
21 attached to the online system. So, the debit card is actually
22 housed within the website and that's how you're directing the
23 funds for a lot of them. I don't know if anyone has ever Uber—if
24 you use the Uber taxi service, it's attached to the website and
25

1 it only goes to the vendors that are within the website.

2 DAN SCHWARTZ: Okay. Just remember, we're going to
3 try and make these rules simple.

4 ADAM PEHSEK: Right.

5 DAN SCHWARTZ: So, don't—we've been accused of being
6 a bureaucracy, we're not. We get things done and so we may not
7 be able to give you 31 Flavors, you may only get one or two.

8 ADAM PEHSEK: Right.

9 DAN SCHWARTZ: Okay.

10 ADAM PEHSEK: I mean, I would say, online system is—
11 because the online system also helps you as administrators where
12 you will have a document of every transaction—

13 DAN SCHWARTZ: I'm not trying to—we like the online
14 system.

15 ADAM PEHSEK: Excuse me?

16 DAN SCHWARTZ: We like the online system.

17 ADAM PEHSEK: Oh yeah. So, I think for
18 administrators, that's the most helpful. The only thing you'll
19 have to figure out is how you work around parents who don't have
20 the accessibility of the computer or the smart phone or some way
21 to pay for the service there. And, it could be that you have a
22 hotline or something and they just call up and they give them
23 their number or something like that.

24 GRANT HEWITT: So, one question I have is, let's
25

1 assume there's a debit card process in this, like you've
2 recommended—how do you, or how do other states or in your
3 experience, what have you witnessed—if an expense is made that is
4 not authorized—so, I'll give Barnes and Noble example. You can
5 go to Barnes and Noble to buy a text book, but you could also go
6 buy a romance novel. The romance novel is probably not an
7 approved expense under the law. So, how do you deal with getting
8 the State's money back for that? Because the money has already
9 been paid out, because Barnes and Noble is an allowed merchant
10 code. So, how do you deal with that reimbursement process to the
11 State or the debt collection to the State?

12 ADAM PEHSEK: If you went with a debit card instead
13 of an online system, you could—I mean, you would require all
14 these vendors, I think, to come and apply to the system. So, if
15 it was Barnes and Noble, then maybe you have a caveat where they
16 have to have—so, with Flexible Spending Accounts or Health
17 Savings Accounts for example, you can tailor it so that each
18 vendor has a specific—it triggers a follow-up, that a parent
19 might have to produce a receipt or something like that. So, in
20 the case that you did that and they went to Barnes and Noble and
21 they went and bought a book that was unauthorized and the receipt
22 proved that it wasn't authorized, you would then require the
23 parent to reimburse—in the states that have this, you would
24 require them to reimburse the account, or the State, however you

25

1 want to do it and if they don't do it within a certain amount of
2 time, they're threatened to be kicked out of the program.

3 GRANT HEWITT: He's been answering questions so he
4 gets to continue. You've only utilized probably three minutes of
5 your [crosstalk]

6 DAN SCHWARTZ: Constructive suggestions.

7 ADAM PEHSEK: So, also—in addition to kind of the
8 fraud, there's also a quality question. How do we know this is a
9 quality provider and all those things? So, I would encourage
10 your office to find some way to Crowd Source this. So, if you
11 were leaving here and going to get lunch in Reno or somewhere,
12 you likely wouldn't be going to the State Department of Health
13 website to see what their ratings are, you'd be going to Yelp, to
14 see what other people think. So, if you could create an
15 environment online where parents can rate vendors, where parents
16 can have a forum to discuss vendors—and it's a pretty low cost
17 situation where you have a form where parents that are involved—
18 because we found in these systems that it's really parents who
19 are really the hawks of this program. They want to make sure
20 that they're running well because if they're not, they're going
21 to be threatened. So, if something bad happens or there's kind
22 of a shady provider out there, they're the ones that will be able
23 to speak up and talk about it online. So, giving them to have a
24 community online where they can talk and also rate vendors, I

25

1 would even suggest that, if they're spending over a certain
2 amount of money they're required to rate a vendor, just like you
3 have to rate your professor before you get your transcript, you
4 have to rate them. So that it builds an environment where
5 there's actually quality control where people are understanding
6 what's happening.

7 I would also recommend that you guys kind of don't recreate
8 the wheel in certain areas. So, when you're talking about online
9 providers and you know, are they quality or not, look at other
10 states. There's other states that have kind of robust online
11 provider accrediting systems or approval systems. Just do
12 reciprocity. If it's good in one state that has a really good
13 high quality online provider system, just say if your—if you're
14 able to work there, you're able to work here because they have a
15 proven model of providing people.

16 So, things like that. Peer assistance where parents can
17 talk and approve things or make judgment calls and then make to
18 your Department whether or not they should be an approved
19 expense. That's things other states have done.

20 But you know, again, I'll just echo in closing, this is
21 really a very important and special program. You know, thanks to
22 the vision of Senator Hammond, you know, the leadership of the
23 Governor and you know, the thoughtful implementation of your
24 office, this is really going to be, I think the best educational
25

1 choice program, not on paper but in practice based on what you're
2 doing, so thank you.

3 DAN SCHWARTZ: Thank you Adam, that was insightful.
4 Any other groups in Carson? Seeing none. Let us go to Las
5 Vegas.

6 LINDA ENGLISH: Down here in Vegas, do we have anyone
7 representing a group? Yeah, thank you—please approach. Identify
8 yourself for the record, please.

9 TIM KELLER: Good morning. My name is Tim Keller.
10 I'm a Senior Attorney with the Institute for Justice. The
11 Institute for Justice is a non-profit, public interest law firm
12 that defends Educational Choice Programs all across the country
13 when they're challenged in court. In fact, there hasn't been a
14 single day since we opened our doors in 1991 that we haven't been
15 defending a program somewhere in this nation.

16 In the national media and some of the state media covering
17 this case, or this program, there's been some suggestions that it
18 may violate the Nevada State Constitution because it allows
19 families to choose religious schools. So, I would like to take a
20 moment to address that allegation and make it very clear that
21 nothing about SB302 violates the constitution. It absolutely
22 passes the constitutional muster. And then, just take a moment
23 to go further and say that not only does the State have to comply
24 with the Nevada Constitution, you must also comply with the US

25

1 Constitution which requires the State remain strictly religiously
2 neutral when it comes to these sort of neutral government benefit
3 programs.

4 So, Article 11, Section 10 of the Nevada Constitution says
5 that no public funds of any kind of character whatever, state,
6 county or municipal shall be used for sectarian purpose. This
7 provision is directed at the government and constrains the
8 actions of government officials. This language does not address
9 how or where private citizens use—

10 DAN SCHWARTZ: Tim?

11 TIM KELLER: Yes.

12 DAN SCHWARTZ: I'm going to interrupt—Counsel has
13 suggested that this is—again, that's a very important topic, but
14 the specific area is a little off topic, Counsel.

15 DENNIS BELCOURT: Dennis Belcourt, for the record. The
16 Agenda Item on Public Comment is an area for addressing areas
17 that don't pertain to what's going to go into the regulations.
18 So, if—if the—the goal here I think is to cover the regulations
19 in Agenda Item 2. Talk about what you foresee as helpful and if
20 there's anything in the regulations that you see as helpful, to
21 put those forward in that. In the Public Comment areas, in the
22 beginning, the Agenda Item #1—there's Agenda Item #3, right?
23 Those are the areas where we would bring up issues such as, the
24 constitutionality of this, the very statute that allows us to do

25

1 the regulations in this case, so that's just-

2 DAN SCHWARTZ: Your topic is very important, it's
3 just not germane at this point. You can—if you don't mind
4 sitting around until the end, you can certainly speak then. So-

5 TIM KELLER: I'd be happy to do that, but like I
6 said, the regulations as written are completely religiously
7 neutral, they don't take religion into account. And, my
8 testimony does go to the regulations in that aspect because they
9 do have to comply with the US Constitution and the US
10 Constitution requires that the State remain completely neutral
11 with regard to religion and that's how the current regulations
12 exist. The State takes no cognoscente of religion and allows the
13 families to choose the educational service provider of their
14 choice. It's very important that the State remain neutral with
15 regard to religion in order to comply with the US Constitution
16 and as I said, certainly complies with the Nevada Constitution,
17 so thank you.

18 DAN SCHWARTZ: Thank you and we very much appreciate
19 that point of view. Linda, any other groups—yes sir.

20 MIKE MACKLEMORE: I'm Mike Macklemore. I'm with the
21 Nevada State Education Association. Just want to make a few
22 remarks about the regulations. NSEA is generically opposed to
23 widely expanding the use of taxpayer funds for private education.
24 Senator Hammond is aware of our position on that through the

25

1 legislative session and I think we had a good respectful exchange
2 during the legislative process on the bill. I think his comments
3 that you made, Senator Hammond, just a little earlier here in the
4 meeting are very pertinent to the initiation of these
5 regulations, that is that the State could only afford to do so
6 much with this type of an initiative. And, given that the budget
7 scenario was one side of that question during the session, I also
8 recall that there was a focus towards giving public school
9 students and families, you know, an option and that that was part
10 of this bill as well as House Bill 165, which provides for some
11 tuition credit opportunities for families.

12 And so, we are just here to say that, we ought to move
13 slowly and judiciously on these regulations. We ought to give
14 the full amount of time that the bill specifies for these
15 regulations to be developed and that is from July up through
16 December 31st of this year and the bill also specifies that the
17 program not start until January 1, 2016. So, we understand that
18 there's some enthusiasm about this new law, some opportunities
19 that could potentially exist. But, if we were trying to make
20 exceptions to the rules, to pull in more individuals more
21 quickly, rather than implementing these rules in a judicious
22 fashion, we're going to, you know, potentially just get into all
23 kinds of problems.

24 It's been mentioned earlier in the testimony that there is
25

1 a lot of technical aspects to how this money will be issued. Not
2 only to eligible entities, but to parents who may be an eligible
3 entity and how that might be done. Also, the fiscal management
4 agencies that would be facilitating these funds as specified by
5 the bill.

6 So, we think that the regulations ought to be focusing on
7 education performance accountability. We think the bill is
8 pretty scant in that regard. No disrespect. But that we should
9 have some very fortified education performance accountability
10 measures for eligible entities that are deemed eligible to
11 receive these funds. As well as, fiscal accountability measures
12 both for eligible entities but also for the fiscal management
13 agencies. In the law, it's specified that Mr. Treasurer, you
14 cannot expend more than 3% of these funds for administrative
15 fees, but it's unclear on whether or not these financial
16 management agencies, can they carve out 20%, 10%? Nothing is
17 really mentioned whether or not they want to assess some
18 administrative fees for facilitating these funds, could be
19 exorbitant.

20 So, we think that regulations need to be very carefully
21 looked at, we need to give the system time to do right both by
22 taxpayers as well as for families individually who are
23 participating in the program.

24 Now-[crosstalk]
25

1 DAN SCHWARTZ: Just to interrupt briefly—just very
2 briefly—we are very cognoscente for potential for fraud and abuse
3 and needless to say, the State Treasurer’s Office is going to be
4 looking at that very, very carefully. But, on the other side,
5 there are a lot of parents in Nevada who are very interested in—
6 in this legislation and ultimately we’re responsible to them. I
7 think there’s a big issue—as I say, we certainly take to heart
8 your suggestion that we proceed with all due caution but we also
9 are responsible to the parents of Nevada who need to make
10 decisions on how their kids are going to be educated, so there’s
11 a balance there.

12 MIKE MACKLEMORE: That’s true. And we—yes sir and we
13 agree with that, Mr. Schwartz. And, we are just asking you to
14 follow the letter of this law in doing that. Not seeking
15 exceptions for early entrance, you know, experience in a previous
16 school year, before the law even becomes effective based on the
17 statutory language in the law. We want this to be a successful
18 program, even though we don’t necessarily support it, for the
19 purposes of taxpayer responsibility as well as, you know, for
20 parents and families out there. And so, we just—we’re saying
21 that you shouldn’t grind the gears to get this program started
22 necessarily through this regulation process, it will be available
23 for the entire State of Nevada and it should be so in such a way
24 that’s done professionally and in good fiscal and accountability
25

1 stewardship and that's—that's what we were saying.

2 And, we've not supported this program and essentially
3 don't. I mean, we—there is—there is still a great deal of
4 unfunded requirements in our public schools as well. It was a
5 great effort that was done during the legislative session. We
6 appreciate Senator Hammond's work during that session, but there
7 are still—there's a lot of overcrowding and some quality issues
8 that still exist, even though we've gotten some new funds during
9 the session.

10 DAN SCHWARTZ: Just—logically, wouldn't this somewhat
11 relieve the overcrowding? I mean, assuming kids went to private
12 schools or homeschools?

13 [audience clapping]

14 You don't have to answer, but I was just thinking logically
15 here.

16 MIKE MACKLEMORE: Our pupils have to be educated
17 somewhere other than under a tree or under an overpass, so there
18 is capacity requirements there. If we have a room full of
19 parents whose children are already enrolled in private school,
20 seeking funding, I mean, that question is not pertinent in this
21 regard. You know, kids are being educated—yes, we should have
22 fully funded school construction in this State and we don't have
23 it yet. Whether that's in private schooling or in public school,
24 that should be done. And, so we don't see where having people

25

1 eligible for these funds is necessarily going to mean that
2 there's a classroom or a seat space on the other side. In fact,
3 that might be a judicious aspect of these rule makings is that, a
4 voucher is not issued until a student has been accepted into an
5 education institution. I mean, who's to say that there is a seat
6 available for the student, when an ESA is issued, there ought to
7 be some assurance there is.

8 GRANT HEWITT: Sir, I had a question for you. Grant
9 Hewitt for the record. You mentioned earlier in your comments
10 that we should have education performance accountability. And,
11 I'm curious—

12 MIKE MACKLEMORE: Right.

13 GRANT HEWITT: --what you believe that should be.
14 Should that be how we judge teachers today in the public school
15 or how we judge public schools in the public school system? How
16 do you believe we should be judging? I mean, your organization
17 isn't really big on accountability as a whole, so I'm curious
18 what your ideas in this area and is it different?

19 MIKE MACKLEMORE: Well, and that's not true. I disagree
20 with your statement there. We are very concerned about
21 accountability and if you look—and, this was the beauty actually
22 in the Governor's budget initiatives is that, the State was
23 trying to be as fiscally responsible as possible in targeting how
24 new money would be spent in education programs. And so, for

25

1 example, if you look at the high school graduation, which has
2 gotten battered quite a bit right here in Nevada, yes we would
3 like it to be a higher rate of education. But, if you look at
4 the various student populations, traditional either economic,
5 socio-economic, low socio-economic status of households in our
6 State, you'll see differences in graduation rates between those
7 income levels and those social levels.

8 So, it's not just a bumper sticker type question that
9 you're asking there. It's very complicated. It has to do with
10 kids are bringing to them, to the school, and traditionally
11 private schools haven't had to deal with that. Because you can
12 pick and choose the students that you want. So, this is not
13 going to be an easy game for private schools, in as much as it
14 hasn't been an easy game for public schools as well.

15 So, yes, we want accountability, we want rigorous academic
16 performance for our students, and we need those kinds of
17 supports. We're just saying that this program ought to be rolled
18 out very judiciously, very slowly—not to be interruptive or
19 anything like that, but in order to make sure that we have fiscal
20 accountability and educational accountability as well. And, you
21 have thousands and thousands teachers in the State of Nevada that
22 are working hard and many times on their own to try to get these
23 kids educated and ready for adult life. We stand firm as an
24 organization in support of our educators here in Nevada.

25

1 GRANT HEWITT: Sir, would you—obviously you're
2 correct, it's a very complicated question but would you mind
3 submitting in writing to our office, that we can include in the
4 record, your ideas as it relates to the academic accountability?
5 I mean, if you have specific standards that you wish to see or
6 ideas, we'd love to see those in writing.

7 MIKE MACKLEMORE: Yeah. And, we've just not seen
8 anything substantial yet, I mean, in this announcement on the 29th
9 that Mr. Schwartz' office issued, there was a couple of
10 suggestions and then it said there would be a hearing in August,
11 to review the regulations. So, we've not—we've seen a little bit
12 there and the suggestions that were made were, how can we hurry
13 up this process to accommodate certain individuals, is how it
14 kind of looked like, and we're just saying this program, by law,
15 starts on January 1, 2016. Between now and then, your office is
16 responsible for developing rules and regulations to implement it
17 properly and we just think that you should take all advantage of
18 that time frame to give yourself that opportunity. That's the
19 level of our input at this point.

20 GRANT HEWITT: Yep.

21 MIKE MACKLEMORE: If we're looking forward to draft
22 regulations, as they come forward in the process and we really
23 don't agree with the suggestion that was made that this 100 days
24 should be part of from last year's school year. That's not
25

1 provisioned in the bill and is that doing anything that properly
2 implements this law, or is it to accommodate people that are very
3 excited and want to participate.

4 GRANT HEWITT: Senator Hammond, I think you had some
5 comments.

6 SENATOR HAMMOND: I do. I have a few brief comments
7 because I want more of this to go on and I want you guys to get
8 to the heart of what the business is today, but I'll just make a
9 few comments. You know, as far as getting to the quality issue
10 and making sure we get it right for parents, I'll have to
11 disagree somewhat with the comments you've made and that is, you
12 know, when we talk about quality, I want not only the parents to
13 be able to choose the school they go to but base it upon the
14 quality of the school or an education system.

15 The delivery an education system is really important to me
16 and you mentioned teaching under a tree in facilities and it may
17 sound a little piffy, but you know, if Socrates were to teach my
18 kid under a tree, I'd just ask him is it going to be Pinion or a
19 Ponderosa Pine. The reason I say that is because it's not—you
20 know, it's not the schools that choose the kids, it's the
21 students who will be choosing the schools. So, when you talk
22 about quality, they'll be the ones who will start doing this—and
23 this was addressed also by, I think it was Adam Pehsek that said,
24 you talk about quality crowd sourcing. You know, we're in a new

25

1 technological age. People get online all the time and look at
2 things like this. It's the parents who have--and you see this
3 time and time again, on survey after survey, the parents go look,
4 their top priority is not whether a child is going to pass a
5 standardized test, their top priority is, are they coming home
6 talking about how excited they were about a particular science
7 experiment, about that particular teacher and that kind of--[crowd
8 applause] and that kind of thing that you know as a parent and
9 so, that's what we're trying to get at here. And so, you know,
10 we talk about regulations, yeah, we'd like to get this online as
11 soon as possible so that parents, with their students,
12 understanding their students because they understand them better
13 than the schools; whether it be private, public, charter,
14 whatever. Parents know their students. They know their
15 students. I want to get it online so that they can start
16 choosing the educational system that best fits their child. And,
17 we'll let them decide, you know, what--you know, we'll put some
18 regulations in there, but we'll let them decide the quality and
19 we'll find ways to make sure that they understand what the best
20 quality is. So, I'll just stop by saying that and thank you very
21 much for the time, and good to see you Mr. Macklemore.

22 MIKE MACKLEMORE: Well, thank you Senator. And, I
23 wasn't trying to be flippant with that. And, I think our--our
24 concrete suggestion would be there is that, there are quality and
25

1 safety controls on facilities that should be part of this
2 regulation on what type of facility a child is being educated in.
3 You know, for—I'll give you an example. In some of the tornadic
4 and hurricane situations, where a FEMA trailer has been brought
5 in and there has been proven in air quality that putting kids in
6 these FEMA trailers has created some respiratory problems. And
7 so, you know, just to kind of get back down to the brass tax, an
8 entity that is deemed eligible for taxpayer funds, ought to make—
9 the facility ought to be such that we know the roof is not going
10 to cave in and that there's not fumes in how the walls were built
11 and this kind of thing. And that is a fact, that's a fact.

12 I appreciate it and thank you so much for the time.

13 DAN SCHWARTZ: Good, thank you sir. This is just a
14 generic comment and Senator Hammond can comment on it, but I
15 think one of the—at the heart of the issue here is, the intent of
16 this bill is to shift the balance of what is a good education to
17 the parents and there's some unhappiness with where it has been
18 before. So, I think that this is something that the State
19 really, the legislature intended and the Governor signed and I
20 think those are kind of the rough parameters under which we're
21 going to operate, so.

22 Any other institutions in Las Vegas?

23 SYLVIA LASOS: Secretary, my name is Sylvia Lasos.
24 I'm here in representation of the Latino Leadership Council. We
25

1 have worked closely with both Republicans and democrats in the
2 last legislative session in trying to pass legislation that
3 basically is good for kids. Everything that we should have in
4 mind is about what's going to work best for kids. And, we don't
5 always agree with the Teacher's Union, I think they'll testify
6 with that, but on this one particular point we do agree with them
7 that we should take regulation slowly and not fast to make sure
8 that we're well informed in terms of all the possible issues
9 before we put in place regulations for this particular law.

10 There's three areas that I think in particular you should
11 monitor and be aware of, in terms of, what do we need to do in
12 terms of our homework to put in place regulations. We had the
13 Out of State Institute for Justice, Tim Keller and we also had
14 the Milton Friedman Institute, which I believe is out of Chicago
15 testifying that they had complete confidence as to the
16 confidentiality of this measure—may I humbly submit to you that
17 this will be determined by Nevada Courts and Nevada law and there
18 are already cases out there that would beg to differ with the
19 testimony given in part already by Mr. Keller, that he is
20 completely confident as to the constitutionality. So, that's one
21 question mark, we need to make sure, what parts of this law are
22 or are not constitutional and I think we will expect to see some
23 litigation around that.

24 The second point, I think that we need to look at carefully
25

1 is that the legislature has a mandate to fund adequately public
2 education. I know that Mr. Hammond takes that very much to heart
3 in terms of his work as a Senator. I'll point out to the—to this
4 group that the [inaudible] Institute has posted on its website an
5 update to the [inaudible] Study, undertaken by the legislature in
6 2006, that points out that according to their estimates and their
7 research, we are currently under funding public education to the
8 tune of \$1.2B per year. That figure is staggering. It sounds
9 like a lot, but when you start putting everything together, the
10 capital improvements that we need to put in, that the gentleman
11 just mentioned, you know, we would rather not have our kids go to
12 school under a tree but in a well-built school, and the kinds of
13 services—

14 DAN SCHWARTZ: Ms. Lasos, sorry to interrupt, but
15 Counsel suggested that this current testimony is not relevant to
16 the—

17 DENNIS BELCOURT: Dennis Belcourt for the record. Well,
18 the Agenda Item #2 concerns the regulation, so if—any comment
19 should be directed towards potential regulations, not the
20 constitutionality of the underlying statute. At this one, now,
21 of course, under Agenda Item #3, that—your discussion would be
22 appropriate under that Agenda Item.

23 DAN SCHWARTZ: We're just suggesting that—

24 SYLVIA LASOS: All right. My testimony is that we
25

1 should delay or we should be careful about regulation or we
2 should be—you know, not rush into regulation, I don't know that
3 it fits into Number 1, until these issues are—and if I may just
4 clearly state the three issues. One is, are we adequately
5 funding schools currently so that the money that's going out of
6 public education is still going to maintain the public education
7 system. I think we need to do a study about that.

8 Third, we need to investigate the assumption that well—that
9 parents are in a position to make good choices about the
10 educational—I know this seems very amusing to some folks here,
11 but the academia has moved in this direction, it's called
12 Behavioral Economics, where we know that not all parents make
13 rational choices. Some parents, and I assume the parents in this
14 room that think this is amusing, will make rational good choices,
15 but I don't know that this is an assumption we can make as to
16 every single parent in the State of Nevada. I think again,
17 that's an academic position, which is well researched and well
18 founded. Thank you for the opportunity to make these three brief
19 points, thanks.

20 DAN SCHWARTZ: Thank you for your comments and time.
21 Yes sir.

22 JACOB REYNOLDS: Jacob Reynolds, I'm—Jacob Reynolds.
23 I'm representing the Adelson Family Foundation, not the school.
24 What I would like to do is address some of the regulations from
25

1 the point of view of some of the people it's affecting and would
2 like to invite them to come up as part of my presentation. If
3 Emelia Kennison could come up, Deeanne Letinal, Chris Ramon and
4 just start with those and we'll be well within our 10 minutes, I
5 promise.

6 DAN SCHWARTZ: You're still within the 10 minutes
7 now.

8 JACOB REYNOLDS: Absolutely.

9 DAN SCHWARTZ: Okay, thank you sir.

10 JACOB REYNOLDS: So, first, before we get to them, I
11 would like to say that we absolutely support a parent making a
12 better decision or at least we prefer the decision to be the
13 parents rather than a school making this choice. To directly to
14 some of the regulations that have been discussed today.
15 Specifically we would like the—we appreciate what has been
16 suggested, that the 2014-15 school year should count, that would
17 be great, otherwise, we would appreciate the 100 day requirement
18 to apply in kindergarten and we would also request that these
19 regulations be written not on a slow basis, as has been
20 suggested, but on an expedited basis so that parents can make
21 this calculation as soon as possible.

22 We'd also—some suggestion was made that the government
23 should be involved in the rating agency, we would disagree with
24 that. The site for that was Yelp, and I think that's the perfect
25

1 argument against that. Is that, Yelp already exists, and so does
2 Angie's List, so do many of these other organizations and the
3 government doesn't need to be involved in this—in that portion of
4 rating agencies.

5 So, I have people here who would like to speak and they
6 speak to some of the regulations that we are trying to promote
7 here. I'll start with Emelia and then go down the line.

8 EMELIA KENNISON: Hi, my name is Emelia Kennison. I'm a
9 concerned parent. I have a kindergartener entering this year. I
10 actually have seven kids, six of them are—will be in public
11 school this year. We have a situation in my family where our
12 zoning boundaries have changed, so I open enrolled my daughters
13 in their current elementary school to keep them there. I plan to
14 open enroll my kindergartener and I guess open enrollment doesn't
15 work for kindergarteners and so he's zoned for a different school
16 than my daughters. Anyway—I'm really excited about this ESA
17 bill. I get to—rather than have four or five schools for my kids
18 next year, that would be really disruptive for my family. I want
19 to be able to look at all my options, but there's—they may not be
20 counting kindergarten in the 100 day count and that's a concern
21 for my family. As most families, we don't just have
22 kindergartens, they have kindergartens and a second grader and a
23 fourth grader and others, so I'm—my concern is that you would
24 consider counting the kindergartens in that 100 day count.

25

1 That's what is going to be what's best for my family. The bill
2 is trying to make it easier for families and that—if they didn't
3 count the kindergarteners, that would make it harder for my
4 family. So, I would ask that you consider counting kindergarten,
5 thank you.

6 SENATOR HAMMOND: This is Senator Hammond. If I could
7 interject just for a second, Treasurer Schwartz. I just want to
8 say that that—the intent of the bill, actually from the very
9 beginning was to allow for kindergarten—people coming into
10 kindergarten to choose. So, these are students who are not yet
11 on the rolls. I believe Section 7 said something to effect of,
12 if you look at the bill it says, anything that's required—
13 kindergarten of course is not required to get into—you know, to
14 start your schooling. So, it's always been my intent to make
15 sure that coming into school that parents be able to make that
16 choice so that the student can start at the school they would
17 like to be at, or the educational system they would like to have
18 delivered to them or anything like that. They could start from
19 fresh. That's my perspective. That's sort of what we've always
20 talked about. That—that being said, I'll go ahead and turn it
21 back over to you.

22 DEANNE LATERNO: Deanne Laterno, I'm a 21 year Clark
23 County resident. I have three girls and we were an eight year
24 private school parent and because of some zoning issues, that's
25

1 why we went private to start. We then moved our kids to CCSD and
2 were in Magnet Programs, starting this coming year.

3 Again, because of zoning issues, they keep changing or
4 wanting to change our zones. So, we're very interested in
5 getting back in private school. Expediting this bill would be
6 extremely important to us. I'm the Concert Master at Las Vegas
7 Philharmonic and I teach lots of arts kids and several of my
8 friends and myself have special needs children, as special needs
9 meaning that they are artists and starting their careers and CCSD
10 has a very strict policy on how many days they can miss from
11 school. I have a student who performs at Carnegie Hall on a
12 regular basis. My own daughter is an actor in LA and she's
13 starting the program at LVA Magnet School but due to some of the
14 problems about how many days she can miss, most likely we don't
15 have an option but to homeschool and we would like to be able to
16 move into a private school that is more accommodating to those
17 schedules.

18 I have a very good friends who is a CCSD teacher and her
19 son currently is just—he just went to New York this week to be on
20 Broadway and she's—we're very interested in staying in school,
21 rather than choosing to homeschool, however, I'd also like to see
22 this go for homeschooling, maybe for kids that are traveling.
23 But the importance of having less regulation for us and
24 expediting this as soon as possible would help so many families
25

1 in situations like ours where you have young children who really
2 are embarking on career paths, right now. Thank you.

3 DAN SCHWARTZ: Thank you.

4 JACOB REYNOLDS: Just a couple of more to talk about
5 the over regulation and I think it was openly—quite to my
6 surprise, openly suggested recently that there should be more
7 regulation than necessary. We would adamantly oppose over
8 regulating this bill as what the opponents, obviously the statute
9 passed, it is a law, and the opponents now would wish to over
10 regulate it. So, private schools would not desire to participate
11 in the program. They make various objections to that and so,
12 Patia here will talk to us about the benefits of the program and
13 why it should not be over regulated.

14 PATIA JAMES: Good morning everybody. My name is
15 Patia James. I'm presently a Consultant with the Adelson Private
16 School. My background has been in running schools in America and
17 internationally. Both my schools in America were Blue Ribbon
18 Schools and Prize Winning Schools and I came here today to really
19 talk to having worked in one state which had a similar kind of
20 program, to another state that didn't and I wanted to first of
21 all, thank you for doing this because this was transformative.

22 Our school was a small school until this voucher system
23 became legal. Then it moved from that to becoming a thriving
24 educational institution and the jewel of the community. Our
25

1 school won 27 awards a year in all different kinds of areas. Our
2 school was able to service the community. We hosted a Canyon
3 Ranch Health and Wellness Program. We were voted best elementary
4 school and were the recipient of numerous awards.

5 I want to talk to the student population and the ability of
6 parents to access this without too much regulation. When one
7 hears about private school, one thinks about a particular kind of
8 student coming, a particular socio-economic group coming. A
9 large percentage, over 60% of our students at this particular
10 school were on—with the vouchers in addition to financial aid.

11 We took in a minimum of 25% a year of students with
12 learning challenges and needs, and I know that was mentioned
13 previously, that we have the ability in these private schools to
14 reject students. I'm sure for the people here that are involved
15 in private schools, their aim is to educate students of Nevada
16 and not only the gifted students of Nevada. Often these children
17 with learning challenges are where our most creative and talented
18 musicians and athletes. Our students came from low income,
19 middle class and affluent families, from different geographic
20 areas and in many, many ways, it leveled the playing field for
21 our families. The only thing that these families had in common
22 when they came into the school was they desired to have the best
23 education for their children and parents would sit, day after day
24 with me, as head of school and as Admission Director and say, I

1 want something better for my children. I want something that I
2 was never able to have.

3 But I think what I really wanted to talk to in terms of not
4 over regulating it was the impact that this particular program
5 had on the community. The kids came to our school, they were
6 given the best elementary school and the best middle school
7 education possible. They went on to be accepted at the best
8 public and private high schools in our area. Our community had
9 the only gifted public school, I mean, school for gifted kids and
10 then went on to be accepted into the top universities nationally.
11 What was very interesting, as a result of the voucher system is
12 that many of these students that I'm still in contact with came
13 back to work within the community from which they came. They
14 went out, they went to Harvard Law School, came back and started
15 a non-profit in the area in which they are.

16 So, I think one really has to look at making it as easily
17 accessible for these families. I want to once again thank you
18 and applaud you for doing this. I think it's the most amazing
19 thing and I'm very, very happy to be a consultant in a State that
20 understands what education should be for every child in America,
21 not only for the kids that have the money to do it. And, it was
22 absolutely amazing for me to see how students from all walks of
23 life learn together, play together, became friends and enrich one
24 another, so thank you.

25

1 GRANT HEWITT: Mr. Reynolds, you have about 30
2 seconds left.

3 JACOB REYNOLDS: Did you have another question?

4 GRANT HEWITT: If you're done, we're good. I was
5 just telling you that you had 30 seconds.

6 LINDA ENGLISH: Are there any other individuals here
7 in Vegas, representing an organization? We're done then here, on
8 that.

9 DAN SCHWARTZ: Good, thanks Linda. Thank you all for
10 listening and being very patient. We're going to take a five
11 minute break and then we're going to go to the schools, is that
12 correct? Schools and parents. So, you can come up at the same
13 time. Schools get five minutes, parents get three. We're
14 looking forward to hearing from you.

15 LINDA ENGLISH: And here in Vegas, I just want to say,
16 I know that the room is really crowded and there's not a place
17 for you guys to sit. They did open an overflow room, I think
18 it's full but you might want to look at that as well, so
19 everybody can be comfortable.

20 [silence for break]

21 DAN SCHWARTZ: [calling meeting back to order]
22 Everybody welcome back. We're now going to hear from schools and
23 parents. So, here's your chance. I'm going to ask Mr. Hewitt to
24 kind of give us the rules of the road.

25

1 GRANT HEWITT: Thanks Treasurer Schwartz. Grant
2 Hewitt, for the record. Down in Las Vegas, there will be a
3 process that is going to be outlined by the staff down there, but
4 up here in Carson City, what we are going to do is take that
5 front row that is here in the hearing room, to my right, your
6 left, I think--and please sit there if you intend to speak. Then
7 we will fill all four chairs and then we will go through four
8 people here. We'll do four people here and then we will--

9 [Las Vegas interrupting--sound goes silent]

10 --and so on and so forth, so just continuously fill that
11 section of chairs and we'll just go in order. Please identify
12 yourself as a parent or a school. Once again, schools are going
13 to get five minutes, parents will get three minutes and we will
14 take this as quickly, calmly and orderly as possible.

15 So, we're going to start in Carson City and then we will
16 transfer down to Vegas. I think I see three chairs in the Vegas
17 slot, so we will do four and three and four and three and so
18 forth. Linda, do you have a comment, do you want to do Vegas.

19 LINDA ENGLISH: Thank you Grant. What I wanted to say
20 is, we were settling down while you were giving your instructions
21 so I just wanted to let folks here know what's going to happen.
22 We're going to call representatives from schools first and then
23 immediately thereafter, we'll be calling--

24 GRANT HEWITT: No, no, we'll do parents and schools
25

1 at the same school, Linda.

2 DAN SCHWARTZ: That's not correct.

3 LINDA ENGLISH: Oh, parents and schools at the same
4 time, okay.

5 DAN SCHWARTZ: And no fibbing.

6 LINDA ENGLISH: So, we're going to switch between the
7 sites so that we can have three, either parents or folks
8 representing schools go ahead and come up and then we can line up
9 down the center aisle so we keep the testimony going. Thank you.
10 So, back to you Grant.

11 GRANT HEWITT: Thank you Linda, and we will just
12 start here and we'll just start on this end with this gentleman
13 and work our way over. Thank you very much, and you have three
14 minutes, I think.

15 KRISTOPHER DAHIR: Well, I'm a parent and I'm from Excel
16 Christian School.

17 DAN SCHWARTZ: Can you tell us who you are?

18 KRISTOPHER DAHIR: My name is Kristopher Dahir. Does
19 that mean I get eight minutes? I'm just kidding. But, we're
20 from Excel Christian School in Sparks, Nevada and we are very
21 pleased with the idea and the heart behind what's being here.
22 Obviously we have some concerns about what unintended
23 consequences might come out of this. It's making sure that
24 things are in place, everything from the conversation of

25

1 regulation, obviously a lot of parents come to us and private
2 schools came together from the idea that we did not want to be a
3 public school. So, I think it's very important that we look at
4 those regulations and wisely walk forward.

5 I do want to, please ask, that you guys do make some
6 quicker decisions on some things. There probably are some things
7 you guys can continue to walk through, how to pay for things, how
8 the infrastructure will look, but when it comes down to what our
9 parents are going to walk through, what our schools are going to—
10 we actually have to fiscally look at the next year. So, we if we
11 sit back and we have so much unknown—we're trying to figure out
12 right now if we should start saving money for the unknown of
13 what's going to be created just to make sure we can survive if
14 something shifted.

15 So, please know that your decisions—well, one unintended
16 consequence if you're not careful is you're going to take kids
17 from private school and they're going to run into a public school
18 that's already overcrowded for eight months and then think of the
19 disruption of their education. So, it's not just the fiscal
20 portion for our parents or schools but we are very much—and I
21 know everyone is in this for the same reason—to educate our
22 children. Taking one year and creating chaos for them does not
23 do well, even that one year. Each year is so vital and so when
24 we come, we're not just saying, oh we want this, we want this.

25

1 We're looking at these kids.

2 Now, we do have some parents who this wouldn't affect.
3 Financially they're not going to move their kid, they're not
4 going to do whatever, but there are some that are going to.
5 Some—and even some in the public sector, let's just say they're
6 all new kids coming, you're still disrupting—you're still going
7 to come through and have this disruption that is going to be very
8 interesting.

9 I do believe there are quite a few seats. I know somebody
10 questioned if there's even seats inside the schools. One of the
11 things we are anticipating is some of the possible growth that
12 might be there, but without answers we couldn't even—like, if you
13 wait for us to get answers until January, you're going to—we're
14 going to turn away a lot of kids because we couldn't—when it
15 comes to hiring—

16 DAN SCHWARTZ: Chris, not to interrupt but our intent
17 is to have the other previous testimony, notwithstanding, is to
18 expeditiously get these regulations out.

19 KRISTOPHER DAHIR: Okay, thank you. And, I appreciate—
20 that's probably my biggest question and hope. Obviously we can
21 sit and talk about the 100 day thing and I have a lot of thoughts
22 on that, but truly, I know that's the thing that's passed in
23 legislation. We'll have to talk about that in about a year and a
24 half, two years and I'd love a coffee conversation if you'd like.

25

1 But-but the biggest thing please, please know that we ask for
2 some good, quick conversations on some of the things that will
3 affect the school and our parents. Thank you so much.

4 DAN SCHWARTZ: Done, next.

5 ALEX LANZA: Good morning Mr. Treasurer, thank you
6 for the opportunity to speak to you guys. My name is Alex Lanza
7 and I'm a proud parent. I have a comment regarding SB302. It is
8 that I have not been able to find any clear information for first
9 time students. I understand that you guys are working on
10 guidance.

11 I did hear from Congressman Hammond on the intent, but the
12 intent is not clear when it translates to-

13 DAN SCHWARTZ: What information do you need, just be
14 specific?

15 ALEX LANZA: Basically, does a child who is legally
16 going into first-who is legally required to attend school which
17 is first grade, is he or she required to do 100 days in public
18 school prior to qualifying for the help.

19 DAN SCHWARTZ: Right, ESA.

20 ALEX LANZA: ESA, thank you. That was my comment,
21 thank you very much.

22 DAN SCHWARTZ: Good, thank you. We will make sure to
23 answer that for you.

24 KATHLENE LEBLANC: Good morning, my name is Kathlene
25

1 LeBlanc. I have been a Nevada resident for over 40 years. I
2 have currently three children enrolled in private school. Two of
3 my children are at Little Flower and I have one entering Bishop
4 Manogue in the fall.

5 My husband and I made the decision to put our children in
6 private school due to our experience in public school. The
7 decision has been difficult and financially challenging for our
8 family, but we felt that we needed to provide our children with
9 the best educational foundation. I'm hoping because we've made
10 our decision prior to this law, we will not be penalized or
11 ineligible to participate.

12 I'm here to talk about the 100 day public-or public school
13 requirement. I understand that adding this requirement is how
14 the law passed, I get that. It is my opinion that this law or
15 this requirement is unfair and is going to do more harm than
16 good. Initially my understanding was to remove my children from
17 what they know and put them-transfer them back and forth-that's
18 been discussed here. As you can imagine, this was very-a
19 disruption for my children and they're education. My hope is to
20 not have to displace my children to qualify for the ESA and I'm
21 genuinely concerned about the negative effects transferring our
22 children back and forth and I don't think that was the intent of
23 the law. I do believe that we could probably find a common
24 ground.

25

1 There was an email sent from your office, provided
2 examples. One of the examples was, if they did offer a certain
3 class in private school, the public school would—that a public
4 school or charter school that's recognized would offer.
5 Initially this example seemed very doable and attainable,
6 however, after I did some research, I have questions and
7 hopefully some solutions.

8 I'm asking and pleading for a viable solution for us
9 parents who already have made this private school choice. My
10 questions are: so, how is this going to work, this class, do
11 either private or public or charter schools offer a class that we
12 can enroll in afterschool hours, to not disrupt their education?
13 Does the class have to be every day? Can it be an online class?
14 Would be provided options we could take advantage of for such
15 classes to meet that 100 day public school requirement?

16 I'm willing to jump through the hoops to meet the
17 requirements regardless of my opinion about the 100 days. But,
18 please provide us some guidance on where we could go to possibly
19 meet this requirement. I understand that all the processes have
20 not been established yet, but I do hope when you consider these
21 processes, for the ESA, you will consider families such as ours.
22 Thank you for your time.

23 DAN SCHWARTZ: Thank you, your questions are very
24 well put, we will—we will certainly try to answer them.

1 KATHLENE LEBLANC: Okay.

2 DAN SCHWARTZ: Yes ma'am.

3 SARA CARDOZA: I'm Sara Cardoza and I'm a parent.

4 One of the comments made earlier today was, with this legislation
5 you need to ask, is there something that stands in the way of a
6 parent to access these funds and for my family, yes, and it's
7 also the 100 days.

8 My daughter, Penny, is 6 and she's going into first grade
9 and she has severe food allergies. Her peanut allergy is so
10 severe she can't even be touched by it or she'll have a reaction.
11 So, before she started kindergarten, I did a lot of online
12 research with both public and private. I did school tours. I
13 spoke with the principals of the schools in our area and many,
14 many private schools and for us we chose to go private at Little
15 Flower school because it was safe for our daughter to be there.
16 Little Flower is a much more controlled environment. They're nut
17 free. And, that was a good choice for us.

18 So, to ask us to be able to have access to this funding by
19 putting our child into public school for 100 days, for us is not--
20 it's not doable just for safety reasons. And, on top of that, my
21 child suffers from anxiety also, from her food allergies and
22 being put in situations that are unfamiliar. So, asking her to
23 try and go to these--another school for 100 days isn't an option
24 for her, you know, mental health, either. So, when looking at

25

1 this legislation, we just also ask--yeah, is there something that
2 we can do to qualify for that 100 days that's not putting her in
3 a public school?

4 DAN SCHWARTZ: Good, thank you. The rest of you,
5 stand pat. We're going to go to Las Vegas, but Senator Hammond,
6 I hope you're taking all these questions and comments on the 100
7 days and coming up with solutions. Las Vegas--

8 PENNY RUMSEY: Hello, my name is Penny Rumsey. Thank
9 you for having this meeting today to invite our opinion. I will
10 be discussing why the SB302 should include current home schooled
11 students as well as future ones.

12 We understand that under Section 7 of the Bill, enrollment
13 in a public, private, or charter school is required for 100 days
14 prior to eligibility. Prior to SB302, the mandatory education law
15 required that a student be enrolled in private, public or charter
16 school or be homeschooled. For years, current Nevada homeschool
17 parents have been paying into the educational system without the
18 benefit of using the services. Other states have programs that
19 reimburse tax dollars to parents who homeschool. Nevada has no
20 such reimbursement program, so their tax dollars have been going
21 towards the education of someone else's children. Fair and
22 equitable laws are written to equally apply to one student just
23 as impartially as another. Partial laws seem more like perks
24 given to Ivy League friends of the boss who are not subject to

25

1 the same laws of work as the working man.

2 We therefore propose that this program be used as a means
3 of reimbursement to current homeschool tax payers having
4 satisfied the mandatory education law as equally as those
5 students who are enrolled in the current system. We understand
6 that funds are now allocated at the point of enrollment into the
7 system, but there is no reason why a new channel could not be
8 created for funds reimbursement to begin, when the intent to
9 homeschool form is submitted. This would allow the tax dollars
10 to be returned to those who are not benefiting by using the
11 current system.

12 In closing, homeschool families pay tax dollars into the
13 educational system without reimbursement of any kind. This is
14 inequitable. Fair and equitable laws are equally applicable to
15 one student as well as another. So, in order for SB302 to act in
16 the capacity of fair and equitable law, funds must be allocated
17 when the law is satisfied, either by enrollment in a public,
18 private or charter school or when the intent to homeschool form
19 is submitted. Should current homeschool students not receive the
20 same benefit of their tax dollars as equally as future
21 homeschooled students? We urge you to correct this inequality
22 and say yes. Thank you.

23 DAN SCHWARTZ: Good. I can assure you that Ivy
24 League Graduates are fully sympathetic and more than eager to

25

1 assist with your issues. Next.

2 CORDELIA SPERRY-CUMMINS: Hi my name is Cordelia Sperry-
3 Cummins. I'm a homeschooling mom. When I was a little girl I
4 wanted to be a teacher, so I went on and my degree is in Human
5 Development and Family Studies. This last year, I've been a
6 guest teacher at schools in Clark County School District.

7 As I'm a parent, I'm very excited about what SB302 means
8 for our children's future education. The way I understand that
9 this funding is for children already in the public school system,
10 charter or public schools; so what I planned to do was to enroll
11 my child into Nevada Virtual Academy, which is an online charter
12 school for the 100 days and then return to homeschooling. I just
13 wanted to point that out to the people who are opposing to the
14 funding that, as parents, we're going to try to find the best way
15 to meet the needs for our children and they're going to be in the
16 system and probably create as much havoc as having them not
17 immediately accepted into it.

18 As I have read this bill, I've had some trouble
19 understanding what expenditures would be covered. My base
20 assumption is that we spend the funds on anything that the County
21 Schools where we live would be approved to spend the funds on,
22 but with the flexibility to provide my children the opportunities
23 most suited to their learning styles and their needs. The way I
24 understand it, after the 100 days, I register my child as an opt-

25

1 in children where I as the parent am the participating entity.
2 Basically I'm going to function like the principal of my own home
3 school.

4 My concern or my fear is that I would make a larger
5 purchase and then learn it's not approved from the Education
6 Savings Fund. I know schools spend their money on computers,
7 sewing machines, iPads and tablets and agricultural studies, I
8 would like the freedom to do the same.

9 One of the biggest things I would like to ensure is covered
10 is an internship or an apprenticeship. Moapa Valley High School,
11 which is our local high school, has few programs that have hands-
12 on or internship opportunities; through the culinary arts,
13 theater, metal working, drafting, agricultural studies. They
14 have an agricultural mechanic engineering technician course which
15 may include, and I quote from their handbook—it may include work
16 based learning experience such as internships and job shadowing,
17 involvement in a school based enterprise, completion of a Cap
18 Stone Project and/or portfolio development.

19 However, I have a younger son who I don't think has an
20 interest in any of the particular careers those fields are
21 covered, but I do believe he would greatly benefit from a job
22 shadowing or an internship with something like a veterinarian or
23 a park ranger. I would like to see that the funding from the
24 Education Savings Account is available to support that structured
25

1 apprenticeship with a professional.

2 And, I know one of the concerns with this funding is that
3 it be used appropriately and I've talked to other home schooling
4 parents and we have developed a form that would help us to track
5 how the spending. We want to be good stewards of this funding
6 for our children. And, I know there's this debate of online or
7 how you're going to pay for it and I would not be opposed,
8 personally, to having this form and to submitting it for larger
9 purchases. If it was something like an apprenticeship program
10 which would be very detailed, to have it signed off, this is who
11 the apprenticeship is, this is what they are professional in
12 doing. This is what the program is going to entail, or something
13 like that so I'm not going out and spending \$500 or more on a
14 computer or whatever my child's needs are and then finding out it
15 wasn't covered because—

16 DAN SCHWARTZ: My apologies, your time is up, your
17 point is well taken.

18 CORDELIA SPERRY-CUMMINS: Okay.

19 DAN SCHWARTZ: You'd like to see us cover
20 internships.

21 CORDELIA SPERRY-CUMMINS: Thank you.

22 DAN SCHWARTZ: Next, I think we have one more speaker
23 in Las Vegas?

24 RON NELSON: Good morning Mr. Treasurer and thank
25

1 you for being here, Senator Hammond. My name is Ron Nelson.
2 I've lived in Las Vegas since 1982. I've owned property since
3 1990. I own and operate a small business that owns property here
4 in Clark County. I was lucky enough to meet a wonderful woman
5 and get married and have children who were born in the State of
6 Nevada, who have lived nowhere else but the State of Nevada.
7 Who, I believe—I'm not a lawyer and I'm not a lawmaker and I
8 don't play one on TV, but I believe my children are required by
9 law to attend school in the State of Nevada. So, I believe
10 they're eligible now, even though we made a choice—we made a
11 choice to give our children a Catholic education.

12 When SB302 passed, I was excited. Until I heard about he
13 100 days. Thank you for explaining it Senator that, I'm part of
14 the \$230M donut hole. And my family was born and raised in
15 Nevada is not eligible. I would, again, as a layman, state
16 because my children are required to attend school, they're
17 already eligible. They've been required for well over 100 days
18 to attend school in the State of Nevada.

19 The Catholic education was important to us. We have
20 nothing against the public schools. I've been funding the public
21 schools as a taxpayer since 1982, even more in 1990 when I bought
22 my first piece of property. I will fund public schools still
23 while my children don't attend. I will fund public schools after
24 my children are finished with their education in the State of
25

1 Nevada.

2 So, I would propose to the Treasurer that the way the law
3 is written, you're ready to write the regulations. Just simply
4 write a regulation that states if a student was required to
5 attend school for 100 days in the State of Nevada, they're
6 eligible. It's that simple. Thank you.

7 DAN SCHWARTZ: Thank you Mr. Nelson. The State
8 Treasurer will see what he can do about that. Okay. I think
9 we're back in Carson City. Thank you.

10 JOHNNY WARD: Thank you Mr. Treasurer. My name is
11 Johnny Ward and one of the things I'd like to do first is point
12 out that this bill helps a lot of people but it's certainly not
13 an attack or an affront on our teachers in the system. As a
14 former District Administrator and overseer of the Office of the
15 Comptroller for a District here in Nevada, I firsthand can tell
16 you that our teachers are competent and committed as anywhere in
17 the country. I can also tell you that that experience made me
18 acutely aware of the systemic issues that we have in the State.
19 And, for whatever the reason, whether they're systemic issues,
20 allergies, homeschool preference, safety, zoning, many of us have
21 chosen to take on the burden of paying for our child's education
22 out of pocket. And so, when I heard about this bill, like you're
23 hearing from most of the people here, I think the way the
24 majority of the time is spent on the 100 day rule. I have just a

25

1 brief preamble and a couple of suggestions.

2 We get it. We—my children have not been part of the
3 funding count in several years. We weren't there last year,
4 therefore the money isn't there to account for this year. I get
5 the donut hole. But to completely disregard us and say that we
6 just have to continue to pay for our child's education going
7 forward—even though every child who opts out of public school
8 into the Education Savings Account will no longer be a part of
9 the count day in a public school system, it's inequitable and it
10 places an un-do burden on us.

11 So, my first suggestion is, in the next legislative
12 session, don't disregard us. Don't disregard the fact that we've
13 already recognized the problems that you're trying to solve now
14 and we were proactive enough to make our own solutions. Don't
15 disregard, as you heard in the applause, the fact that we do pay
16 our taxes. I'll pay them anyway, but I'm just saying, they're
17 there for us to allocate. And, certainly, don't disregard our
18 kids. Again, for whatever the reason, many of us chose a
19 different option and now we're completely excluded from this
20 opportunity.

21 That's all I have to say, thank you.

22 DAN SCHWARTZ: Good. Thank you. I can just—and I
23 know there's a lot of concern there. This is an issue that is
24 first and foremost in the Treasurer's Office. You will not be
25

1 disregarded. Thank you. Next.

2 YVONNE ANXO: Hi, my name is Yvonne Anxo and I'm a
3 product of Catholic Education. I serve on the Board of Directors
4 at Manogue High School and today I am actually representing Bree
5 Thorson who is the Principal of Little Flower School. I have a
6 prepared statement from her, which as the morning has progressed
7 I've edited somewhat to avoid some repetition, hopefully.

8 DAN SCHWARTZ: So you want five minutes--

9 YVONNE ANXO: Well, I probably won't need five
10 minutes, but I guess I'm entitled to five minutes.

11 I'm thankful for the creation of the School Choice Program,
12 this past legislative session. While I appreciate the program
13 and look forward to its future, the legislative requirements to
14 enter into the program create unique and currently unavoidable
15 challenges for private schools, private school families, as well
16 as, public schools. In addition to the harm that the anticipated
17 requirement related transfers may do to a student's learning
18 processes and social fabric, the resulting enrollment
19 fluctuations will cause significant problems for both the
20 impacted private schools and public schools. Not only will the
21 affected private schools face potentially significant unbudgeted
22 drops in enrollment but the affected public schools are likely
23 not to have sufficient available space or staffing to accommodate
24 this unplanned influx of students from private schools this

25

1 coming year. Those things, somewhat having been said, I'm
2 proposing the solutions that Ms. Thorson has suggested.

3 There must be a feasible alternative for private school
4 families to take advantage of the Education Savings Account in a
5 manner that does not compromise the student's wellbeing. In
6 addition to other one time exceptions that I under the Committee
7 to be actively considering, I ask the Regulation Committee to
8 consider another one-time exception to allow private school
9 students to apply for the ESA in the initial phase, carry their
10 application to the beginning of the second year's applications
11 when public school students who have an ESA are counted for the
12 DSA and then count their application with the other ESAs and DSA
13 for funding. While this would prohibit any private school
14 student from receiving funding in the first school year, the
15 2015-16 Program, it would make all private school students
16 eligible in the second year of the program.

17 If the 100 days is truly a matter of funding and budgeting,
18 this exception would mitigate the discrimination and hardship
19 private school families will experience as a result of the
20 current blanket requirement.

21 There are also two other exceptions I would ask the
22 Regulation Committee to consider. Please consider an exception
23 for military families. The service these men and women offer our
24 country is honorable and the sacrifices their children experience

1 in having to move and change schools should be recognized by
2 allowing them to qualify for an ESA.

3 Also, please consider a policy for siblings. In the same
4 way a private school family could apply for the ESA and have
5 their application in for one year in order to be counted for the
6 DSA funding, allow families of multiple children that same
7 opportunity. It's an unreasonable hardship to have a student
8 who has already utilized an ESA, attending a private school,
9 while his or her siblings must attend a different school solely
10 to comply with the 100 day requirement. Families should not be
11 separated by this opportunity.

12 I believe this is a wonderful opportunity for students and
13 families in Nevada. Please consider the options presented above
14 in order for our private schools to maintain enrollment and
15 funding during the transition period, to respect families who
16 have already made the choice and sacrifice to send their children
17 to private school and to alleviate the discrimination being
18 leveraged upon these families. Sincerely, Bree Thorson.

19 DAN SCHWARTZ: Do you think we can get a copy of
20 those remarks?

21 YVONNE ANXO: Yes. If you want, bring them right up
22 here.

23 GRANT HEWITT: If you could hand them to Holly.

24 YVONNE ANXO: What I said, I mean, there's more on
25

1 here. But—

2 DAN SCHWARTZ: No, that's fine. Please let us have
3 them.

4 YVONNE ANXO: All right, thank you.

5 DAN SCHWARTZ: Thank you. Go ahead.

6 KAREN BURRERAS: My name is Karen Burreras. I'm the
7 Superintendent of the Diocese of Reno Schools. And, I thank you
8 for the opportunity to address this gathering as our premise
9 prioritizes partnering with parents, I'm going to proceed with a
10 slightly different approach to SB302.

11 I first refer to the State of Nevada's Department of
12 Education website, which provides a very clear vision, mission
13 and educational goals for 2020. The vision says, all Nevadans
14 ready for success in the 21st century. The mission is to improve
15 student achievement and educator effectiveness by ensuring
16 opportunities, facilitating learning and promoting excellence.
17 The State educational goals for 2020 are stated as, elevate
18 student achievement results for all students, improve the
19 graduate rate, including expanding the advanced diploma rate.
20 Ensure college and career readiness when students graduate from
21 high school. Ensure Nevada's students are educated by effective
22 teachers and administrators. Support and expand innovative
23 programs to improve learning. Increase productivity and return
24 on investment.

25

1 In each of these goals, correlates very well with the
2 outcomes and successes of many parentally placed students,
3 through their previous school choices. The 2015-16 class of
4 eighth graders will be the graduating class of 2020. We don't
5 have a lot of time, so we need to work together to fulfill this
6 vision, making parental choice expedient and keeping our vision
7 focused on the children.

8 While SB302 is being administered by the State Treasury
9 Office, it's all under the umbrella of the State of Nevada. We
10 should remember that the vision, mission and goals are not
11 mutually exclusive with the goals of SB302. They should be
12 closely aligned and support rather than detract from each other.

13 And, I'm not going to reiterate the specific concerns that
14 I have about the 100 days, but truly when I hear people talk
15 about this, this is the biggest dilemma. When I read the
16 proposed regulations, I did see the caveat. I did see possibly
17 the door being opened regarding the online. And, the line at the
18 very bottom of that says, clearly, the State Treasury's Office
19 will interpret a public charter school to be online or
20 traditional.

21 At the round table the other day, there was quite a lot of
22 concern expressed about the requirement for brick and mortar. If
23 you enroll your child for one class, in a public—a different
24 public or charter school, the amount of time that would be taken
25

1 to leave their child's school, go to the other school, come back,
2 it totally unattainable. And, the possibility of an online class
3 is feasible, if that is going to be end up being the requirement.
4 And, if this is the correct interpretation that I'm making in
5 this, our currently enrolled students should be able to take this
6 class and apply in an expedient manner.

7 Another option is to add language to the list of the one-
8 time exceptions, allowing current parentally placed children in
9 private schools the opportunity to participate in ESAs or
10 eliminate the 100 day public charter school attendance
11 requirement, which really is counterproductive to the State's
12 educational mission to improve student achievement and educator
13 effectiveness by ensuring opportunities, facilitating learning
14 and promoting excellence, but there may have to be—or, I would
15 suppose that there may be an emergency change to the proposed
16 regulations.

17 On July 1st a letter was sent to our families who have given
18 up their time, talents and treasures to support the schools that
19 they chose for their children. We've asked them to be patient.
20 The regulations have not been adopted and it's simply not
21 possible to know exactly how this program will be implemented and
22 managed. We've asked our parents to stay informed and notified
23 them that we are involved in this process and we'll keep them
24 informed. And, we ask them to follow the—and participate the

1 regulatory process and remain utmost and committed to what they
2 believe is best for their child's education.

3 GRANT HEWITT: That's time.

4 KAREN BURRERAS: Okay, thank you very much. But, keep
5 focused on the mission and the goals and vision of the State
6 also. Thank you.

7 DAN SCHWARTZ: Thank you. And, just so you know,
8 again, obviously this is an issue that has surfaced repeatedly.
9 If the NRS allows online, we're certainly good to go with it.
10 Next.

11 CYNTHIA ROSS: Good morning. My name is Cynthia
12 Ross. I'm here today just to--first and foremost, just to say
13 this is a great thing. I'm a native Nevadan. My family--both
14 sides of my families--my mom and dad's side both have been in the
15 State of Nevada for over 100 years and I come from an educational
16 background. I, myself, am a public educator. I have a master's
17 in education. My grandmother was a teacher in the State of
18 Nevada, my dad was on the Board of Regents.

19 Having said that, again, I just think this is a great bill.
20 I'm just here to address the 100 day. I am a mother of a 3 year
21 old. I'm probably speaking--I am speaking from being a parent. I
22 recently moved to Vegas about three years ago and quite honestly,
23 the neighborhood I was living in, I didn't feel that the school I
24 was zoned for was up to standards for my own child. So, I put my

25

1 child in private school.

2 I just think that the 100 day requirement needs to be
3 looked at. My family's been a taxpayer for forever here in the
4 State of Nevada and I just don't think that that requirement is
5 fair to many taxpaying Nevadans. Thank you.

6 DAN SCHWARTZ: Thank you and by the way, all of you
7 taxpayers, the State of Nevada appreciates it. So—down in Vegas,
8 and we'll stand fast, until the next thing. Linda, we're in Las
9 Vegas.

10 MATTHEW DEYOUNG: Hello, I'm Tech Sergeant Matthew
11 DeYoung. I came here to talk about, obviously the same thing
12 that everybody else has pretty much talked about is the 100 day
13 rule. You know, I'm in uniform, I'm military. I'm stationed
14 here in Las Vegas and with the military lifestyle, for us, as we
15 try to create continuity for our children, a lot of times the
16 lifestyle makes it very hard for us to do so, you know. One day
17 you could be here and the next day you could be in a completely
18 different state or a different country or anywhere else in the
19 world.

20 To talk about the 100 day rule, in order for us to try and
21 create continuity, we try and get our children into a school of
22 our choosing as fast as possible so that they can create
23 apprenticeships and they can create relationships with their
24 teachers and the staff and try and create a routine and get used

25

1 to the place. With this 100 day rule, from the military
2 standpoint, it really makes it hard for us to set up the routine
3 and the continuity within our children's life, directly following
4 very stressful situation of having PCS from one location to
5 another, if we were to have to put them into public school for
6 100 days and then pull them out of there 100 days after that, I
7 mean, you know, they're already having a difficult time with it
8 after we move originally. To put them in school and then pull
9 them directly out and put them in another one, that would just be
10 an extra stressor on top of it.

11 I mean, I know from myself and my wife's experience, it
12 takes at least 3-6 months after a move or after I have to leave
13 to go somewhere and then she's home with the kids alone, it takes
14 at least 3-6 months for the kids to get acclimated to everything
15 and settle in. It—if three months after we get here, we would
16 have to pull her out of the public school and then put her into a
17 private school that we chose or wanted to send her to originally,
18 it would probably take another three months on top of that and
19 then, who knows, maybe a year after that, we might have to pull
20 her out of that school and move somewhere else.

21 So, I guess my suggestion would be for a military exemption
22 policy for the 100 day rule in order to help us create that
23 routine for our children so that they can learn and foster and
24 grow within the school system while dealing with the highly
25

1 stressful situations that we have to deal with. Thank you.

2 DAN SCHWARTZ: Good, thank you. Next.

3 JENNIFER DEYOUNG: Hi, Jennifer DeYoung. With him. So,
4 in regard to the special need aspect of the bill, I just kind of
5 wanted clarification on that because we have two typically
6 developing and one special needs. And, it was discussed that it
7 would—the \$5,000 could be used for increase in therapy services
8 or would be a viable option for, you know, some sort of therapy
9 or extracurricular for special needs.

10 In our situation, we were just curious about durable
11 medical equipment, would it be able to proctor that? Because
12 where insurance doesn't cover a lot, we have to come out of
13 pocket for the costs. So you know, that's an extenuating
14 circumstance, financially as well, on top of the private
15 education. So, would there would be any clarification on the
16 special education aspect.

17 SENATOR HAMMOND: As far as—no, the bill didn't
18 contemplate, you know, the hard equipment.

19 JENNIFER DEYOUNG: Okay.

20 SENATOR HAMMOND: It didn't. It doesn't mean, you know,
21 that you can't make a case for it as it applies to an educational
22 source that, you know, A) needs to have in order for B) to be,
23 you know, taught. So, you get the output—you see the output. I
24 mean, you can make a case for that. I couldn't stop that. I'm

25

1 just saying, it just wasn't contemplated in the bill itself. It
2 was just, you know, what services are out there. So, really we
3 have to look at, what services are available, make sure the
4 Treasurer can vet them. Put them on a list. And again, you
5 know, if a computer, nowadays, you would have to consider a
6 computer almost essential for some students to have something of
7 that nature. So, I think you're trying to make the same case
8 here. So, again, having said that, this is Senator Hammond for
9 record.

10 JENNIFER DEYOUNG: Okay. And, thank you very much. I
11 just kind of wanted to expand on the typically developing side of
12 it. You know, financially, we made the decision as soon as, you
13 know, we had children that they were going to be privately
14 educated because in the private sector children are taught a more
15 holistic education. Meaning, you know, traditional subjects, as
16 well as, character and basically necessities to proctor
17 successful adulthood rather than just teaching a test. You know,
18 that's how our generation was raised, a more holistic education.

19 It's really burden, you know, I can't speak for teachers,
20 but you know, I imagine it's a burden for them to only be
21 restricted to teach these children this, whereas a private school
22 they're more able to have the freedom to teach, you know, the
23 subjects and a more holistic education.

24 So, regardless of the financial toll to our family, we were
25

1 going to make the sacrifices. And, the \$5,000 per student, would
2 be a huge benefit for our family. But, if we have to follow,
3 again, not to be repetitious, but the 100 day rule, then it would
4 be a disservice to our children. Thank you.

5 DAN SCHWARTZ: Thank you. Next.

6 JAMES MCCRAY: My name is James McCray, I am a
7 psychologist and an educator. One of the issues that I have had
8 with my two sons that are 11 and 9, they've both been in private
9 school their whole life. And, mostly because of wanting to have
10 them actually be educated, not have them constantly tested so
11 they're meeting some kind of standard, but so they understand why
12 they're being educated and what they're learning.

13 One of the things about, with our children going to a
14 private school is about consistency and continuity of keeping
15 that—you know, every day, when they get out of school, they're
16 going and they're doing their homework and they're being able to
17 follow a structure that's going to allow them to be productive
18 citizens in the future.

19 So, then the issue became, when we were excited to find
20 out, oh okay, so we have this possibility of being able to draw
21 from the income that we've already, you know, had given to taxes,
22 and I'm surprised to find out that well, there's \$200M that even
23 though was coming from my taxes, wasn't going to the school. The
24 question I have, is where did that money go and why was it taken
25

1 from me if it was going to the school, and why—if it went
2 somewhere else, why is it so difficult to just then apply it to
3 where it came out of my taxes for education?

4 The other issue at hand is that, you know, when speaking
5 with the principal of our school, and explaining to him that we
6 would be willing to take this 100 days to apply to that, then her
7 issue was the fact that then we would be at risk of losing our
8 place in line because potentially there would be an overflow of
9 all these other people coming into private school and then we
10 would then be held on a waiting line and we're at a disadvantage
11 again.

12 I don't—one of the morals or structures that I like to have
13 my children understand is not to be duplicitous, or to have a
14 false front and a secondary agenda that we're trying to do. And
15 yet, then I'm teaching my children, okay so that—they know why
16 they go to private school. They understand why they're going
17 there. They understand that when the teachers are looking for me
18 to give feedback or if they're not meeting up to the standards,
19 that I'm going to have the teacher tell me what I need to do as a
20 parent to step up.

21 With the one gentleman coming in early in the conversation
22 and talking about, you know, the money for the buildings and all
23 this, I think it's—if I can say it politely—a convoluted BS that
24 is perpetuated upon our public systems and our politics that
25

1 constantly is weighing down simple issues. Like, the Senator has
2 been able to jump in there and make a change and make a choice.
3 When looking at the public schools, we had to look at, you know,
4 two blocks away that a school is—

5 DAN SCHWARTZ: James—

6 JAMES MCCRAY: --2 out of 10 in a value system—

7 DAN SCHWARTZ: --you've hit the three minute marker.

8 Do you have any final, one last sentence?

9 JAMES MCCRAY: Yeah, so one last sentence is that, if
10 there's a variation on the quality of schools in the public
11 school, why is there not a variation on the private school? You
12 know, when I'm paying for a 10 out of 10, I'm getting a 10 out of
13 10, so I think the issue at hand is, this is addressing the fact
14 that there's not consistency and continuity in the public
15 education system. I don't think that I should have to go into a
16 100 day deal to try to get funds that I have already been taxed
17 on to begin with. I'm wondering if there is a solution or
18 whether I do it going through online or whatever [crosstalk]

19 DAN SCHWARTZ: Yeah, Mr. McCray, thank you.

20 JAMES MCCRAY: --to follow that protocol.

21 DAN SCHWARTZ: Senator Hammond, if you're there,
22 maybe you can just briefly address, because again, it seems to be
23 a recurrent question. You know, in light of the Governor's I
24 guess, \$1B, \$1.3B in increased taxes, there seems to be concern

25

1 amongst the people here, what happened to the \$230M. If I'm
2 correctly phrasing the question.

3 SENATOR HAMMOND: Yes. Treasurer, you know, you were
4 there. You saw what happened. You know, I mean, I'm sympathetic
5 and I want everybody in the audience to understand I'm very
6 sympathetic to this. Again, when I was passing this legislation,
7 very few people showed up to help support this legislation. You
8 know, I'm not asking for any sympathy, but let me tell you, when
9 something like this happens, there are a lot of people who don't
10 want this. And, I'm going to go back and if I could just for a
11 second, I'll tell you that one—it was like 3-4 years ago, I
12 remember hearing a comedian talk about the first time he got on a
13 plane and the stewardess said to him, hey by the way, we're
14 trying something new that's never happened before. On this
15 flight, you're going to get Wi-Fi. You're going to be 20,000
16 feet above the land, above the earth and you're going to get Wi-
17 Fi on your trip from LA to New York. Sure enough, as the flight
18 took off, everybody got their computers out and were going—it
19 wasn't very good. The Wi-Fi was sketchy. It came in and came
20 out. There were people that complained. The gentleman, the
21 comedian, of course, he does a much better job than I am right
22 now, looked at the guy next to him complaining most of the time
23 and said, what are you talking about—we're 30,000 feet or
24 whatever, 20,000 feet above the earth. We're going from one

25

1 coast to the other in about four and a half hours. It's the
2 miracle of flight and you're complaining about something you
3 didn't have or didn't know you had about three hours ago.

4 Be patient with us. This is a program that is almost near
5 universal school choice. If we go the course right now without
6 any changes, it might take us 18 years before 100% of the people
7 are on the rolls. Right now we've got 93-94%. We can make
8 modifications. We can make changes. I really think that we
9 should make that kindergarten change so that people coming into
10 the system will be able to get in and will have it and it's done.
11 So, you know that eventually 100% of the children have that.

12 Again, I'm not saying that, you know, you don't have any
13 right to come up and talk about what you'd like to see. You have
14 every right and I'd like to make those accommodations and I think
15 the Treasurer's Office also would like to make those
16 accommodations. We're trying to play within the system that we
17 have. We're trying to do that.

18 Now, there might be some legislative fixes. But, when
19 those legislative fixes come up, we need the support of everybody
20 to come up there and say, this is what we want. You need to make
21 your voices heard by legislators. Those that didn't get involved
22 this last session, get involved. I'd like to make some sort of
23 change so that we can start including people who are in private
24 schools right now. Maybe those who are having hardships first of
25

1 all and then moving up the ladder. But, eventually, this is
2 going to be a program that has 100% of the children making
3 choices on their educational services.

4 So, I appreciate it, again, I'm going to listen to
5 everything you have to say and if there is something else that we
6 can do, we're going to do it.

7 DAN SCHWARTZ: Thank you Senator Hammond. And,
8 again, with all due respect, congratulations on getting this bill
9 passed. I think it's a real landmark for the State of Nevada.
10 So, we're back up in Carson City. Over here.

11 SUZANNE MYERS: Hello, my name is Suzanne Myers and
12 I'm a parent of a 9 year old. My son was just recently diagnosed
13 with dyslexia. I'm here really to say that I am very excited
14 that Senator Hammond has gotten this bill passed. And, it's
15 exciting for me because it is a financial hardship for us to get
16 the tutoring and the education that he needs.

17 He's now going into fourth grade. We've only discovered he
18 was dyslexic at the end of his third grade, so he's lost, you
19 know, 2-3 years already in his reading, writing and spelling.
20 And, we have taken it upon ourselves to get him outside tutoring,
21 which is wonderful. Unfortunately, we've learned that it's not
22 the correct tutoring for him, as a dyslexic. He needs specific
23 methods of teaching and unfortunately he's not getting that in
24 his resource room time at school because the teachers have not

1 been taught how to teach dyslexic children.

2 So, I'm happy about this because now that \$5,000 may be
3 able to be put towards proper tutoring and possibly getting
4 someone in his special education class who could be maybe trained
5 on the [inaudible] methods of teaching dyslexics and if that's
6 not possible, then bringing in a specialized tutor to help him
7 during the time he needs to have special training in school for a
8 half hour, 40 minutes, what not.

9 The issue with him going to his resource class is if he
10 doesn't have consistent tutoring and methods, he will get
11 confused and he just continues to be further and further down on
12 the line.

13 So, I'm excited about this because I would love for it to
14 start as he enters school in August. I don't know that that will
15 happen. But, we'll do the best that we can based on the criteria
16 that is in SB302, but I'm here as an advocate for the parents who
17 do have children with dyslexia and the statistics show that 20%
18 of the population is affected by this. So, this can only help
19 them if we can get the correct tutoring outside of school and
20 even inside of school and I know that this money will help with
21 that.

22 DAN SCHWARTZ: Thank you Ms. Myers, we will certainly
23 do what we can at the State Treasurer's Office, but if it's any
24 comfort to you, my daughter has dyslexia and she's in a PhD

25

1 program now, so there's hope.

2 SUZANNE MYERS: Thank you. Yes.

3 DAN SCHWARTZ: Next.

4 MARK de la TORRE: My name is Mark de la Torre.

5 Treasurer Schwartz and Senator Hammond, thanks for giving us the
6 opportunity to share our concerns. I'm a nearly 50 year resident
7 of the State, with my family. I come from a family of educators.
8 I grew up in the public school system. When my wife and I had
9 children, we elected to put them in the Catholic School System.

10 It is a sacrifice that we make because we practice our own
11 school choice by sending them there, and we applaud Nevada's
12 efforts in enacting the School Choice Program. But, being
13 excluded due to the 100 day rule, you know, my concerns and
14 excitement are the same as everyone else here testifying to that.
15 It turns our sacrifice into a burden.

16 I'm simply here to share—to encourage engineering a
17 mechanism that will allow people that have pursued to sacrifice
18 and put their children into the private school system—engineer a
19 solution such as the online one that was talked about, to allow
20 us to participate in this benefit. So, thank you again for your
21 efforts.

22 DAN SCHWARTZ: Thank you. You must be a latent
23 politician. I like this, the 100 day rule turns our sacrifice
24 into a burden. I'm going to use that. Thank you, next.

25

1 RONALD LYNCH: I believe I'm next but I might be out of
2 order, I don't know. Maybe—okay. My name is Ronald Lynch. I've
3 been a registered to vote citizen of Douglas County for the last
4 48 years. I'm a retired elementary school teacher of 31 years
5 within the County. I started teaching approximately when I was
6 31 years old. I did a lot of other things before I started
7 teaching and now I'm a senior citizen. I'm 78 years old.

8 My concerns are—where are the present and new charter and
9 private schools going to get their teachers, and are the teachers
10 going to be certified by the Nevada Department of Education?

11 Right now I read the other day that Las Vegas is short of
12 2,000 teachers. The other thing that concerns me are private and
13 charter schools going to be able to pick and choose their
14 students?

15 GRANT HEWITT: Thank you for your comments.

16 RONALD LYNCH: Thank you for letting me comment.

17 DAN SCHWARTZ: Absolutely. I think those are very
18 viable concerns. And, we'll find out, but I think they're—yeah,
19 very viable. Thank you sir, yes sir.

20 SENATOR HAMMOND: Well, if I could Treasurer Schwartz—
21 just to address the gentleman's concern. You know, right now, as
22 it stands, charter schools don't necessarily pick their students.
23 It's a lottery system, so you want to go there, you put your name
24 on a list, and it goes in there. Private schools, as I've

25

1 already said before, it's the students who pick where they want
2 to go. That's where we're trying to get to.

3 But, again, I don't want to tie the hands of the private
4 schools. There will be private schools who will come here and
5 they will cater to those who would—you know, who are looking for
6 the right fit. There will be educational delivery systems that
7 will come into the State and I believe that they will provide the
8 education that a certain student is looking for. That's just
9 some of the clarification that might help out right now, for
10 charter schools, definitely, they don't pick, they do a lottery.
11 As you saw in some documentaries like Waiting for Superman, where
12 people are sitting on the edge of their seats hoping that their
13 child gets in and hoping that they had that winning lottery
14 ticket as they see it as a way to get into college even. So,
15 that's—that's where we're at with the charter schools.

16 DAN SCHWARTZ: And, just to amplify on Senator
17 Hammond's remarks. This bill could well create—this bill could
18 well create a real disruption in our education system, which you
19 may well see, that as parents get the choice and the ability to
20 choose their children's education, funds get allocated towards
21 that, that you may see teachers from the public schools say, wait
22 a minute, this is something I want to do and this—again, no one
23 can predict what will happen, but we think it will be a
24 disruptive experience. Yes sir.

25

1 TOM LAWSON: Good morning Mr. Treasurer, Senator
2 Hammond, members of the panel. My name is Tom Lawson. I
3 represent—I'm a parent at one of the local Catholic schools. I
4 currently have three children in the school and my youngest will
5 be entering kindergarten in the fall.

6 I was very happy to hear, Senator Hammond, your comment
7 earlier about how kindergarten was intended to be, I guess,
8 included in the 100 day rule, where those children could enter
9 the ESA right into kindergarten. That's great news for everyone
10 with younger children.

11 It does bring up some logistical concerns with people with
12 older children. There's—I guess, the 100 day rule, I understand
13 and respect the position that you may not have the constitutional
14 authority to grant waivers to that 100 day rule because it's in
15 the statute. There needs to be some sort of work around to
16 include as many current attendees of private schools as possible.
17 Ultimately that 100 day rule is a detriment to public schools,
18 private schools and ultimately the children. Parents will find a
19 way to make their kids qualify. Where we are in the unique
20 position where if there's \$15,000 on the table, do we send one
21 child to private school and three children to public school for
22 100 days. Is there a way to that's been discussed where we can
23 enroll into a class that's not currently provided at our private
24 school to qualify for the ESA?

25

1 And, I would stress that that is the way you should go, to
2 find a way to incorporate the children into those classes. You
3 know, if we have to tear our children away from the school they
4 love, the teachers they love, the environment and their friends
5 for 100 days, just to push them back, simply to qualify for up a
6 \$15,000 benefit, that's an adult decision we may have to make,
7 but the children are the ones who are going to lose from that,
8 and not just our children, but all children who are in those
9 situations. We sacrifice a tremendous amount to be able to
10 provide that education for our children. There are a multitude
11 of reasons for it, because of the faith based education, because
12 of the curriculum, because of the development and the smaller
13 class size, there's a multitude of reasons why we chose to do it,
14 but we sacrificed financially for it. We are very dedicated to
15 our school. My wife works at the school. I sit on multiple
16 committees for the school to better the school. I don't say that
17 because I'm representing the school, I say that to show our
18 dedication to the school and the environment and the faith based
19 education that it provides to us.

20 So, by not incorporating, you know, alternatives to a brick
21 and mortar school system, is only going to harm the kids and
22 probably slow their development in school and that's not the
23 intent of this bill at all. So, for that, please consider that
24 and incorporate that into your final regulation.

1 DAN SCHWARTZ: Good, thank you. Let me ask a
2 question, we'll do this democratically. We'll do a five minute
3 recess, but let me see by a show of hands, how many people want a
4 five minute recess and the other question will be that we keep
5 going. So, those in favor of a five minute recess? I don't see
6 a lot here in Carson. And, Linda, any takers up there?

7 LINDA ENGLISH: No, it's definitely a keep going.

8 DAN SCHWARTZ: Okay. We're going to keep going. So,
9 this is your choice. Okay. Down to Las Vegas.

10 CALLIE WADE: For the record, my name Callie Wade.
11 I'm so grateful that we've all got this opportunity to come in
12 and share with you how we feel about this bill and thank you so
13 much for getting it through. We support you so much in this.

14 I'm a homeschool mother of four and none of which would be
15 able to use the opt-in as of this year. They would all have to
16 be placed with the 100 day rule. I'm also a rural Nevada mother.
17 We live on a farm and we school under a tree. So-

18 I have a couple of things that I'd like to just touch on
19 real quick. Of course, the 100 day is a concern for all. How
20 the funding is allocated. If it would be depending-what it's
21 depending on and how the audit would work. I'd go back to one of
22 my colleagues that said something about the accountability form,
23 and I have a copy of that. I'd like to send-submit that for you
24 guys.

25

1 Then also, there's a freeze in funding on Section 7,
2 Paragraph 1, Subsection D, that was going to be the number one
3 thing that I'd like to talk about. I was raised in Nevada. I
4 attended school here in Nevada and I also attended year round
5 school here in Nevada. There are 24 year round schools, just in
6 Las Vegas, according to the school district website. And, for
7 the 2015-2016 school year, they're looking into 61 on the watch
8 list for this next upcoming year.

9 If they're allocated, they're spending year round, why are
10 we, as homeschool parents, limited to our spending. Like most
11 homeschool parents, my family—we run a crazy schedule. Unlike
12 the public school, my school runs at least 200 days a year.
13 Usually more. And we have our big breaks during spring and fall.
14 Have you ever been to Nevada during the summer, you don't want to
15 be outside. That's also our busiest time on the farm, we need
16 that time.

17 Per Section 7, Paragraph 1, Subsection D, the funding
18 allocated to my students would not be available during any public
19 school breaks, which means no museum trips during spring break.
20 No tutoring during summer break. And, winter curriculum orders
21 would have to be put on hold and received at a later date during
22 winter break, because that is how it is stated. If there is year
23 round schools in Nevada, why can't we also be put on that year
24 round schedule? I'm willing to send in and submit my school
25

1 schedule for this upcoming school year and also 2016-2017, which
2 is already prepared, if you would like that, I could do that.

3 DAN SCHWARTZ: Yes. If you could give that to Linda.
4 Linda, is someone there taking submissions?

5 LINDA ENGLISH: Yes, we are.

6 DAN SCHWARTZ: Okay, so yes, please get that to us.

7 CALLIE WARD: Great, thank you. I just want that to
8 be an open-open to all and as the law states, it is technically,
9 because there are year round schools here in Nevada and I want
10 that to be made available.

11 Also, we talked about how-there-it is not-the
12 accountability for the parents that are receiving the funding,
13 how is that going to work. We have sat down-a couple of families
14 have sat down and made accountability forms. So, this is the
15 subject that was covered, this is how we covered it and this is
16 the expenditures that were covered. We'd like to be able to
17 submit that also to show you guys that, you know, we are here to
18 be good stewards of your funding. We want to be able to raise
19 our children and to have them grow and to become Senators of
20 Nevada and Treasurer's and Mayors and-

21 DAN SCHWARTZ: Ms. Wade, your three minutes is up.
22 Sorry.

23 CALLIE WARD: Thank you, we appreciate your time.

24 DAN SCHWARTZ: No, thank you. And, your questions
25

1 are certainly good ones and those—yeah, we’ll certainly consider
2 those. Thank you. Next.

3 SENATOR HAMMOND: Treasurer Schwartz, this is Senator
4 Hammond. Can I just say something to you so that you’re aware of
5 this.

6 DAN SCHWARTZ: Sure Senator.

7 SENATOR HAMMOND: We—there’s a—during one of the
8 hearings, this question did come up. We did—and I’m sorry, I
9 didn’t get your name. Callie, this did come up in one of the
10 hearings where we talked about accountability and making sure—you
11 know, we’re always cognoscente and obviously the Treasurer’s
12 Office is very aware that there’s fraud. And so, that’s why we—
13 we divided it up into quarterly payments to the participants.
14 But, during the hearing, it was brought up and I stated or
15 somebody stated in there that we did anticipate that people would
16 want to do things over the summer, or during, you know, the
17 interim between those two quarterly breaks. I think there should
18 be some regulation that does allow—I think all a participant
19 needs to do is show what they’re going to be doing over the
20 summer, why they would need access to the funding or their funds
21 over the summer. We just were trying to cut down on any type of
22 abuse that might pop up. So, that’s why—but I think we can
23 address that concern at least in legislative—in regulation.

24 CALLIE WARD: Great, thank you.

25

1 DAN SCHWARTZ: Thank you. Next?

2 TISHA ASHCROFT: Hi, my name is Tisha Ashcroft. I'm a
3 mother of four children. I didn't originally plan on speaking
4 but listening to the other testimonies it kind of--some thoughts
5 popped into my head that I wanted to share.

6 When they were talking--there was a couple of people that
7 talked about the payment and how that's going to work, how the
8 parents are going to receive the funds and things like that. One
9 thing that I didn't hear brought up but popped into my mind was,
10 for the opt-in parents, I know that one person had specifically
11 talked about having approved vendors that the debit card would
12 work with, or an online banking system that the funds could only
13 flow to certain vendors. With opt-in parents, that doesn't help
14 them when they need to buy supplies, or things like that. As a
15 homeschooler, I do my shopping because I want to get the most for
16 my money. So, if I can only go to a certain store to buy my
17 supplies but a different store has them cheaper, that kind of
18 puts a little bit of a limitation on me. Also, for field trips,
19 if I'm studying space and we want to go to a space museum,
20 there's not a possible way to put every business that could
21 possibly be used by an opt-in parent to allow them to spend those
22 funds. So, that was one thought. I have a few.

23 Another thought that I had while listening to everyone
24 speak about the 100 days and it seems like a major issue is

25

1 budgeting and that's the reason why the 100 days came about. I
2 know the representative from the Friedman Foundation had spoke
3 about offering an exception for the first year. One of the
4 exceptions I was thinking of for that is if a student was
5 enrolled for the 2014-15 school year and they were included in
6 count day, then they are included in the budget. For parents
7 that pulled their students halfway through the school year or
8 someone like myself, that pulled their students six days before
9 the 100 day of school, I think that would help maybe alleviate
10 that barrier a little bit because they're already included in the
11 budget from last year and received the public school funds for
12 the 2014-15 school year.

13 My final thought was, upon speaking to others in the
14 community about this bill, every one that I've talked to is very
15 excited about it and excited about the opportunity that the bill
16 is going to bring for the economy. We're going to have more
17 private schools. It's going to allow other people to open
18 businesses that can accommodate specific needs. So, one thing
19 that I know that kind of was a concern in speaking with people
20 was-

21 DAN SCHWARTZ: Ms. Ashcroft, your time is up.

22 TISHA ASHCROFT: Okay.

23 DAN SCHWARTZ: Do you have one concluding thought
24 you'd like to leave us with?

25

1 TISHA ASHCROFT: When—approving vendors or having that
2 information out there to have a very clear process in what a
3 vendor needs to do to become an approved vendor.

4 DAN SCHWARTZ: Good, thank you.

5 TISHA ASHCROFT: That was my final thought. Thank you
6 for your time.

7 DAN SCHWARTZ: Perfect, thank you. And, just for
8 everyone, you're all here because we know you're honest and are
9 going to live by the rules. What we're concerned about in our
10 regulation is those who are not here and how they might pervert
11 the system. So, we trust you, it's just some others that we
12 don't. So, next.

13 TERRY WINTER: Hello, my name is Terry Winter. I
14 want to applaud everyone that's worked on this bill. I grew up
15 in Cleveland, Ohio and I remember back in the days when there
16 were vouchers for the bussing. I was little at the time but I
17 thought, out here, you know, why don't we have such a program? I
18 come here on behalf of my child. My husband and I are both
19 working people. We're property owners. We pay taxes. Our son
20 was diagnosed with selective mutism from preschool into
21 kindergarten. This is a debilitating spectrum disorder. He's
22 been in private school. His teachers from kindergarten, the
23 principal, all of the staff, the assistant teachers, even the
24 peers and the parents, worked along with us and his therapist on

25

1 campus. You know, he's made wonderful progress. He's going into
2 fourth grade this year. He loves his school. He loves his
3 teachers. Last year, he was a second place, in the spelling bee.

4 I just want to say, my point is, that this 100 days,
5 requirement, will cause a big burden on his progress and on the
6 continuum of where he's come. So, I'd like—I'd like there to be
7 serious consideration on that 100 day requirement. Whether it be
8 online classes, like one class of—he wants to be an architect,
9 you know, maybe there's something he could take to enrich him and
10 that would meet this—meet this requirement.

11 We're committed to our school. It is a burden for us
12 financially, but it is well worth it because we have a healthy
13 fourth grader now. So, I'd just like you to consider all the
14 options with this 100 days. Thank you.

15 DAN SCHWARTZ: Thank you Terry, we certainly will.
16 So—back to Carson City.

17 GRANT HEWITT: I want to make a comment. This is
18 Grant Hewitt for the record. I want to make it clear for all the
19 parents involved and the children—I see some kids in the room
20 here, in Carson City, there's one back there. That we are—we
21 look at these regulations not only through the eye of the parent,
22 the government, but also the eye of the child. We are really
23 trying to take into account all points of view as it relates to
24 this. We understand that parents have unique views, children
25

1 have unique needs and our office is committed to looking at it
2 from all the angles that are involved, not just the government
3 angle. So, please keep that in mind and I hope there are some
4 children who come up and talk, but we are committed to looking at
5 these from the child's point of view as well.

6 DAN SCHWARTZ: Thank you. You're up.

7 CARIN FISCHER: Hello, my name is Carin Fischer.

8 Thank you so much for this opportunity to be here today and thank
9 you to Senator Hammond for getting this bill passed. I was an
10 avid follower of it since the beginning and I probably should've
11 been more involved, but I wasn't. So-

12 Basically, what I want to say is, when I read the proposed
13 regulations and the examples of how to get your kid to do this, I
14 was ecstatic. Because-I mean, I could go down very many
15 different avenues about the 100 days and I've got-you know, my
16 kids have been in private schools since they were in
17 kindergarten, they're going to be sophomores this year. And,
18 with the exception of public speaking, I always want to be first
19 in line. So, when I saw those-that option that we may be able to
20 go and take a public online class, it's like, okay how do I do
21 this? Do I need to register at the school district? Do I need
22 to take a class that's approved by the school district? Okay,
23 that's-that's the school district's online class, well what's
24 available there that's not available at my public school?

25

1 So, that's the only thing I would ask as far as the online
2 option, to maybe have—just be—to adopt things as clear for the
3 parents on what we need to do. Okay, if you're in this school
4 district, do this. If you're in that school district, do that.
5 Here are the options—maybe allowing for different enrichment
6 classes. There's only one class that was available online
7 through my school district that wasn't available at my school.
8 And, yeah, maybe I'd want my kids to take that class, but
9 perhaps, doing you know, Connections—Nevada Connections Academy
10 or different online options that they can take if they're in high
11 school. Driver's Ed. Who has Driver's Ed, in high schools
12 anymore, maybe that's, you know, an option.

13 So, just—just different things and just to have it be
14 clear. If your child is—falls into that where they need to take
15 100 days, online to qualify for an ESA, here parents, here's how
16 you can do it according to each school district. So, that's all
17 I'd ask.

18 DAN SCHWARTZ: Thank you Ms. Fischer. And, speaking
19 for the Public Officials here, compliments are always accepted.
20 Okay, next.

21 STEPHANIE SCHMITT: Hi, my name is Stephanie Schmitt. I'm
22 a parent. I'm also a small business owner, as well as my
23 husband, and property owner. What I wanted to address was the
24 100 day rule.

1 All of my children have been in public school. My oldest
2 attends Bishop Manogue and he's going into his sophomore year.
3 So, he misses the 100 days for the public school, given the
4 timing of the bill. I would ask for consideration or expansion
5 of the 100 days to include students who have previously attended
6 public school but may not have done it immediately.

7 That's my only comment. I wanted to thank you again for
8 all of your hard work and we really appreciate it and are looking
9 forward to next school year.

10 DAN SCHWARTZ: Thank you. Next.

11 MARION HAMMOND: Good morning, my name is Marion
12 Hammond. No relation to Senator Hammond. And, again, I'd like
13 to start by saying thank you, this legislation is exciting. I
14 moved here eight years ago with my family from Maryland which is
15 always top in the nation educationally, to Nevada, which as we
16 know is often the butt of the joke. So it's exciting to be part
17 and proud to say that we're having this in our school systems.

18 I am in a unique situation. I'm here as a parent. I have
19 three young children, however, I'm also on the Administrative
20 Leadership Team at Bishop Manogue Catholic High School. So,
21 believe me when I say that in my personal life and in my
22 professional life I have talked to gazillions of people about
23 their opinions on this over the past couple of months, since it
24 came into play. So, I've heard a lot of people's concerns and
25

1 opinions, but I also think that you do—you've heard that as well.
2 I came here this morning to explain to you the concerns of the
3 100 days, but I think you get it. I think you already—you've
4 heard so many compelling stories of why the 100 days is a
5 challenge; academically, socially. I would throw out—no one has
6 mentioned yet, athletically. At the high school level with the
7 NIAA rules, you cannot move from one to another. So, if I wanted
8 to manipulate my children and take them out of private and move
9 them to public or vice versa, that moving precludes them from
10 playing on our athletic teams for a year. So, there's a lot of
11 impacts there.

12 But, I think now—I really believe that you hear that and I
13 just want to make sure that understands that everyone's focus is
14 on the children. I know that logistically I can't even imagine
15 the hurdles you have to jump through. We as parents have a lot
16 of decisions we have to make, but the main focus is what's best
17 for the kids.

18 So, as my husband and I are looking at what we do with our
19 oldest, for example, moving her at the beginning of the school
20 year into Bishop Manogue, or leaving her in the public schools
21 for one more year or 100 days so she is eligible for the ESA, we
22 like so many other parents, want to make the right decision. We
23 want to know what our options are. You seem to be proposing
24 through the regulatory process an exception, a grandfathering,
25

1 some sort of—the different opinions that you're hearing, how you
2 can address them. But, my understanding of the legislative
3 process is as you go through adopting these regulations is that
4 there's a—the legislative council, there's a 30 day requirement
5 there. There's another 30 day public hearing. I don't pretend
6 to understand it completely, but we're looking at a good 60 days
7 until you've even decided if this can be passed and can be
8 something that we as parents can make decisions based on.

9 The really bad news is that school starts in three weeks.
10 So, summer's over. So, in the next three weeks, I won't be able,
11 as a parent along with everybody else, won't be able to make that
12 decision for my child where to send her with all the facts. I
13 know that you're working on it. And I know that hopefully by
14 September, October, we'll have some answers, but in three weeks,
15 my daughter needs to go to the public school so she's eligible or
16 to a private school, which is where we would like to have her.

17 So, I guess I'm asking you, Treasurer Schwartz—I understand
18 that there is an emergency regulatory process where you can
19 request from the Governor an emergency situation where you get an
20 answer faster than 60 days. I don't understand it completely,
21 but you know the answer in 10 days, as opposed to 60 or 90 days,
22 that will give us as parents, as well as on behalf of the school,
23 the administration the opportunity to know what we're dealing
24 with, what our parents are going to be able to do and what their
25

1 decisions are going to be regarding their students for the next
2 year. It would just help us all have a complete picture in time
3 for the school year.

4 DAN SCHWARTZ: Thank you Ms. Schmitt. There was a
5 movie that said, Never Say Never. Stay tuned. Senator Hammond,
6 do you have any comment on that?

7 SENATOR HAMMOND: No, I think she's got—first of all,
8 I'm from Maryland, so—actually, I'm not from Maryland, I have
9 family in Maryland. I'm from New York. So, she doesn't know for
10 sure we're not related.

11 DAN SCHWARTZ: So, what brought you to Nevada Senator
12 Hammond? Only kidding.

13 SENATOR HAMMOND: Yeah. Secondly—yeah. I'm not—I
14 understand, you know, being an educator myself, I've been in the
15 classroom for 15 years. I know that a lot of people are trying
16 to make choices right now. Not only are the parents but also the
17 schools, both public and private are trying to make allocations—
18 teacher allocations—they're trying to figure out how many
19 teachers they need for classrooms. So, the faster we get
20 regulations, I think that there is some degree of urgency when it
21 comes to getting things before school begins. So, I'm not
22 opposed to that either.

23 GRANT HEWITT: Grant Hewitt for the record, you
24 mentioned school starts in three weeks, when does your schooling—
25

1 when does Bishop Manogue start, or Washoe?

2 MARION HAMMOND: Washoe County School District and
3 Bishop Manogue both start on the 10th of August. It is three
4 weeks and then the next three weeks that's all that's left.

5 GRANT HEWITT: Thank you, I just wanted to make sure
6 I had August 10th down, thanks.

7 DAN SCHWARTZ: As I said, never say never. Yes
8 ma'am.

9 Good afternoon. Thank you for having us and listening to
10 us. I have been a taxpayer since 1952 and a parent since 1953.
11 I am a—or my husband and I, my children, grandchildren and great
12 grandchildren have been educated—some in public, some in private,
13 some in parochial schools, depending upon the needs of the child.

14 I understand a lot of people are concerned about the 100
15 day rule so I'd like to address a comment toward that first. I
16 think that the—you need to eliminate the uncertainty and just
17 follow the law. It goes into effect of January of 2016. The 100
18 day requirement was debated by the legislature very much, as the
19 Senator well knows. I think we should keep the law as it is for
20 the interim and revisit the requirement in the next legislature.
21 I'm sure that it will be topic number one.

22 The law should be honored. Let's see how it works. When
23 some of my children went to private school, we did not want
24 government money because it came with government regulations and
25

1 that was a problem.

2 Some of my other comments are, ultimately you are
3 responsible to all the taxpayers of Nevada, not just to us
4 parents. All Nevadans want you to be prudent stewards of our tax
5 money and I know you want that too. In that spirit, I have some
6 questions and comments.

7 Will you fund dedicated staff to enforce fiscal and
8 educational accountability for the \$10M this program will cost?
9 I know you want to keep it simple, but it's a complex situation
10 and you know that better than I.

11 How large a staff do you expect to fund? I understand that
12 600 plus families have already inquired about this program,
13 according to the Reno Gazette Journal this morning who had a-I
14 think the first of many articles on it.

15 How will you fund the monitoring which will be needed?
16 Will you fund a visitation program to inspect homeschools,
17 charter schools, parochial schools? Public money has got to be
18 monitored, as you well know. I'm concerned about accountability
19 to Nevadans for our money and for the education our students will
20 be receiving. I'm worried about the funding for the curriculum
21 inspection, for the testing, for the safety of the children.

22 If families don't want government regulation, they can opt
23 for a school that opts out of this program as we did for several
24 of our children. All educational institutions should be

25

1 accountable to some form of government. For one thing, this is
2 public money. For another reason, we must keep tabs on the
3 schools that primarily serve low income students who need more
4 help, not less.

5 Funding accountability measures should be strong and should
6 address inequality. When some schools are unable to offer the
7 same opportunity that other schools do. Unfortunately,
8 government accountability follows government money and thank you
9 for your time.

10 DAN SCHWARTZ: Thank you. We wholeheartedly agree.
11 Okay. I think we're up for Las Vegas. Linda?

12 ERIN PARCELLS: Hello, my name is Erin Parcels. I'm
13 a resident of Nevada for 17 years. I have two children ages 5
14 and 8. I was here to talk about the 100 days as everyone else
15 was. So, my point is really addressed to the regulation because
16 I realize that we can't change the 100 days as it stands now.
17 But, if there is—as I understand it, it's a budget issue, that
18 Senator Hammond addressed. So, instead of having to pull my
19 child out, can I just tell you that, hey I have a child in Nevada
20 and then you put them on the books, so that you know that we're
21 here. Because I think—and I know that can't happen for the next—
22 for you know, 2015-2016, but could it happen for 2016-2017 or do
23 we have to wait until the next legislative session? Because it—I
24 don't know, I have a third grade by that time, you know, I'm

25

1 going to be two years out. So, that was my first thing.

2 There's been some great other options. Obviously a
3 hardship clause would be great, but I see budgetary concerns
4 there as well. But, I'd like it to be considered with the
5 Treasurer's Office.

6 Also, an online course that's accessible to parents that's
7 age appropriate. If you had one that worked for, you know,
8 kindergarten to second and third to sixth, maybe it'd be Nevada
9 History or something that the State could offer that's relatively
10 easy for them. I know that I took Nevada History from UNLV, so I
11 know there's resources in the State that could easily put out a
12 curriculum or you know, that would be able to be done. So, an
13 online course.

14 And then, also how it applies to kindergartens. I know
15 that Senator Hammond addressed the fact that it's meant to
16 include kindergartens, that's the intent, but as it applies to
17 kindergarten—I have a kindergartener starting in a few weeks and
18 so, will it apply for those kids, because technically they would—
19 she isn't required to go to kindergarten because she's 5, but
20 will this count when I go to apply in January for the funds?

21 That's basically—those were all my questions and
22 observations. Thank you.

23 DAN SCHWARTZ: Good, thank you. Very good questions.

24 Next?

25

1 BRUCE CARLISLE: Hi. My name is Bruce Carlisle. I've
2 been in education 31 years. Retired in public education. I have
3 a few questions, more nuts and bolts about funding because I do
4 understand that as an ex-administrator.

5 Is the funding, beginning next year, because it wasn't
6 quite clear on the thing--will we be reimbursed for the entire
7 school year? That's question number one. Or, will they be just
8 reimbursing for half a year, since its beginning?

9 And, in future, let's say, in payments for the program, is
10 it going to begin with the school year? Because the school year
11 doesn't go with the fiscal year, and they need to coincide.
12 School is always going to begin in August, it's always going to
13 get out in May or first of June. It's not going to start in
14 January.

15 And, the young lady who said, school does begin in three
16 weeks, the application still isn't on the State to even apply.
17 So, it's tough to make a decision what we're going to do if we
18 don't even know if the funding is going to be there for a half a
19 year, or for the whole year, beginning in 2016.

20 I would like to know if the Senator, who I'm very--think
21 it's just one of the greatest laws ever passed, and all
22 congratulations to you, has that answer.

23 DAN SCHWARTZ: Senator Hammond, let me jump in here.
24 First of all, the payments will be quarterly. Okay, so it will
25

1 not be for the full year. And, is that correct? Yeah.

2 And, two, I've heard rumors that the application will be
3 online close to August 1st, I can't confirm that though.

4 Next speaker. Oh, you had a question—what was your
5 question?

6 BRUCE CARLISLE: No, that's what I said, they're going
7 to begin quarterly, so it will only be two quarters left after
8 January, for school, is that correct?

9 DAN SCHWARTZ: That's correct.

10 BRUCE CARLISLE: So, you're only going to get paid half
11 a year.

12 DAN SCHWARTZ: Right. Correct.

13 SENATOR HAMMOND: That's the way I understand it.
14 April, I think the first payment would be in April then. The way
15 that I understand it, it would be disbursed in April. And, it
16 is, it's difficult to kind of maneuver around January. Which is
17 why, I'm not opposed to some of the ideas that the Treasurer has
18 put out right now, that we use that 2014-15 school year to make
19 that determination. If you do that, I wouldn't even be opposed
20 to saying, look, if we use the 2014-2015 and then allow some
21 parents to say, okay well if that's the case and I can have
22 access to the ESA because I'm eligible due to what I did last
23 year, then maybe you'll enroll your kid in a school that you want
24 them to be in this fall, so they can participate in your

25

1 athletics and all the other things and then still have access to
2 the ESA in January when it comes online. I wouldn't be opposed
3 to that, but you know, it's up to these guys to make that
4 decision. I think it really is important to get the students
5 into the school they want to be in, but you know, we have to make
6 sure that we're prudent about it as well. Thank you.

7 DAN SCHWARTZ: Thank you. Next?

8 CRYSTAL VANCAMPEN: Good afternoon. My name is Crystal
9 Van Campen-McClanahan and I'm the Superintendent of Mountain View
10 Christian Schools in Las Vegas. We've been serving the East Las
11 Vegas for the last 30 years, 20 of those years, I've dedicated my
12 life as so many administrators have in this room, to Christian
13 education.

14 Recently, a reporter called me and asked me what I thought
15 about the two bills and my statement was like, I'm jazzed. He
16 said, I bet you are, free money. And I said, it is so much more
17 than that. I said, we all know that a quality education is a
18 game changer. It breaks poverty cycles. It changes the future
19 of a child and their family. And, I said, let alone, parents
20 having the choice to decide to spend their tax money with a
21 school that they share core values with. I said, that is so
22 exciting.

23 In looking at our school, on Bonanza and Pecos, over the
24 last 20 years the dynamic has shifted dramatically and it's been
25

1 heartbreaking that our community can go to our church but they
2 can't come to our school and there's been a disconnect there.
3 It's been very difficult.

4 So, needless to say, we're jazzed. We're excited that our
5 own community, you know, that we've been there for all those
6 years, our own community, we're going to be able to get to serve.
7 And so that is exciting. So, thank you, thank you, thank you for
8 Senator Hammond and the legislature for everything that you did
9 because we believe in the next decade, that as we've seen the
10 bottom in education that we will begin to see a national change
11 there.

12 The one statement I'd like to follow-up on is, due to our
13 location, we have a very strong relationship with Nellis Air
14 Force Base. And, we would ask that as we're considering the
15 rules and regulations, that we look at military families. In
16 fact, we're dealing with that right now. As military families
17 who have had little to no choice on where they're going to be
18 relocated, they're coming and checking out our school and—and
19 again, it's this shared core values that we have so many Nellis
20 families. And, it's that relationship, you know it's when mom
21 and dad are deployed, there's just something about the
22 relationship. We're able to provide the emotional and spiritual
23 support that the children and the families need.

24 So, I would ask that we, like the kindergarteners who may
25

1 not have a provision, that we would consider honoring the
2 military that move into the State of Nevada, thank you.

3 DAN SCHWARTZ: Thank you. I hear some applause back
4 there in the background of Las Vegas. Okay, back to Carson City.
5 We have four final contestants I think here. Okay, good.

6 KATIE OSGOOD-JOHNSON: Yes, good afternoon. My name is Katie
7 Osgood-Johnson with Brookfield School in Reno, Nevada. Fourth
8 generation Nevadan and owner/operator of our school. We'd like
9 to thank you and the Treasury's Office for administrating this
10 bill because we do think that it's significant to the whole of
11 the United States.

12 With August 10th being less than 24 days away, we have a
13 population of our private school students that are going to have
14 to go to public school. There are no seats in Washoe County.
15 This is a July 5th article in RGJ about overcrowding. There are
16 no seats available for our students to go and get their 100 days
17 of school. With the public school being—with schooling being
18 required, the public school is going to have to make room for
19 them. And how that is going to look and feel for all students is
20 just a detriment.

21 What our parents need is a statement of facts to help avoid
22 this overcrowding issue here in the next 24 days. If they can be
23 given some kind of relief or possibility in the next year or even
24 the next two years that they can qualify, they may not try to

1 over burden this public system.

2 Second, our children don't have the time to spend a year in
3 public school or even just a hundred days. They will fall so far
4 behind.

5 Our exemption for the last school year, or your discussion
6 of an exemption doesn't prevent the overcrowding now as our
7 private school parents may have to leave, but it does give
8 potential availability of seats in our private system for those
9 public parents to make the move.

10 As Senator Hammond stated, the intent to allow for
11 kindergarten students to try to qualify, they've never gotten
12 their 100 days and after they participate this next year, they
13 will still not have 100 days of public school. Never under their
14 belt, so how do we get those kindergarten students not to have to
15 make a change in the next year or the year after?

16 Lastly, I think the phasing plan, for existing students,
17 the count next year or even the year after would be the most
18 equitable plan and if our parents could be clear that there's a
19 potential for that in the next 24 days—

20 DAN SCHWARTZ: Just to—when you say a phasing plan—
21 what do you mean?

22 KATIE OSGOOD-JOHNSON: A phasing plan says the—this private
23 school student has not been counted last year, will not be
24 counted this year, but could put in an application to be counted

25

1 maybe in the next year after that. So, they have the ability to
2 have their head counted, somehow financially, without having to
3 go back out and do their 100 days and giving up their consistency
4 in education.

5 DAN SCHWARTZ: I don't think we're suggesting that.

6 GRANT HEWITT: Grant Hewitt for the record. There's
7 been some discussion amongst outside groups about a phasing plan.
8 We're just—you know, this is time for the comment.

9 DAN SCHWARTZ: Okay.

10 GRANT HEWITT: I do have a question though, about
11 kindergarten. You mentioned that a kindergarten student, if they
12 went all of last—all of this school year would not reach 100
13 days, so is the kindergarten not the same calendar as the regular
14 school?

15 KATIE OSGOOD-JOHNSON: Well, if they participated in our
16 private kindergarten, they haven't done their 100 days of public
17 school.

18 GRANT HEWITT: Oh, okay. So you're saying a student
19 who enrolls in your school instead of going to the public school.
20 But there is a way for the kindergartener in public school to get
21 100 days in the public school system. There's still 180 days for
22 the kindergarteners.

23 KATIE OSGOOD-JOHNSON: The kindergarten isn't required.

24 GRANT HEWITT: Right, I understand.

25

1 KATIE OSGOOD-JOHNSON: So, the 100 day rule means they have
2 to go back out in first grade to get their--

3 GRANT HEWITT: I understand what you're saying.
4 Thank you very much. If you have further comments, you still
5 have a couple of minutes.

6 KATIE OSGOOD-JOHNSON: No, I think that's all I have. Thank
7 you.

8 GRANT HEWITT: Thank you.

9 DAN SCHWARTZ: Thank you, next.

10 KAREN MURRAY: Good morning, my name is Karen Murray.
11 I'm also sister, and we run Brookfield School and Brookfield has
12 been in operation over 40 years in Reno and serving Northern
13 Nevada. Our--our parents are very excited about this possibility,
14 however, trying to plan a budget for this is kind of been a
15 nightmare, so to speak.

16 I just have three things. I understand about this 100 day
17 rule and I understand you might look at something to patch it in
18 for these current students, but what I'm concerned about are my
19 second through five year olds--2 through 5 year olds. They're in
20 a community, they have teachers. They're headed towards this way
21 and now they're going to have to, in three years, pop out and be
22 in 100 days to be counted. So, I would like to advocate for the
23 future private school young student to be able to be counted
24 without having to return to a different school.

25

1 I don't think it's healthy for young children that have to
2 switch and I know that parents will be forced to. Some of our
3 parents have three and four children, so they have no options.
4 They will have to go for this funding.

5 Lastly, I wanted to address some other comments about being
6 accountable. We are fully accredited and state licensed and
7 locally licensed and I feel like parents know these things and I
8 don't think we need a double regulation, a double check on these
9 things. If you are currently holding accreditations, those are
10 very hard to come by and we're already being looked at backwards
11 and forwards by the State and by the accreditation agencies.

12 I think—thank you for this. I have two letters I'd like to
13 submit from parents. I know another one was emailed and I will
14 go ahead and do that. It is just their concern about the 100
15 day, thank you.

16 DAN SCHWARTZ: Good, thank you. Next, ma'am?

17 ANTOINETTE BADRAVICH: My name is Antoinette Badravich. I
18 have two kids who are attending Little Flower Catholic School in
19 Reno and both—my husband and I have been products of the Catholic
20 education and we want to continue that for our kids. When I
21 heard about this SB302, I was—it's great, but at the same time, I
22 am upset about the 100 day policy and just because we can provide
23 for the kids' education, does not mean that it's easy for us to
24 provide for them. I know of parents who have to work more than
25

1 two jobs in order to provide and have them in Catholic schools.
2 And, I've spoken to them, who have gone to public school, and
3 they have told me that they're—they have been one year behind.
4 So, if they do go back to private school, will this slow down the
5 curriculum, the standard of private school? And also, will
6 overcrowding be an issue in private schools?

7 So, I just want to make sure that—please don't discriminate
8 those parents who are hard workers and providing for our kids to
9 have this good education in Nevada and I just want to—I don't
10 know what the background is of Senator Hammond as far as if he
11 has kids, will he have this proposal of this 100 day and will
12 that hinder him from getting this fund to his kids too?

13 DAN SCHWARTZ: We're fortunate enough to have Senator
14 Hammond with us. Would you like to answer those questions?

15 SENATOR HAMMOND: Well, yeah. Thank you Treasurer
16 Schwartz. I can answer that. You know, I've been a public
17 school teacher for almost—well, for 16 years. I stepped down,
18 taking a leave of absence from that for a while. I currently
19 administrator a charter school where three of my kids attend and
20 I don't intend to take them out. You know, they're there where
21 they like to be. They—you know, they're happy where they're at
22 and I'm not going to take them out. Just as many of us make all—
23 you know, the choices for our kids. I've asked my son several
24 times, he's a sophomore and I said, there's a lot of other

25

1 things. He's taking some classes online over the summer because
2 he didn't do very well in his geometry class. He's not happy
3 with me. But, he's taking the class online and he seems to
4 really like it—or, I'm sorry, it was a biology class and he seems
5 to be enjoying it and excelling, but you know, he still doesn't
6 want to do it online later on. So, we're going with what our
7 students like and what we think we're good at. So, I'm in the
8 same boat as you but I'm not going to take advantage of the ESA
9 right away either. You know, I may never.

10 I think that's the thing about school choice is allows
11 parents to make the decision for individual kids. I've known
12 families where their oldest child was in a public high school,
13 and enjoying that. Needed that, that's the way he learned.
14 Another one who was in middle school was in a private school and
15 another elementary student who was being home taught and another
16 student who was in a public elementary school because that's
17 where they—they associated. So, four different children, four
18 different places, that's what school choice is about.

19 DAN SCHWARTZ: Go ahead, thank you. And, just one
20 comment on that and Senator Hammond you can respond is, I think
21 you may be in a fortunate position that you can—you can make
22 those decisions. There may be a number of parents who are not as
23 financially stable as others are, for whom this would be a huge
24 benefit. So—

1 SENATOR HAMMOND: Absolutely. And, I've told people
2 that, you know, legislatively, if I had everybody who showed up
3 today in this room and the rooms back there that we have overflow
4 room or rooms, I'm not sure, Linda? Two. Two rooms and of
5 course in Carson City. If we had that kind of support going into
6 the next legislative session, we'd try to make some changes so
7 that we can fold people into this. I think that wouldn't be a
8 problem at all. Again, it's just about getting that kind of
9 support. People, colleagues of mine need to see that there is a
10 desire, that there's the fire in the belly for this kind of thing
11 and then the support that I see here today, we have that going
12 forward, then I see some changes as well.

13 Of course, those are legislative changes that won't occur
14 for another—I think we're at 18–16 months—it's not quite two
15 years now, we're 16 months away from starting this again. So,
16 anyway, yeah, that's—that's definitely something that we can be
17 considering right now.

18 DAN SCHWARTZ: Thank you Senator Hammond. Of course,
19 acknowledging the Governor's interest in education, he could
20 conceivably call a special session. Next speaker?

21 YARASET ANAYA: My name is Yaraset Anaya, and I am
22 here as a parent. I'm actually a legal guardian of a kid that I
23 call my child. She is currently in private school. I will be
24 affected by 100 days, but I'm not going to sit here and tell you
25

1 what you can or cannot do because you already heard everybody. I
2 am here to tell you that I appreciate you guys having this
3 workshop. I am here to tell you that I appreciate doing-what
4 you're doing and that I have full trust that you will take in
5 consideration everything that we've said to try to make it work
6 for our kids. Thank you.

7 DAN SCHWARTZ: Thank you, that's one advantage to
8 having elected officials involved. Okay. We're back to Las
9 Vegas.

10 NICOLE ROARKE: Thank you, Nicole Roarke, representing
11 the Clark County School District. Here today to talk about the
12 enrollment definition, actually. Given the 100 day requirement
13 already written into the law, we recommend that the enrollment
14 guidelines already established in Nevada whereby statutes in
15 Nevada Administrative Code apply to the requirements for ESA
16 funding. Those requirements are as follows.

17 So, in NRS 392.040, there's already a requirement that when
18 a child is 6 years of age is enrolled in a public school, that
19 they be sent to school during all the time the school is in
20 session. And then a follow-up to that is NAC 387 131 which
21 provides definitions for school day for all levels. So, for
22 kindergarten it's 120 minutes to provide for the half day
23 kindergarten traditional in our State. Grades 1 and 2, it's 240
24 minutes. Grades 3 through 6 it's 300 minutes and then 7 through
25

1 12, it's 330 minutes. Further guidance is also provided in NAC
2 387 345, for high school, which requires that six course, or the
3 equivalent of six periods per day, be established for students
4 that are in grades 9, 10 or 11 and then four course for students
5 that are enrolled in grade 12. Thank you.

6 GRANT HEWITT: Can I just ask a clarifying question?
7 So, what you're saying essentially is that you—that the Clark
8 County School District does not believe that the ability to
9 enroll in one class or participate in one class or more classes
10 should count towards the 100 days. Only if they are enrolled in,
11 I think it was six classes—sorry, my notes are a little off
12 there—in the high school.

13 NICOLE ROARKE: Nicole Roarke again for the record,
14 what we're saying is that it should be subject to the same
15 definitions already established in statute in the administrative
16 code.

17 GRANT HEWITT: Okay, thank you.

18 DAN SCHWARTZ: Is the term enrollment actually
19 defined?

20 NICOLE ROARKE: Yes, and I just gave you the
21 references. Those are what are required for public schools
22 currently to qualify for a portion.

23 DAN SCHWARTZ: Let me again ask you a further
24 question. Enrollment is defined, how about enrolled? The
25

1 statute says to be 'enrolled'.

2 NICOLE ROARKE: That's correct, but it defines a
3 school day as far as what enrollment would qualify as.

4 DAN SCHWARTZ: Okay. Thank you. Next?

5 SUE BLAKEY: My name is Sue Blakey. I'm the
6 Founding Administrator of Lake Mead Christian Academy, a school
7 that's been in operation in East Henderson for 25 years. We
8 already have an application process that assures that families
9 can choose a school that's very accessible and has a diverse
10 community. Not all of our families follow the Christian faith,
11 not all of our students are scholars and not all of our families
12 are wealthy.

13 So, from comments that are already-have been made today,
14 it's clear that existing private schools have been a part of the
15 state's plan to reach the goals of improving Nevada's education
16 through SB302, by allowing parents to find and to pay for a
17 quality appropriate education that is specific to the needs of
18 their children which would be individual and diverse according to
19 the children.

20 At the present time, six weeks after the law's enactment,
21 SB302 has indeed presented a disruption for existing private
22 schools and is also has been said, it's likely to present some
23 additional stress to the public school system through
24 overcrowding. As students withdrawal from private school to
25

1 satisfy the 100 days to become eligible and then go and enroll in
2 public school for the same period.

3 So, I would suggest that the State Treasurer Office
4 eliminate as the Friedman Foundation suggested, some first year
5 barriers, as whatever could be possible. For private school
6 students to take part in the ESA and there was a proposal that
7 was issued that would allow the 100 days eligibility to be met
8 via traditional or online school. Right now that's simply a
9 proposal. So, one of the things, as has been stated earlier,
10 families need to have some clarification and they need to have
11 some of the proposals to be put into place.

12 So, I would ask, please to approve a public online school
13 for the following reasons. Private school parents have already
14 made a personal financial investment in their child's private
15 education and for these parents they are accustomed to being
16 personally involved in their children's education. They're
17 exercising parental oversight as a part of their commitment
18 already.

19 So, if their children become online school students, they
20 would be able to continue to protect their investment that
21 they've made, through their personal involvement in the 2015-16
22 school year and they would be able to also safeguard against any
23 of the deficiencies that have been spoken about today as the
24 curriculum is different from the average private school to what
25

1 the public school would be giving.

2 I believe that the disruption that we are seeing in our
3 enrollment numbers, due to SB302, is due to the universal nature
4 of the bill. There has not been another state that has enacted
5 such a wide spread choice and so they did not experience an
6 exodus of students to the same degree that I believe that Nevada
7 private school administrators are beginning to see because even
8 in the schools that had vouchers or ESAs, they generally tied
9 those to income or disability or special needs. And, many of the
10 states do not have the high dollar amount that's attached to
11 SB302. So, it hasn't even presented as much of a draw to parents
12 in other states as it does here in Nevada.

13 The other issue that has been proposed is the inclusion of
14 2014-15 as a first year exception for those that have been in
15 public school. But thus far, this is not really resulted in an
16 influx of students from public schools into private and I believe
17 that's for two reasons. First of all, the proposal is just a
18 proposal and as I said, again, we need to get things enacted
19 quickly so that parents would be able to move with certainty on
20 the rules and regulations. Also, it would need to be widely
21 publicized after it would be enacted because many parents don't
22 know about that.

23 The second reason is the proposed disbursement schedule
24 would require a parent that's moving from a public school, where
25

1 they were in 2014-15, to a private school, they would need to
2 self-fund for almost the entire year before they would have the
3 first disbursement in April for an ESA.

4 So, as part of the rules and regulations, I believe the
5 State Treasurer's Office should clarify more about the
6 disbursement schedule which has been done in part here today, but
7 it needs to be publicized. To say what the April disbursement
8 [crosstalk]

9 DAN SCHWARTZ: Can I ask—your three minutes are up—
10 I'm sorry, five minutes are up. DO you have one final
11 concluding thought you want to leave us with? One, short final
12 though.

13 SUE BLAKEY: Just to—to expedite the rules and
14 regulations because parents can't plan, schools can't plan
15 without that.

16 DAN SCHWARTZ: Got it. Thank you. Next? Are we
17 done in Las Vegas? No, okay.

18 LOUIS CERVANTES: Hello, my name is Louis A. Cervantes.
19 Henderson resident, parent of a student at LMCA, Lake Mead
20 Christian Academy. And, I want to get a couple of points with
21 Senator Hammond, so Mr. Treasurer, forgive me for a second as I
22 turn around and face the audience and say, we all should've been
23 with him supporting him and next time we need to do that.

24 I brought my—I wanted to make this real so I actually
25

1 brought my son. My young'un, he's only 6'2". But, he's our
2 baby. And, just like Senator Hammond, he's taking an online
3 course and loves me for that. My point is this--will you all let
4 him, if we need to, take advantage of this ESA, allow him to take
5 an online--an approved online course, so he can stay at LMCA
6 because he's getting a good education there.

7 Two, and I want to introduce--I'm practicing my bureaucratic
8 nomenclature, I want to introduce this word, public school
9 equivalent. If--if that first one doesn't work, would you allow
10 Lake Mead Christian Academy to become a public school equivalent?
11 We are just as good as any public school anywhere and based on
12 all the NRS--someone just mentioned--we can certainly meet those
13 requirements. So, would you allow that so he could have this--go
14 to this--that we could be a public school equivalent, a PSE, and
15 that he can stay at LMCA. The other one is introduction--some
16 kind of virtual school. We have great technology here, we could
17 use a virtual school.

18 Last point, only one other person has mentioned the fact
19 that the 100 day rule will disrupt sports. If you can't tell, I
20 used to be a fullback, okay. Loved it, back in the days when
21 they said, make them remember your number. So, I want him to get
22 into sports. He's fortunate that up until now, we've kept him
23 sort of out sports, so he will get a one-time exemption if we
24 have to leave LMCA. But, if we come back, he has to then wait
25

1 out some time frame and then he can't become a full back like his
2 dad. So, we would like you to take that into consideration.

3 Then, finally, although it is on a separate agenda, as a
4 business owner, I love AP165. Thank you.

5 DAN SCHWARTZ: Thank you Mr. Cervantes. Okay. We're
6 back in Carson. We have one speaker. Thank you. Go ahead.

7 JENY HILL: Good afternoon, thank you Senator
8 Hammond and Treasurer Schwartz. My name is Jeny Hill and I serve
9 two purposes. I am a parent of a private school student and I'm
10 also the Admissions Director at Bishop Manogue Catholic High
11 School. So, first I'd like to speak from a parent's point of
12 view.

13 Growing up, I came from a single parent household. I was
14 not fortunate to have a choice to be able to go to Catholic
15 education, receive Catholic education. When I got married, by
16 the grace of God, I thank God that my husband and I, we were able
17 to make a choice to send our children to Catholic High School,
18 elementary school and then high school. It was a choice for us.
19 We liked the fact that it was faith based. We were seeking
20 higher education and later on we knew that Bishop Manogue
21 Catholic High School would prepare our children for college
22 preparation.

23 It is a sacrifice. There is a misconception that everybody
24 that goes to a private school or Catholic High School, that

25

1 everybody has money. That is not the fact. In our school, 50%
2 of our students receive some form of tuition assistance. Alone
3 this year, we had over 400 scholarship applications that were
4 applied for, so this SB302 would be a source of light and help
5 for all those public students that are coming into our school.

6 So, I'm really hoping that, as everyone has talked, that
7 also the private school kids will be looked at. Already this is
8 disrupting what they're thinking. They're thinking of pulling
9 their children out of private school and putting them into public
10 school. I have a 10 year old, in my old age, and I'm even
11 contemplating that, to be able to get that assistance, but I
12 don't want to disrupt him, so that's kind of where I'm—I don't
13 know what I'm going to do.

14 And, as far as for the families right now that have applied
15 for our 2014-15 school year, I would like to advocate for them
16 because many of those families—I easily have about 60 families
17 that could really benefit from the SB302 if the emergency
18 regulations section 0.1 for the 100 days, is taken into account
19 for the beginning of the school year on August 10th.

20 That's my comments, thank you.

21 DAN SCHWARTZ: Good, thank you very much. We're
22 going to continue, as I said, we made a promise that everyone
23 would be heard. But, this is just a request from the Chair is
24 that, we get it on the 100 days. So, if that's the thrust of
25

1 your comments, maybe just drop us a note or something. As I
2 said, we're hoping that we might get done by 1:00. No one is
3 precluded, but if you've heard what you want to say, maybe you
4 can just send us a quick note and say, I agree. Anyway, over to
5 you. Thank you. Linda? Go ahead.

6 SEPTEMBER WILSON: Good afternoon, my name is September
7 Wilson. I feel I have a unique perspective. I'm a mother of two
8 girls, a 10 and a 12 year old. I am also a public school teacher
9 in Clark County School District for over 10 years. I've also
10 been a private school teacher in Clark County. So, I feel like
11 I've bounced between several different entities and I am a
12 bridge.

13 As a mother, I had my children attend and ride the rapid
14 roads of public education and removed them for several reasons,
15 even though I was an employee. They're now attending [inaudible]
16 Christian School where they're having a great experience. So,
17 one question was, will my children have done more than 100 days
18 previously, does that give us a grandfather, as a parent. As a
19 teacher, more enrollment to our school would be a blessing and as
20 a teacher, that's one that drives in town, I'm concerned about a
21 mass exodus of people, you know, trying to run around from one
22 place to another to get to an online program or get their child,
23 or multiple children to different schools. Traffic in Las Vegas
24 is overcrowded as it is and so, I think a solution that I would

25

1 like to provide to you is that schools, campuses, parents, have
2 options of being enrolled concurrently in some type of public
3 education forum, and giving them options also to stay at the
4 school they are at so they don't lose their seat at a private
5 school. I am a teacher that can provide that option for our
6 school.

7 And, I agree with so many things at this level and want to
8 thank you very much and I want to request a special session. I
9 will rally my school and the community to come and give you
10 support. So, thank you very much.

11 DAN SCHWARTZ: Thank you Ms. Wells, and I'm sure
12 Senator Hammond has heard your request. Next?

13 CATHERINE THOMSON: Good morning, I think it's still
14 morning, isn't it?

15 DAN SCHWARTZ: It's not.

16 CATHERINE THOMSON: My name is Catherine Thomson and I'm
17 the-it's not, sorry. My name is Catherine Thomson and I'm
18 Superintendent for Catholic Schools for the Diocese of Las Vegas.
19 Thank you for this opportunity to comment and the Diocese is
20 looking forward to this opportunity to-presented by the
21 educational savings accounts. We have been committed to quality,
22 private education in the State of Nevada for many years and we
23 hope that this program can benefit not only incoming students of
24 our schools, but our existing private schools, as well as you've

25

1 heard so often this morning.

2 I'd like to begin by stating—what was mentioned by one of
3 the previous speakers. There is a common perception among many
4 in our community that all private school students come from
5 families that can well afford to pay for their children's
6 education. However, in over 3,000 students that we have in our
7 schools, most of our schools have over 30-40% of those students
8 receiving some form of tuition assistance, based on outside
9 agencies of their family's financial wherewithal.

10 In fact, the goal and mission of Catholic education in Las
11 Vegas has always been to provide a faith based education to any
12 and all students whose parents desire that for their child. That
13 is why we routinely try to keep our tuition affordable, but
14 that's also why our budgets would be so sensitive to any
15 fluctuation of students leaving to meet this 100 day requirement.

16 It's also additionally important to note that the
17 availability of tuition assistance greatly varies from parish
18 schools based on each parish school's individual finances and
19 fundraising. The Diocese of Las Vegas heavily relies upon the
20 generosity and philanthropy to fund tuition assistance and
21 therefore that amount is not consistent in each year.

22 And, with that said, I cannot tell you how many people
23 speak to me individually, they are too embarrassed to ask for the
24 necessary assistance. So, with that in mind, I'd like to also

25

1 reiterate a few of the things that were stated this morning with
2 regard to the fact that while our schools have thrived
3 academically, the financial impact of the economic downturn still
4 presents for many of our families who apply for tuition
5 assistance from various sources, including the assistance offered
6 by the parishes and schools themselves. Without this assistance,
7 many of our families would be forced to forego the educational
8 choices they've already made and the commitment to their
9 children's education for our schools.

10 Very early on, the representative from the Friedman
11 Foundation stated something, I would like to echo those
12 sentiments. It would be to the detriment of the child to uproot
13 them from their school of choice, their friends, their teachers,
14 their peers, their school community, to meet the 100 day
15 requirement. It is not only wholly disruptive to their child's
16 educational experience but it negatively impacts the child's
17 academic achievement. Moreover, as mentioned, the students space
18 at the private school might not be available any longer, should
19 they leave and attempt to come back.

20 Many, again, make the incorrect assumption that all
21 families with pupils currently enrolled have and can afford—a
22 snapshot—let me just give you one more snapshot—one of our
23 diocesan schools, 41% of the student population applied for
24 tuition assistance, 30% of the student body received tuition

1 assistance and 99% of the time the tuition assistance that's
2 offered did not provide what was really needed for the families.

3 Thank you for the opportunity to comment.

4 DAN SCHWARTZ: Thank you. Next? Just as a word to
5 the people in Las Vegas. We're finished with our speakers in
6 Carson, so whoever is on deck should be prepared, you're up next.

7 JUDITH COLE: My name is Judith Cole and I represent
8 the Diocese of Las Vegas as well, and in conjunction with Ms.
9 Thomson and we very appreciate all of the hard work that you all
10 have put in on this bill and we know it's been a significant
11 undertaking. We're not going to repeat much of what has been
12 said here, particularly on the 100 day comments. We would
13 certainly be in favor of a special session to address the 100 day
14 restriction.

15 One other suggestion that we would have is that you make an
16 exemption for the private school students that, if indeed the 100
17 days cannot be removed from the statute, that the 100 day
18 requirement not be consecutive, such that it would be open to
19 more students that have attended some form of public education.

20 We would also be in opposition to the Clark County School
21 District definitions that they proposed under the existing
22 statutes, particularly for a school day. We would urge your
23 office to provide your own definitions as to what that might
24 constitute including one class and an online class. Thank you.

25

1 DAN SCHWARTZ: Good, thank you. And I would just
2 again point out, as we said earlier, the term enrollment is
3 defined, the word enrolled, which is in the statute is not
4 defined. The next three, thank you.

5 MELISSA OLITAS: Hi, my name is Melissa Olitas. I am a
6 parent. I have twin 14 year olds, leaving St. [inaudible] and
7 going to Bishop Gorman. Very exciting what this bill is going to
8 do for our school that we just left. It's going to be
9 transformational, but our kids are excluded. I watched Ralston,
10 I watched Lake Mead Christian Academy Administrator and Senator
11 Hammond on Ralston and I'm so happy we had the opportunity to
12 come in today because this is different than that.

13 When I--when I stopped watching that show I called the
14 Friedman Foundation myself and I said, how is this done in other
15 states? How is it that we can exclude 6%, only 6%? Why can't
16 you get--I mean, and I think you get it now--it's not, we can all
17 just afford it. There are a lot of our families who work really
18 hard and can't. But, there's a lot of kids that aren't going to
19 Gorman because they couldn't afford the jump in tuition between
20 the elementary--or St. [inaudible] and Gorman. But, it's really
21 exciting to know that you're listening and you know we exist.

22 Something that I would like to support is a special session
23 because you can change that \$5,000 amount. You could pro-rate it
24 based on need. I know people that are qualifying for ESAs that
25

1 make upwards of \$500K a year and they get the ESAs but our
2 hardworking families don't, and I think that needs to be
3 addressed. Thank you.

4 DAN SCHWARTZ: Good, thank you. Next?

5 BARBARA BLAKLEY: Hi, my name is Barbara Blakely. Six
6 years ago I found myself as a single mother of three. At a great
7 financial sacrifice I put all three of my children in Lake Mead
8 Christian Academy and they've been there since they were six
9 weeks old. This upcoming year, my children are in grades 4, 2
10 and 1.

11 LMCA is a private school recognized by the State of Nevada.
12 My children do take standardized tests. They take the Terranova
13 III every year, so I know their school is excellent. All three
14 this year scored well above the national average. Two of my
15 children scored above the 90th percentile and my third scored
16 above the 80th percentile.

17 I personally feel that this is a true testimony to how
18 wonderful my children's education is and to the teachers that
19 Lake Mead Christian Academy hires, because last year I, myself,
20 with going back to college, I did an online master's class in
21 under 12 months. So, my afternoons were not fully focused on my
22 children's education, I really relied a lot on their teachers.

23 I'm really excited about SB302, because like I stated, I'm
24 the sole provider of my family of four. The temptation to create
25

1 an upheaval in my children's lives and education is great. I
2 recently learned that the elementary school that my children are
3 zoned for have a star rating of 2 out of 5 and an index score of
4 a 38. That's according to Nevada's report card. I am not
5 sending my children to that public school.

6 I'm afraid to move them, from a small, safe environment,
7 into a low performing, overcrowded school in order to be eligible
8 for the ESA. You're asking for solutions, I have a couple.

9 I would like for you to help those that are like me, single
10 parents, to become eligible for an ESA, by allowing my children's
11 school to qualify and meet the need of the 100 day requirement.
12 They are at a private school, it is approved by the State of
13 Nevada. If this is impossible, then please allow Nevada to allow
14 online public education to satisfy that 100 day requirement. If
15 none of these options are able to be done this year, then
16 hopefully in the next legislative session, they can eradicate the
17 100 day requirement. Thank you.

18 DAN SCHWARTZ: Good, thank you. Also, I'm very
19 impressed that you're technologically in the 21st century here.
20 You've read your whole speech from your iPhone there. Next?

21 CHELSEA PERKINS: Hello, my name is Chelsea Perkins. I
22 go to Lake Mead Christian Academy too. I have three children
23 there. We've gone there through hardship and through you know,
24 my husband's lost jobs because he's in construction and I've
25

1 stayed there the whole time. I will not take my kids out of Lake
2 Mead Christian Academy, ever, but I just hope that you will do an
3 online schooling to be able to do that so my kids can stay there
4 and we can be financially stable. Thank you.

5 DAN SCHWARTZ: Good, thank you and thank you for your
6 comment. Next? Yes sir.

7 DWAYNE SHEPPARD: My name is Dwayne Sheppard. I'm an
8 educator and a parent of homeschool children. I'm going to
9 forego the accolades I think that are due to Senator Hammond and
10 those that have been working on this bill. I think it has
11 amazing potential and I think it's going to be wonderful. So, I
12 concur with the positive things that have been said already.

13 I just want to briefly share this statement and then a
14 summary comment, if you will. Again, I'm a parent of
15 homeschooled children and I completely understand and support
16 homeschoolers that want to be left alone. Yet, as a member of a
17 home school cooperative, which our families that have come
18 together with similar high goals and expectations to establish a
19 learning environment that best services our students which is the
20 goal of this bill.

21 I am asking for expedited access in terms of the 100 days.
22 I know you didn't want to hear it again, but I think it's a
23 unique situation for homeschoolers, with parents who have come
24 together, especially those underserved children, I think it

25

1 presents a wonderful opportunity.

2 We have worked diligently to establish a safe atmosphere
3 and nurture self-esteem, provide challenging academic rigor and
4 inspire character that is seemingly uncommon in the public
5 schools. I respectfully ask that you consider immediate access
6 and that's really my point today, is access. As several have
7 stated earlier, especially those from the Catholic Schools, I am
8 one of those products from a Catholic School System. I'm from a
9 family of nine children, I was the only one who had that access
10 and went to college. I'm here speaking before you, before
11 Senators and the distinguish panel because I had access to
12 quality education.

13 So, I just ask you to keep in mind, as you further develop
14 this bill, who it will help. I think we're off to a good start.
15 I understand it's in infancy and it will grow, but keep in mind
16 who it's targeted for. It's to help families have choices to
17 have quality access to education. When you have a group of
18 families who come together, as uniquely in this homeschool
19 cooperative, who are invested and who understand what we're
20 trying to accomplish for the children, I think they should be
21 rewarded because the children are being—are getting an
22 environment that best suits them, which again, is the purpose of
23 the bill, but also the parents are investing and committing as
24 well, so I think if we remove the 100 day waiver, because our

25

1 homeschooled probably have not been—I don't think any of my kids
2 have been in public schools for several years, so they would lose
3 out on this opportunity. But, if you were to grant it, somehow
4 that an entity could be in place already that can demonstrate to
5 you the impact it's having on these young people, that you would
6 give that consideration so that it can take advantage of it
7 immediately. Thank you.

8 DAN SCHWARTZ: Thank you Mr. Sheppard. Next? Just
9 as a point of clarification, there's no waiver yet. It would
10 require some special legislative action. I'm sorry, ma'am, go
11 ahead.

12 JONI BROWN: Hi, good afternoon. My name is Joni Brown.
13 I'm coming to you today—I wasn't intending to speak but I am
14 coming to you as a parent and as a teacher of the Clark County
15 School District, a secondary math teacher at an under privileged
16 school on the north, north side.

17 So, I kind of have a lot of perspective. I've also worn a
18 lot of hats in my life so I want to share with you some of that.
19 But, first I'm going to tell you, as a parent—I listened to one
20 lady speaking about her son, I believe it was, who had dyslexia.
21 My son also has dyslexia. He's going into the fifth grade and
22 will be in his fifth school—I change schools every year because
23 every year, the schools have not been able to meet his needs.

24 We went yesterday to enroll in one of the schools that I
25

1 vetted out for him for this year and he literally left in tears.
2 The school that I want to send him to, we cannot afford. So, and
3 he wants to go to that school. So, this program would help me
4 immensely. And, help him ultimately. Excuse me.

5 But so—I want to say that, thank you for doing this, but
6 more than that, I wanted to talk about therapies and I haven't
7 read the bill so I don't know exactly what it includes, but I've
8 heard that being rustled around about possibilities of therapies
9 being covered under this and as a teacher and a mother of a child
10 who has been through many therapies, I can say that this could be
11 a game changer, for not just my child, but for many, many
12 children.

13 As I stare across the classroom that I teach every day,
14 I've been doing this for 10 years, looking through therapies and
15 studying therapies. I was also a neuro-feedback therapist for
16 five years. So, I'm very familiar with all these different
17 things, but—when I look across my kids that I teach and these are
18 freshmen, I teach math so you can know how difficult that is—I
19 can see the ones who have been dropped through the cracks. Who
20 could've used auditory training as a 5 or 6 year old, or could've
21 used [inaudible] or different therapy programs that they would
22 now be successful students, but they're now just left in the
23 dust.

24 So, what I want to say is, I hope you really do consider
25

1 allowing this to pay for therapies for kids and families, because
2 that could make all the difference in the world for their
3 education moving forward. Thank you.

4 DAN SCHWARTZ: Thank you Ms. Brown. Next. I see the
5 end of the line there.

6 ED JULIAN: We're finally getting there.

7 DAN SCHWARTZ: Yeah.

8 ED JULIAN: I have done all of my schooling in
9 Clark County—I did all my schooling in Clark County but before
10 the Clark County School District was formed, I graduated from
11 Boulder City High School in 1958.

12 My observation about this whole hearing today is that
13 basically, 80% of the people or 90% of the people are here asking
14 you to violate the law. This law is an incredible law that was
15 very difficult to pass and you're asked—people here are asking it
16 to be violated.

17 The people are in three groups. The establishment which is
18 the public schools are asking you to violate the law because we
19 need more school buildings and the parents really don't care
20 about their kids and all this other stuff. It's already been
21 settled in the law, to discuss it here when we're discussing
22 regulations or to try to create regulations that destroy this
23 law, through the regulations, is in my view an outrage.

24 The second group of people are those that want to violate
25

1 the 100 day rule. The 100 day rule was written into the law.
2 It's there. Don't ask for a suppression of this rule. It's been
3 explained why it's there and everything else and it-it-to come
4 and ask for it at this point is also an outrage.

5 The third category are religious institutions that want the
6 public to finance their religious beliefs, basically. That's
7 another issue, that's a very delicate issue that in the courts
8 could be-end up destroying the whole law.

9 So, the people that are asking for a special session do not
10 understand the political realities of Nevada. What could happen-
11 what would most likely happen in the special session is that you
12 would be starting from zero and the law-they would try to
13 eliminate this law. The people that have-that had to be dealt
14 with will eliminate this law or will have to come up with \$3B
15 this time in order to buy the law.

16 This law is the most incredible law in the entire United
17 States of America and to sit here and try to destroy the work is-
18 is very counterproductive.

19 Just one suggestion. The issue seems to be-one of the
20 issues seems to be, vendors that are overloaded. That too many
21 people will be requesting to go to schools under this provision,
22 the private schools and they just can't handle it. So, maybe a
23 solution is to have the schools use a lottery system to accept
24 the students that want to go to the-are going to go to the school

25

1 and accept the \$5,000 as payment in full for the tuition.

2 DAN SCHWARTZ: Mr. Julian, I'm sorry. Your three
3 minutes are up. But, do you have one final point you want to
4 leave everyone with?

5 ED JULIAN: Thank you. No, just--don't try to
6 destroy this law. This is an incredible effort to do this and to
7 ask for a special session would be to destroy the law.

8 DAN SCHWARTZ: Okay, good. Thank you. Next?

9 TERA YOUNG: Hello. My name is Tera Young, I'm an
10 attorney, also a mother of four, all of which are in public
11 school--I'm sorry, in private school, so obviously we are very
12 excited about this bill. I did have a question for Senator
13 Hammond. Was there any analysis done on the financial impact on
14 the Clark County School District if all of the existing private
15 students move for this one year and then move back?

16 SENATOR HAMMOND: No, to my knowledge, there was no
17 financial--what we did is we looked at the availability of seats
18 in the private schools. I think we did a study--there was a study
19 done in March and I believe the results were that state-wide,
20 there was about 6,000 seats, so really again, a determination is,
21 if you're talking about 6,000 seats available, how many can
22 really move from one to another. I think it's been pointed out
23 here that, again, it's a calculated choice my parents. If you
24 were to move your students out of the private schools into the

25

1 public schools, would there be availability left when you got
2 back in because the scant number of seats available. To answer
3 your question, no, there was not.

4 TERA YOUNG: Okay. So, I think goes to my point
5 that there should be an option—you know, as an attorney I
6 understand we're stuck with the 100 days, but there should be an
7 option that doesn't burden the Clark County School District of
8 having all of these children come in, and also allows private
9 school parents who have made the choice and the sacrifice to put
10 their children in that environment, and so, I think the best
11 option for everyone involved would be to have some sort of
12 online, either full time curriculum or a class that we can all
13 use and that would decrease the burden on the existing school
14 district and it would allow those parents who have made that
15 choice and that sacrifice to still access the funds.

16 And then, I would also just like to reiterate that allowing
17 children going into kindergarten, to access the funds, would also
18 benefit a large number of families. And then also, as a mother
19 facing school year starting in less than four weeks, obviously
20 the more we can do to expedite the regulations and to have clear
21 facts that parents can use on a go forward basis would be great.
22 If you need any pro bono attorney work, I am more than happy to
23 do it. So—I've signed in and you have my information. That's
24 all I'd like to say.

25

1 DAN SCHWARTZ: Good, thank you Ms. Young. Next?

2 JACOB REYNOLDS: Hi, I'm Jacob Reynolds. Sorry I'm
3 back, but I'm also a parent. I'm not representing anybody other
4 than my own family this time.

5 So, I did want to speak to something that has been
6 mentioned about other regulations. Adopting the regulations in
7 Nevada Administrative Code, Chapter 387—I would strongly object
8 to that. Why I do that is because, as an attorney, we have to
9 construe statutes as a whole and we have to construe them to make
10 sense as a whole and if there's any kind of hint that there needs
11 to be some kind of compatibility between these two administrative
12 schemes, I would then—the back door way into this, for the
13 opposition is to say, well they adopted this portion of NAC 387
14 to define a school day for example. NAC 387 goes on to explain,
15 constructions of schools, instructional programs at schools,
16 pupils with disabilities and what we're trying to do here with
17 this bill. Hopefully is to allow parents to choose—

18 For example, there have been people who testified today
19 that they can't be in the public school system because of how
20 many days they mandate that a student be there in a brick and
21 mortar facility where they have to travel to do performing arts
22 or what have you. I would strongly object to any kind of hint
23 that Nevada Administrative Code 387 is being adopted for any
24 purpose. And, I would request that the regulations specifically

25

1 state that they are being uniquely crafted for this statute and
2 do not relate to NAC 387, to avoid any ambiguity in that.

3 Just with the last bit of time that I have, one thing I
4 would have you understand is that, already in and you're going to
5 have your discussion, so I don't know how what I said would go
6 by, but NAC 387, subset 140, there is a provision that allows the
7 Superintendent of Public Construction—and I'm just quoting here—
8 may authorize a school district to conduct short school days, in
9 session, on a continuing basis for up to one school year when
10 facilities or conditions so require, to obtain the permission and
11 then it goes on and gives how to obtain permission to do that.

12 I would request that this body, be liberal in its ability
13 to—to construe this 100 day requirement, given that you have
14 regulatory authority, look to this section to say, Nevada already
15 has a process for getting permission to conduct short school days
16 to do something to accommodate things and special needs where we
17 have so much overcrowding in our schools already and so many
18 other problems. And the burdens that the statute imposes simply
19 by being implemented, we would—I would ask that it be construed
20 to allow the most people in as possible as soon as possible.

21 DAN SCHWARTZ: Thank you, that actually was very
22 helpful. Next?

23 RON SINCLAIR: Hi, I'm Ron Sinclair. I'm
24 representing American Capital Schools. We're a private school

1 looking to the feasibility of coming to Nevada. When we saw this
2 law, at first we were so happy. It is a landmark law. The eyes
3 of the nation are upon Nevada and to make it successful here, I
4 think will alleviate a lot of the overcrowding problems you have
5 because you're going to bring private schools to Nevada. We
6 wanted to build so many--what is it 65 planned for Clark County
7 alone? But, in looking at the feasibility, we have a concern.

8 A hundred years ago, when I graduated from college I--I went
9 to teach high school and I taught for a year. I was paid so much
10 for that first year that I was able to retire. As result, I've
11 been concerned about how much our teachers are paid ever since.
12 And so, we're looking at this from a financial feasibility and we
13 don't know how to figure. We don't--we don't know what numbers,
14 what figures we can use. So, I'm asking that you expedite your
15 answers to people like us so that we can figure out what our
16 costs are going to be, how were going to cover the costs.

17 For instance, the law states that 90% of the local support
18 is given and plus the other local monies that re available and
19 somehow that's been determine--oh, it's through the County that
20 they reside in and says--somehow that's been stated as, well it's
21 going to be \$5,000 or something like that.

22 We just need clarification on how that's going to come down
23 to us. That's all.

24 DAN SCHWARTZ: Good, thank you Mr. Sinclair. That is

1 our intent. Next?

2 SENATOR HAMMON: Mr. Treasurer if I could, just for a
3 point of clarification.

4 DAN SCHWARTZ: Sure.

5 SENATOR HAMMON: The money from—that's going to be
6 received does not come from any of the local funding sources,
7 it's all a part of the distributive school account, the DSA. All
8 the money that comes out of Clark County for the per pupil
9 funding, so that's why we said 90% of that, so you can calculate
10 a little bit better on that because we do an allocation and we
11 pretty much have it set for the next two years. So, we'll have
12 an idea of how much money will be available, 90% of that and in
13 some cases, 100%, depending on the student.

14 DAN SCHWARTZ: Thank you Senator Hammond. Next
15 speaker?

16 RENEE GREEN: Hi. My name is Renee Green. I live
17 here in Nevada, from Michigan, along with 30 other families here
18 in Nevada, we have participate in a homeschool co-op program.
19 It's been proven to be very, very successful. The majority of
20 our students have gone on to college and have received full ride
21 scholarships. Not only did they receive the scholarships but
22 once in college, they were able to maintain the full rides. They
23 have proven academic excellence and to take our students out of a
24 homeschool co-op program and place them in the public school

25

1 would actually defeat the purpose that we have worked on for so
2 many, many years. We've had several students that have had ADD,
3 special ed, and these students have gone on and progressed
4 immensely. So, when we're speaking of our children and
5 education, that's a very sensitive issue.

6 So, at this point, I mean, I love the program and
7 everything but to actually take them out of a program that has
8 proven to be successful down through the years and put them into
9 a public school for 100 days, that would actually destroy what we
10 worked so hard for. So, at this point, I guess my question is,
11 what do we need to do as a community, what do we need to do to
12 get the Governor to call an emergency meeting to actually get
13 this changed, to make it available to all of our students?

14 DAN SCHWARTZ: Thank you Ms. Green. I don't know we
15 can answer that today but I can just ask that you just stay tuned
16 to certainly the State Treasurer's Office and what we propose.
17 It may well be that we can certainly with Senator Hammond's help,
18 come up with a workable solution for people. So, we're on it.
19 Thank you. Next?

20 RONA YEE: Hi my name is Rona Yee. I have five
21 children, me and my husband have five children. They all attend
22 a private school here and all of our children are born here in
23 the State of Nevada. They are entitled to the educational funds,
24 whether they should go to public, private or charter school and
25

1 actually by sending our kids to private school is actually saving
2 the State of Nevada some money because you're not spending the
3 per pupil funding.

4 In an article in the Washington Post recently says that
5 from the US Census, the State of Nevada in 2013 spent \$8,339 per
6 pupil, per school year. So, say, if I have five kids, times that
7 \$8,339, it's like \$41,695 that the State of Nevada is not
8 spending because we're sending our kids to private school.
9 That's the choice—and it's a sacrifice. We don't have that much
10 money. We take loans for them to go to private school.

11 So, if we get about \$5,000 voucher, times five, that would
12 cost the State of Nevada \$25,000. That's still lower than what
13 you have spent if they went to public school. So, there is still
14 a savings of \$6,695 compared if they were to go to public school.

15 So, to me, we're here—I know we talk about budget wise, so
16 I think it's cost beneficial for us—just for us to receive the
17 voucher, rather than us sending them to a public school. Not
18 that we're going to—hopefully we don't have to. I mean, I'm
19 against the 100 day requirement, we want to stay where we're at.
20 Our schools are great. We receive financial assistance from our
21 elementary to our high school. They go to Our Lady of Las Vegas.
22 They go to Bishop Gorman High School, we receive financial
23 assistance. And, I just felt like the—the voucher would be a
24 great help to our family.

1 DAN SCHWARTZ: Thank you Ms. Yee. We have one more.
2 Yes sir.

3 CHRISTOPHER BEAUMONT: Thank you, I'm Christopher Beaumont.
4 I'm a Clark County Resident of approximately 20 years and father
5 of two sons entering third and fifth grades. And, apparently the
6 closing summary speaker on this.

7 DAN SCHWARTZ: You're standing between us and lunch,
8 so—

9 CHRISTOPHER BEAUMONT: I just want to thank you. I think the
10 general sentiment here, I think we all know that you guys are
11 listening and that you've done what you can and I personally
12 thank you just as one of the parents that attended today.

13 The 100 day thing is the same topic. It seems that as it
14 stands right now, it's only written to kind of out bound the CCSD
15 students into the private school system. As the speaker before
16 me mentioned and I think I calculated it—I was trying to recall
17 off my memory that it came down to around \$8,500 per student. In
18 the time that I've had my sons in school, that comes out to
19 around \$68,000 that's been contributed towards the CCSD, on
20 behalf of my sons.

21 It's interesting to me that CCSD seems to be where some of
22 the friction and resistance is coming from. Possibly budget
23 related, but that's not for me to say. And, it seems like some
24 of the direction other than special sessions would be directed

25

1 more towards them and helping cooperate and facilitate moving
2 this all forward. Some of the ways that could be addressed have
3 been mentioned, as far as, creating an online campus. Possibly
4 that could be done through the CSN online system, as opposed to—
5 as far as I know, I don't think that exists for the CCSD system.

6 Then, second to that, I did hear mention that as of August
7 1st, you guys were expecting to have the application process.
8 Prior to that, I made a note that if CCSD could go ahead and post
9 at this point, basically an ESA Virtual School Enrollment, that
10 might give you an assessment of how many parents are actually
11 looking to utilize the program at all, as well as, having the
12 option that they could at least for now, whether there was any
13 request for hardship assistance or prioritization. That would
14 give them a snapshot of how many people they have to worry about
15 losing budget on, I suppose, if that's their priority. It would
16 also give you guys a pretty good number, at least going into
17 this, of what that flexibility would be, or need to be. And, at
18 the same time, kind of create the base work that you could at
19 least export those people to whichever system can facilitate it.
20 And, possibly, between the online enrollment with CCSD and then
21 an online class with CSN, we can cover everything that's already
22 been passed through law and just keep our students humming along
23 where they're at. Thank you very much for your time.

24 DAN SCHWARTZ: Good, thank you Mr. Beaumont. Of

25

1 course, I was only kidding. We're here to hear you and we're
2 here as long as need be. So—we have a final speaker.

3 JOSEPH BARBARA: Mr. Treasurer?

4 DAN SCHWARTZ: Yes sir.

5 JOSEPH BARBARA: If I were to meet you in person, I'll
6 buy you lunch, I promise.

7 DAN SCHWARTZ: Okay, you got it.

8 JOSEPH BARBARA: Just one point and I didn't plan on
9 speaking today. My name is Joseph Barbara. I'm a parent of
10 three children, two—two currently in Catholic school and one
11 entering kindergarten this year. And, I didn't, like I said,
12 plan on speaking today but what I gathered here just from
13 listening to everyone for the past four hours is that, the 100
14 day requirement is part of the law and I completely respect the
15 fact that Senator Hammond has worked so hard—and others—have
16 worked so hard to make this happen and in the legislative
17 process, there has to be compromise, there has to be ways that we
18 can all work together and make this work.

19 And, as a parent who wants so desperately to be able to
20 access the ESAs, I'm willing to do whatever it takes to make this
21 happen, okay. The 100 day requirement is an inconvenience, yes,
22 but in my opinion, it's a small inconvenience compared to the
23 benefit that I have for the next—well, my son going into
24 kindergarten, so 12 years of education. So, it's a small
25

1 inconvenience for us as a family. And, we're willing to do what
2 we can.

3 I don't think people in here necessarily in here need to
4 complain about the 100 day requirement because I understand that
5 it's necessary, but the part that I think maybe no one has said
6 is that it's difficult to imagine my child in a private school,
7 sitting next to a child who has not--whose family perhaps has not
8 taken advantage of private school, maybe they couldn't afford it,
9 maybe they were in public schools all these years and suddenly,
10 beginning next year, there's a child sitting next to him who is
11 receiving the benefits of the ESA, whereas we've been paying
12 taxes for all these years, paying for public school and private
13 school, making the sacrifices and we don't get the benefits of
14 the ESA.

15 We understand the 100 day requirement, if there's a way to
16 bridge that gap and there's a way that we can make it work,
17 whatever we have to do, we'll make it work. But, as long as it's
18 equitably distributed. I think that's probably the point I think
19 many people were feeling today and I'm not sure that came out
20 that clearly. That's all, thank you so much.

21 DAN SCHWARTZ: Thank you Mr. Barbara and--one more,
22 okay.

23 JENNIFER HAMMOND: I'll make it quick. I just want to
24 say that as a parent that personally witnessed the--

25

1 GRANT HEWITT: Can I get your name for the record?

2 JENNIFER HAMMOND: Oh, I'm sorry. Jennifer Hammond, not
3 related. My name is Jennifer Hammond, I'm not related to Senator
4 Hammond. As a parent who personally witnessed this process begin
5 with this ESA program, if we had one tenth of the public input on
6 putting this bill in place, I think the 100 day thing would not
7 be an issue. But, I was at the committee meetings, I personally
8 witnessed the beating that Senator Hammond received while he
9 tried to get this bill passed. And, if this bill does not
10 encompass everything you would like it to be, may I please ask
11 that you advocate for that part of the bill during the next
12 legislative session because it would happen. That's all I have
13 to say.

14 DAN SCHWARTZ: Thank you Ms. Hammond, appreciate
15 that. Okay. I think that's it for the bill. To all of you who
16 are still here, we really appreciate your input and your
17 patience. Wait a minute, hold on. You've got--public comments
18 are coming next. I'm just thanking the people who spoke on the
19 bill. [determining speaker intent] Come on up. We're going to
20 have public comment after this, but you can speak on the regs.

21 FRED COOPER: Let me say first that it's pretty sad
22 to see--

23 DAN SCHWARTZ: Can we know who you are?

24 FRED COOPER: My name is Fred Cooper.

25

1 DAN SCHWARTZ: Fred Cooper.

2 FRED COOPER: It's pretty sad to see through this
3 long day, all the people who—especially at the beginning of the
4 program, who had high hopes that this was going to be a slam dunk
5 and be easier to do. I think as the day went on, I think we all
6 learned that there's been a lot of promises hinted at that they
7 could have a financial solution to their problems, but it's
8 pretty remote and I—I hope that works out somehow.

9 So, some parents and grandparents are here today so that
10 they make an informed decision where their children will attend
11 school next month, and I understand now that's August 10th. The
12 Treasurer and Treasurer's Office has presented a plan that
13 addresses only one element of the private school funding program
14 and that element is Section 7 of SB302, concerning the students'
15 requirement to attend public school before being eligible for an
16 education savings account at a private or a parochial school.

17 And, how did the Treasurer's Office choose to clarify the
18 requirements outlined in Section 7 of SB302? They gutted it.
19 They completely rewrote it. They ignored the requirement that
20 legislatures voted for and that Governor signed that SB302 bill.
21 The Treasurer proudly calls his rewrite an expansive approach.
22 Unfortunately, he succeeded at an expansive approach. The
23 substance and the intent of his rewrite is nothing like that in
24 SBB302 Section 7.

25

1 SB302 is now the law. We all are subject to its
2 requirements. The Treasurer also needs to follow those
3 requirements spelled out in SB302. He doesn't have the liberty
4 to ignore the work of the legislature and the signature of the
5 Governor. This leaves parents in limbo. They will leave this
6 workshop without written procedures for many other elements of
7 the program. Parents will not know whether the Treasurer's power
8 grab will prevail or whether democracy will prevail. As parents
9 leave this meeting this morning, now this afternoon, they will be
10 no more prepared to make this family decision than they were
11 prior to this meeting.

12 I suggest that the Treasurer's Office start over. Draft
13 procedural details, clarifications as needed. On all elements of
14 the program, consistent with the final SB 302 bill.

15 DAN SCHWARTZ: Mr. Cooper, your three minutes are up,
16 do you have a final thought you want to leave us with?

17 FRED COOPER: Consistent with the final 302 Bill.

18 DAN SCHWARTZ: Good, thank you sir. Good. Did I—we
19 have time for public comment, but just want to see, anyone else?
20 Okay. This section of the workshop is closed. We now go to
21 Public Comment, and again, just to reiterate what I said earlier,
22 we really appreciate your time and your patience and your
23 thoughts and we've heard everyone. We will—pro and con, we will
24 continue to listen and we will probably everyone agree, hopefully
25

1 have some new rules and regulations out, expeditiously.

2 We now go to Public Comment. Is there any Public Comment
3 in Carson City? Hearing none. Is there any Public Comment in
4 Las Vegas? Linda, anyone? Do you see anyone?

5 LINDA ENGLISH: No, no public comment.

6 DAN SCHWARTZ: Okay. Hearing none. We're going to
7 close the meeting. Again, I want to thank everyone for your
8 attendance and your comments. All I can say is, we've heard what
9 you've had to say. Thank you again. [listening to someone off
10 mic] Okay—thank you all, you will hear from us shortly. Okay.

11 [end of audio 04:44:22]

12

13

14

15

16

17

18

19

20

21

22

23

24

25

Written Comments Submitted

For the Notice of Workshop
Regarding Proposed Regulations
Relating to SB 302

Conducted on July 17, 2015

From: Pennie Rumsey [mailto:pennierumsey@gmail.com]
Sent: Friday, July 03, 2015 10:14 PM
To: Nevada School Choice
Subject: SB302 Proposed Ammendments

To Whom It May Concern:

I am writing to share my concerns with the recently passed SB302. I understand the written intent in the opening of the bill is to provide education funding to those who are now in the public school system who wish for other options. It is concerning for the thousands of students not currently in the established educational. Do those students not need the same educational options? Why is the wording of this bill not allowing for those currently homeschooling to also be included?

We are having a meeting in our community next week to discuss this and we'll be in attendance on July 17th. Currently, we are proposing an amendment to allow for current homeschool students to be given these options. We therefore propose under section 7 wording to include (after requirement of 100 consecutive days) "or having been a registered homeschool student for the same 100 days." If the 'The Notice of Intent' form has been filled out there is no reason to exclude these student from these opportunities.

Thank you for your time. We urge you to act on behalf of the thousands of students who are now excluded from this program who also need this support.

*To the Victory of Your Family,
Pennie Rumsey*

From: Ryan Johnson [mailto:ryan@johnsongroup.net]
Sent: Tuesday, July 07, 2015 11:05 AM
To: Nevada School Choice
Subject: Senate Bill 302 [SB 302]

I would like to share my comments regarding the interpretation and implementation of Senate Bill 302 [SB 302]. I am disappointed that children attending these institutions are prohibited from inclusion within the ESA program, however, children who would like to - transfer in- are included in the ESA.

Despite supporting public schools through payment of property taxes for buildings I am partnered in and the house I own (with a portion of that revenue disbursed to schools in the state), I am penalized by SB 302 for already enrolling my child in private education. Because my child enrolled in private kindergarten, we will never meet the 100 consecutive day public school requirement.

Under SB 302, a child enrolled in public kindergarten during the 2014-2015 school year can now receive an ESA to send their child to private school. Whereas a parent who has made fiscal sacrifices to provide their child with a private education is not capable of receiving an ESA due to a timing/enrollment issue? This does not seem to seem to make any sense to me. How can you give some paying citizens ESA and not others? I think anyone with a child should be given the same rights and options, regardless of where they started going to school.

I believe SB 302 will have a positive influence on all children, and I think that all families have the right to the same benefits, regardless of where they have attended school last year.

Can you please update me with any new news regarding this situation. Also is there anyway to get the same benefits if we were in a private kindergarten last year, without having to transfer our child for 100 days just to see the same benefits as others?

Should you have any questions or comments, please feel free to call or email

Ryan J. Johnson, CCIM
Associate Broker
JOHNSON GROUP
5255 Longley Lane, Suite #105
Reno, Nevada 89511
Office: 775-823-8877 ext 202
Cell: 775-232-8551
Fax: 775-201-0153

From: mmparrott@att.net [mailto:mmparrott@att.net]
Sent: Tuesday, July 07, 2015 12:35 PM
To: Nevada School Choice
Cc: Melissa Parrott
Subject: SB 302

Dear Mr. Hewitt,

As a tax paying citizen residing in Washoe County, I would like to share my comments regarding the interpretation and implementation of Senate Bill 302 [SB 302].

As the parent of a first grader attending a private school in Reno, I am disappointed that children attending these institutions are prohibited from inclusion within the ESA program, yet children who would like to "transfer in" are included. After speaking with several individuals involved in litigation, it is my understanding that this could be viewed as discrimination and it would be unfortunate if those of us in this position had to pursue this from a legal standpoint. However, I can ensure that myself and others are willing to take necessary measures to enable our families to be treated fairly and justly. This is not meant to sound threatening, however, it is important that you know our stance on this.

Despite supporting public schools through payment of property taxes (with a portion of that revenue disbursed to schools in the state), I am penalized by SB 302 for already enrolling my child in private education. Since my child enrolled in private kindergarten, we will never meet the 100 consecutive day public school requirement. Under SB 302, a child enrolled in public kindergarten during the 2014-2015 school year can now receive an ESA to send their child to private school. Whereas a parent who has made fiscal sacrifices to provide their child with a private education is not capable of receiving an ESA due to a timing/enrollment issue? It is disheartening that you feel that it is okay to penalize those who value education enough to spend our hard earned money on it even though we also fund public schools as well through taxes.

I propose that the implementation team consider issuing a one-year waiver of the 100 day attendance requirement for children who were enrolled in private schools during the 2014-2015 education year. By including all (public/charter and private) students in the ESA program, SB 302 will have a positive influence on all children.

Should you have any questions or comments, please feel free to call or write.

Sincerely,
Melissa Parrott, APRN
Family Nurse Practitioner

1790 Timaru Court
Reno, NV 89523
c 7752870512

From: Cheri Wulforst [mailto:wulforstfamily@gmail.com]

Sent: Tuesday, July 07, 2015 4:03 PM

To: Nevada School Choice

Subject: SB302 Discrimination against families already enrolled in private school

Dear Mr. Hewitt,

I am a parent and long time resident of Washoe County. My husband and I pay over \$5,500 a year in property taxes.

When I saw the news about SB302 passing during the recently ended session, I was excited to hear how the subsidy would help defray the costs of education for our two elementary school age children.

However I realized quickly that because my child has never been enrolled in public school, we are not eligible.

Please help me understand the basis for the 100 days rule. My daughter started Kindergarten during a time when Washoe County did NOT offer full day Kindergarten, nor were Kindergartners allowed to attend the before and after school program since Kindergarten was half day only at the time.

Because I had a full time job, I had to seek out a different solution for my 5 year old (this was in 2011/2012 school year). The fact that Washoe County schools did not have an option for full time working parents was the reason we sought out a private school option 4 years ago, long before SB302 took shape.

I had no other choice but to send my child to a full day Kindergarten at my own expense. And now, because of a choice I was forced to make, I am now ineligible for a county wide subsidy that is being offered to others. How is that equitable? We pay a disproportionate amount of property taxes as compared to the population in Washoe County, we do not burden the school system with our children and we pay \$10,000 a year for our children to attend a private school. And we are not eligible?

I propose that the implementation team consider issuing a one-year waiver of the 100 day attendance requirement for children who were enrolled in private schools during the 2014-2015 education year. By including all (public/charter and private) students in the ESA program, SB 302 will have a further, more equitable reach.

The 100 day rule appears to be completely arbitrary and results in blatant discrimination of otherwise eligible families and students.

Thank you for your time,
Cheri (and Scott) Wulforst
775-250-7935
10475 Dryden Drive
Reno, NV 89511

-----Original Message-----

From: Stephanie [mailto:stephaniemaison@sbcglobal.net]

Sent: Tuesday, July 07, 2015 7:29 PM

To: Nevada School Choice

Subject: SB302

Dear Mr. Hewitt,

As a tax paying citizen residing in Washoe County, I would like to share my comments regarding the interpretation and implementation of Senate Bill 302 [SB 302].

I believe that you have numerous dissenting comments towards the prejudice within this new education reform bill. As a parent of a first grader and a third grader attending a private school in Reno, I am disappointed that children attending these institutions are prohibited from inclusion within the ESA program, yet children who would like to "transfer in" are included.

Despite supporting public schools through payment of property taxes (with a portion of that revenue disbursed to schools in the state) & owning a local business where I pay many taxes, I am penalized by SB 302 for already enrolling my child in private education. Because my child enrolled in private kindergarten, we will never meet the 100 consecutive day public school requirement.

Under SB 302, a child enrolled in public kindergarten during the 2014-2015 school year can now receive an ESA to send their child to private school. Whereas a parent who has made fiscal sacrifices to provide their child with a private education is not capable of receiving an ESA due to a timing/enrollment issue?

I propose that the implementation team consider issuing a one-year waiver of the 100 day attendance requirement for children who were enrolled in private schools during the 2014-2015 education year. By including all (public/charter and private) students in the ESA program, SB 302 will have a positive influence on all children - so as to even the playing field.

Should you have any questions or comments, please feel free to call or write.

Regards,
Stephanie Angold

Stephanie Angold
The Find
4865 Longley Lane #D
Reno, NV 89502
775-322-3463
775-828-3464 fax

July 7, 2015

Grant Hewitt, Chief of Staff
State Treasurer's Office
101 North Carson Street, Suite 4
Carson City, NV 89701

Dear Mr. Grant Hewitt,

I am writing today to express my concerns regarding SB 302. I have two concerns, I do not see it written anywhere regarding a new student entering kindergarten. Can a new student that has never attended school receive the funds if they are just entering into kindergarten at a private school? My second concern is students that are already attending private schools are being excluded from this opportunity.

Please consider including the criteria that would take account of students who are already enrolled in a private schools and including them in this wonderful opportunity. I would hope there would be some type of allowance other than taking my child out of her private school for 100 days to enroll her in public, just to then take her out and return to private school just so she can receive the funds. Change like that is devastating to a young student, but it would be something I would have to do to be able to keep providing her a private school education through high school.

I do not think private school families should be penalized because they were proactive with their child's education. It does not seem equitable for private school families to be excluded. My family has made countless sacrifices to be able to provide a private school education for my child. I am happy for all of the new families that can now have a choice in their child's education; I just wish that families like mine are not overlooked because we decided against public schools earlier. Please consider this opportunity for both public and private school families.

Thank you for your consideration in this matter.

Sincerely,



Michael and Stephanie Swanson
104 Mountain Street
Carson City, NV 89703

Re: Proposed Regulations Relating to SB302

Dear Mr. Hewitt,

Please give strong consideration to the following students when determining eligibility for the new school voucher program:

Public school students who enter private school after attending public school for at least eight years.

Our oldest son recently finished his freshman year and will begin his sophomore year at the same high school, Bishop Manogue Catholic High School. Prior to that he attended public school for eight years: six years at Bud Beasley Elementary School and two years at Mendive Middle School, both in Sparks. We believe the law was written for students such as him and request you deem him and others in his situation eligible for the upcoming voucher program and beginning as the law is written now. There are very few students in this situation, and it would therefore add little to the cost of this program. We are residents of the state of Nevada and have lived in Sparks for the past 14 years.

Thank you for your time and consideration.

Mathew E. Schmitt, VMD
4324 Setting Sun Drive
Sparks, NV 89436
775.233.6102
mschmitt@southrenovet.com

-----Original Message-----

From: Amber Player [mailto:amber4414@att.net]
Sent: Wednesday, July 08, 2015 11:26 AM
To: Nevada School Choice
Subject: SB 302

Dear Mr. Hewitt,

As a tax paying citizen residing in Washoe County, I would like to share my comments regarding the interpretation and implementation of Senate Bill 302 [SB 302].

As Chief of Staff at the State Treasurer's Office, I would estimate that you have fielded/received numerous dissenting comments towards the prejudice within this new education reform bill. As a parent of a first grader attending a private school in Reno and a 7th grader attending a private school for the second year, as he went to public schools for 6 years prior (2008-2014). I am disappointed that children attending these institutions are prohibited from inclusion within the ESA program, yet children who would like to "transfer in" are included.

Despite supporting public schools through payment of property taxes (with a portion of that revenue disbursed to schools in the state), I am penalized by SB 302 for already enrolling my children in private education. Because my children enrolled in private school one year prior to your decision, we will never meet the 100 consecutive day public school requirement.

Under SB 302, a child enrolled in public school during the 2014-2015 school year can now receive an ESA to send their child to private school. Whereas a parent who has made fiscal sacrifices to provide their children with a private education is not capable of receiving an ESA due to a timing/enrollment issue?

I propose that the implementation team consider issuing a one-year waiver of the 100 day attendance requirement for children who were enrolled in private schools during the 2014-2015 education year. By including all (public/charter and private) students in the ESA program, SB 302 will have a positive influence on all children - so as to even the playing field.

You should also realize that this will cause an influx of families enrolling in online charter schools for the 100 day period while simultaneously paying for private school so we too can have the benefits of SB 302.

I would ask you to reconsider the stipulations of this bill so that families currently making the financial sacrifice of private school would also be able to receive the benefits of the bill.

Should you have any questions or comments, please feel free to call or write.

Best,
Amber Player
2101 Olympic Circle
Reno NV 89509
c 775-771-0871

From: Ryan Richter [mailto:rdrichter@alumni.nd.edu]
Sent: Wednesday, July 08, 2015 3:06 PM
To: Nevada School Choice
Subject: Proposed Regulations Relating to SB 302

Hello,

Last month I emailed Gov Sandoval's (and Sen Hammond's) Office with concerns regarding the eligibility requirements for Nevada's new ESA program. The Governor's Office informed me that those concerns were passed on to the Treasurer's Office, but out of an abundance of caution, and with the workshop coming up next week, I have included those concerns below (in italics and with some editing).

Some of my initial concerns seem to be addressed by the State Treasurer's proposal for ESA eligibility released on 29 June. Of primary concern to me is that students like my daughter be able to satisfy the 100-day requirement through online public and charter schools (i.e. Nevada Virtual Academy, Nevada Connections Academy, Leadership Academy of Nevada, etc.) versus attending the public/charter brick and mortar school in their districts. We have already had a negative experience at our local public school and want the ability to apply for an ESA for the 2016-17 school year without having to re-enroll our daughter in the brick and mortar school in our district where she was the victim of sustained bullying. I hope I am reading the proposed ESA eligibility rules correctly to mean that a child who attends a 100% online Nevada public/charter school will still have the same ability to apply for an ESA so long as they attend that online school for at least 100 consecutive days. If not, I urge the Treasurer's Office to adopt regulations that permit children to count attendance at a Nevada online public/charter school toward the 100-day requirement for ESA eligibility. This will enable children who have already had negative experiences at, or are not a good fit for, brick and mortar public/charter schools in their districts to take some reasonable action that will make them eligible for ESAs should their parents decide their education would be better served completely outside the public/charter school system. For some of us, enrolling our children at an online public/charter school is doable, but forcing them to go to the local public school is a heart-breaking decision to have to make just to become eligible for the ESA program.

I am an active duty JAG in the U.S. Air Force with a wife and 9-year-old daughter. We arrived in Las Vegas in July 2013 after I received orders to Nellis AFB. Shortly after arriving we settled into a home on Nellis AFB. We really struggled with the decision about our daughter's education. Despite receiving warnings about our local elementary school (and Las Vegas public schools in general), we decided to enroll our daughter in the public elementary school in our district. Unfortunately our daughter had a horrible experience of bullying and social isolation throughout most of the school year, a situation we tried to address with her teachers but with minimal success. Our daughter was unhappy and went from a child who loved school to dreading it every day. As her parents we decided to have her finish out the school year and look at different options for 2014-15 because we couldn't bear to see her so unhappy. We would have loved to send her to a private religious school, but financial considerations required us to homeschool her this past year (which was still a very positive for our daughter compared to her public school experience). This coming year we planned to homeschool her again because we are still not able to afford the private school education we would like her to have.

Now after my initial excitement about SB 302 I have come to find out that our daughter will seemingly not be eligible for ESA funds. The bill requires that a student must be enrolled in a public school for 100 consecutive days immediately before applying for the program. This appears to mean that even though we have given our local public school a chance, we must either choose to temporarily re-enroll our child in a school that failed her and made her miserable, or simply forego the ESA funds and either continue homeschooling or stretch our budget to the max to pay for private school completely out-of-pocket...and this while other students in similar circumstances will be receiving significant subsidies simply because they "tried" public school later and immediately before the advent of the program. As a parent in our circumstances it feels like we have no good option.

I completely understand that bills like SB 302 are the product of some compromise through the legislative process, and I also understand the reasons some would want a public school trial period to be a prerequisite for receiving ESA funds. The bill as written, however (assuming I am interpreting it correctly), is patently unfair to those homeschool and private school families that have already tried the local public school, been enrolled for over 100 consecutive days, and have decided before SB 302 that the local public school is not the best choice for their children.

Specifically I ask you to work to expand the ESAs for the many families who have already made the determination that public school education is not right for their children and who are sacrificing financially (either by staying home to school their children or stretching budgets thin for private school education). Many families (including mine) have already given the local public school a chance, and now we have been put in a position where we must accept the financial inequality created by SB 302 and our 'lessor' status, or put our children back into schools that have already failed them just so we can receive the same benefit as everyone else.

Thank you for your time and consideration.

Sincerely,

Ryan Richter

Captain, USAF

From: Lidder, Mylinh [mailto:mlidder@dot.state.nv.us]

Sent: Thursday, July 09, 2015 2:26 PM

To: Nevada School Choice

Subject: Notice of Workshop Update - July 17, 2015 - Providing comments

I would like to add my comments by email please:

- What grades will funding be allowed for?
- Will kindergarten days count towards the requirement to have 100 days of attending public school?
- Will there be a list of private schools that are qualified for this program?

Thank you!

From: Helga [mailto:helgacanfield@hotmail.com]
Sent: Thursday, July 09, 2015 3:34 PM
To: Nevada School Choice
Cc: Helga
Subject: SB302

To Whom It May Concern:

Unfortunately I will be in LA when the workshop will be held, so I am not able to attend.

I wish to express my concerns with how this bill will be implemented.

While I applaud the fundamentals of the bill which enables parents to make school choices based on what they feel is best for their child, I feel this program must be accessible to every family with children. After all, it is funded with taxpayer's money. My money, your money.

The current proposal calls for 100 days of public school. If you don't meet this 100 day rule, you are not eligible. This 100 day period seems quite arbitrary. Why does that make it fair? Why is it not available to every family with school-age kids? Why must a certain group of people be left out?

My husband and I decided to place our twins in private school last year after having attended the public school system to avoid the overcrowding of Shaw Middle School (7th & 8th grade only). Based on our address, our children are zoned for this particular middle school in Washoe County which has been overpopulated for years. If we had waited for our children to finish 6th grade in the public school, we would not have been able to find a spot for them in private school as the limited numbers of spots have already been taken by then by other families who are also trying to avoid overcrowded schools for which they are zoned. Due to this 100 day public school rule, our family is not eligible to participate in the state funded program.

Just like many other families who send their children to private school, some of us make financial sacrifices to send our kids to private school and now it looks like we will all be punished for making that sacrifice. Not all families who send their children are rich.

EVERY tax-paying family should be entitled to the benefits of SB302 regardless of where their kids are currently attending school. Please make it so.

Sincerely,

Helga Canfield

Sparks, NV

From: cjw5064@yahoo.com [mailto:cjw5064@yahoo.com]

Sent: Thursday, July 09, 2015 5:39 PM

To: Nevada School Choice

Subject: Timing & Amount of ESA

Greetings,

In an attempt to clarify details of this measure for Clark County, please answer the following”

1. Will the amount of the initial approved Savings disbursement be a prorated amount or entire allotment for the year?
2. Will the amount be paid out in installments? If in installments, will it be in alignment with a school year which would be 9 equal monthly installments or over a full year of 12 equal monthly installments?
3. Would the disbursement be issued in October, consistent with the day the school district does a final student Count...I think its referred to as “count day??”

Thank you for your response.

c 775-771-0871

From: Mindy Tubin [mailto:katspool2@gmail.com]
Sent: Friday, July 10, 2015 9:54 AM
To: Nevada School Choice
Subject: Re: Eligibility for our child

To Whom It May Concern;

It is a major intent on my part to have my child go to a school which will educate & treat her as a valued human being.

Unfortunately, the public schools here in Las Vegas are in a critical state of unattainability towards a balanced education in a safe environment. The records have shown for many years that Clark County schools are at the bottom of the list in education. The statistics are awful.

It is because of these horrible ratings that I had to enroll my child in a private school and pay the very high fees.

The education that I have paid for each year through my tax dollars has not been distributed to me as it should have been.

Now there is a program where the educational dollars should come to me, but there's a catch, I would have to "un-enroll" my child and enroll her in a public school for 100 days just to get the money that I should have had for her education.

Where do I go to yell at the top of my lungs about how UNFAIR this is & will be if implemented ?

PLEASE HELP!!! I don't have the money to continue paying for the private school on my own so I have to ask you for assistance.

In addition, it would be CRAZY to pull my child out of school so she could attend a CLARK COUNTY SCHOOL for 100days just so she could qualify for the ESA.

Thank-you Very Much for your time,
Kelly

From: LeMaster, Tim [mailto:TLeMaster@nvenergy.com]
Sent: Sunday, July 12, 2015 1:18 PM
To: Nevada School Choice
Subject: ESA public comments

Thanks for this method:

I will try to be brief:

- 1) Continue as planned and allow 2014/2015 charter school children to enroll NOW in private school and be eligible for funding in 2016.
- 2) Our proposed private school year starts AUGUST 10th. PLEASE MAKE ELIGIBILITY RULES clear prior to this, even if small details are not worked out.
- 3) Please make all \$5000+ dollars available to parents in 2016. I see only 3 proposed pay periods. Please make sure they each get 1/3 of funding.
I see 4 possible periods for 2017. Or consider a double payment for initial APRIL funding .

THANKS

TIM LEMASTER
3662 Funston Way
LV NV 89129 702-658-1455h

From: Nadia Guerriero [mailto:nadiasilverman@gmail.com]
Sent: Monday, July 13, 2015 12:25 PM
To: Nevada School Choice
Subject: SB 302 - requesting equal opportunity

July 13, 2015

Dear Mr. Hewitt,

As a tax paying citizen residing in Washoe County, I would like to share my comments regarding the interpretation and implementation of Senate Bill 302 [SB 302].

As Chief of Staff at the State Treasurer's Office, I would estimate that you have fielded/received numerous dissenting comments towards the prejudice within this new education reform bill. As a parent of a first grader attending a private school in Reno, I am disappointed that children attending these institutions are prohibited from inclusion within the ESA program, yet children who would like to "transfer in" are included.

Despite supporting public schools through payment of property taxes (with a portion of that revenue disbursed to schools in the state), I am penalized by SB 302 for already enrolling my child in private education and having done so for the past three years. Because my child enrolled in private kindergarten, we will never meet the 100 consecutive day public school requirement. For me to now transfer her to a public school for 100 days to meet the requirement of this bill is impractical and unfair.

Under SB 302, a child enrolled in public kindergarten during the 2014-2015 school year can now receive an ESA to send their child to private school. Whereas a parent who has made fiscal sacrifices to provide their child with a private education is not capable of receiving an ESA due to a timing/enrollment issue?

I propose that the implementation team consider issuing a one-year waiver of the 100 day attendance requirement for children who were enrolled in private schools during the 2014-2015 education year. By including all (public/charter and private) students in the ESA program, SB 302 will have a positive influence on all children - so as to even the playing field.

Should you have any questions or comments, please feel free to call or write.

Best,

Nadia Guerriero Silverman
2145 Olympic Circle
Reno, NV 89509
c 530-448-0324

From: Marianne Lanuti Esq. [<mailto:nykidslaw@aol.com>]
Sent: Monday, July 13, 2015 9:17 AM
To: Grant Hewitt
Cc: kg@npri.org
Subject: Special Needs and absenteeism

Dear Mr. Hewitt:

I am an attorney who limits her practice to special education since 2001. While many of my clients have autism, I represent children with all disabilities. Many children who qualify for special education (including autism) are faced with medical issues and challenges; such as: breathing difficulties, feeding tubes, medication adjustments, compromised immunity, seizure disorders, asthma, allergies etc. As a result, they require medical treatment and intervention. Some of the above trigger extended absences. Therefore, I am concerned about the "15 day rule" unless there is an exception for medical reasons.

In addition, some of my clients are "removed" from CCSD due to physical/emotional harm. The evidence to prove this can be difficult due to the fact that many are nonverbal and there are no cameras in special education classrooms (another issue I am advocating to correct). As a result, a child may return home with a bruise and CCSD will provide no explanation. The parent may then unilaterally pull the child due to emotional/physical harm and later discover the ESA program only to determine the "15 day rule." The parent would be unable to supply medical documentation or film of the abuse or the explanation for the unilateral removal and/or absences.

Thank you so much for allowing me to contribute to this dialogue.

Marianne Lanuti, Esq.
702-501-1147

From: Abbi Whitaker [<mailto:abbi@theabbiagency.com>]
Sent: Monday, July 13, 2015 1:00 PM
To: Grant Hewitt
Subject: Private School Credit

Not sure if this letter should go to this email or another. My child attends private school and I know you are looking at potentially changing the structure. You are probably going to get this same letter from a few of us. Is there a way we can get in front of you to as a group to discuss?

Dear Mr. Hewitt,

As a tax paying citizen residing in Washoe County, I would like to share my comments regarding the interpretation and implementation of Senate Bill 302 [SB 302].

As Chief of Staff at the State Treasurer's Office, I would estimate that you have fielded/received numerous dissenting comments towards the prejudice within this new education reform bill. As a parent of two children attending a private school in Reno, I am disappointed that children attending these institutions are prohibited from inclusion within the ESA program, yet children who would like to "transfer in" are included.

Despite supporting public schools through payment of property taxes (with a portion of that revenue disbursed to schools in the state), I am penalized by SB 302 for already enrolling my child in private education. Because my child enrolled in private kindergarten, we will never meet the 100 consecutive day public school requirement.

Under SB 302, a child enrolled in public kindergarten during the 2014-2015 school year can now receive an ESA to send their child to private school. Whereas a parent who has made fiscal sacrifices to provide their child with a private education is not capable of receiving an ESA due to a timing/enrollment issue?

I propose that the implementation team consider issuing a one-year waiver of the 100 day attendance requirement for children who were enrolled in private schools during the 2014-2015 education year. By including all (public/charter and private) students in the ESA program, SB 302 will have a positive influence on all children - so as to even the playing field.

Should you have any questions or comments, please feel free to call or write.

Best,

Abbi Whitaker
Abbi Whitaker
owner/president
abbi@theabbiagency.com
cell: (775) 722-2254
work: (775) 323-2977
[@abbijayne](#)
The Abbi Agency
275 Hill St. Suite 250
Reno, NV 89501

From: Dawn Buoncristiani <dwnbuoncristiani8@gmail.com>

Sent: Tuesday, July 14, 2015 8:46 AM

To: Grant Hewitt

Cc: Sarah Stone

Subject: SB 302 Regulations

Hi Grant,

I spoke with you on the telephone recently and plan to be at the meeting July 17. However, should something unforeseen come up I wish to submit my comments to you now.

I support the one time exception to the 100 day requirement to attend public school as proposed, indicating "The student must have been enrolled in a Nevada public/charter school for at least 100 consecutive school days anytime during the 2014-2015 school year;"

My question arises from Example 1 where the parent must submit an application "evidencing that the student has been enrolled in a public/charter school" for the required time period. Will the STO provide a list of what qualifies as evidence and where this evidence may be acquired?

Thank you for the opportunity to submit this input from the public.

Dawn Buoncristiani

775-772-3196

From: Lily Lin [mailto:lilylinpad@gmail.com]
Sent: Wednesday, July 15, 2015 9:28 AM
To: Nevada School Choice
Subject: Q for ESA meeting on Friday

Greeting,

Thank you for allowing my questions:

- 1) Seems that this new school choice bill is needed, however are there any private schools that have openings that are under \$7,000.00 annually for K-12 students?
- 2) If, parents choose to home school their children 2015-1016, and sadly no learning growth happened for the children, and their parents "pocketed" the \$5K per child and then sent them to school 2016-2017 a whole year behind their grade level (example NOT reading by grade3 and not proficient in English) does the CCSD now lose out because they have to double their educational efforts to pickup these remedial students and bring them up to grade level wasting teacher and other students time and money? Seems that may be more the case.
- 3) What are the checks and balances used for homeschool education? Can't have a new bunch of self educated children who don't know basics?
- 4) What if I took out my kids and when an educational overseas trip? Can the money be used to fund that?

Thank you kindly for the answers to my questions.

Lily Lin

From: Karin Dixson [<mailto:kdixson@davdgrp.com>]

Sent: Wednesday, July 15, 2015 12:29 PM

To: Grant Hewitt

Subject: ESA Funding

Hello Mr. Hewitt,

I was pleased to hear the Governor and Legislature were able to pass the Educational Savings Account. It is so important that families can have more options when planning their children's education. I was not so happy to hear that families such as ours that have been paying for private school for the past 5 years will not be eligible. I have not heard what the reasoning is behind this decision? Who would be the best person to contact for an answer to this question? My son is zoned for a school that is at 117% capacity, and because education is so important to us, we made the decision to make some sacrifices and pay for private school with smaller class sizes. I am having a hard time understanding why we won't qualify for this program

Sincerely,
Karin Dixson
Reno, NV

From: Amy Foster <amytf@att.net>
Sent: Wednesday, July 15, 2015 12:52 PM
To: Grant Hewitt
Reply To: Amy Foster
Subject: SB 302 Comments

Dear Mr. Hewitt,

I write today on behalf of my family and SB 302.

It is my understanding that there will be a public hearing on the new education savings accounts this Friday the 17th in Carson City. I would love to attend, but am part of a two member working family so I respectfully submit my comments to you today via email.

My family has sacrificed many activities in an effort to send our children to a private school since Kindergarten. My daughter has a learning disability in reading that requires a lot of work and understanding. The private school has offered class sizes and extra assistance that was simply not available to her in a crowded public school. I made the choice 4 years ago for the benefit of my children.

SB 302 discriminates against families like mine that have worked extra hours for years to provide their children with school choice. We have skipped new automobiles and family vacations. We eat at home and pack lunches. My children have never been to Disneyland because their education is more important. It should never be assumed that children in private school come from families that make hundreds of thousands in income a year.

Taking my daughter from her current school and placing her into public school for 100 days would likely ruin the progress we have made with her disability in reading.

Our neighbors have two children approximately the same age as my children that will now make the election to attend private school simply because the ESA is available to them. No sacrifice. They just sign up.

As a native Nevadan and tax payer, I was excited about the school choice that was opened up by SB 302. I am disappointed that the lawmakers didn't take into consideration families like mine.

I ask for and encourage your support of actions that will open the ESAs to families that sacrificed for school choice years ago and eliminate the arbitrary 100 day public school rule. After all, my children are the future of Nevada and deserve the same playing field.

Amy Foster
Reno, Nevada
775-846-2564



Little Flower School

1300 Casazza Drive Reno, NV 89502
Phone: (775) 323-2931 Fax: (775) 323-2997
www.littleflowerschoolnv.org
colts@littleflowerschoolnv.org

7-15-15

Mr. Grant Hewitt and members of the School Choice Regulation Committee:

I am thankful for the creation of the school choice program this past legislative session. While I appreciate the program and look forward to its future, the legislative requirements to enter into the program create unique and currently unavoidable challenges for private schools, private school families, as well as public schools.

The requirement in section 7.1 for students to attend public school for 100 school days *"immediately preceding the establishment of an education savings account"* places current parents of private school students in a status of deprived decision making; remain in private school and lose a substantial amount of funding or withdraw from the school you have already chosen to enroll in a public school solely to meet the attendance requirement created to access school choice funding. For a family with one child currently going into second grade at Little Flower School, and using \$5,100 as 90% of the statewide average basic support per pupil and a 3% annual increase in such amount, a family would be sacrificing \$64,544 in school choice funding (\$71,716 if the family is at less than 185% of the federally designated poverty level) if their student remains in private school for grades 2-12 without transferring to public school to meet the 100-day requirement for funding. For families with two children in private school, the aggregate amount sacrificed over the same period would be \$129,089 (\$143,432), and with three children it would be \$193,633 (\$215,148). These sums are far too great for the average family to ignore, forcing families who have already chosen private school to withdraw their child and disrupt his or her educational process and community in order to be financially responsible. It is a false assumption that private school families are all wealthy; this year alone Little Flower School has 34 families and 54 students who have applied for financial aid and have a combined calculated tuition need of \$149,433.00.

In addition to the harm that the anticipated, requirement-related transfers may do to students' learning processes and social fabric, the resulting enrollment fluctuations will cause significant problems for both the impacted private schools and public schools. Not only will the affected private schools face potentially significant unbudgeted drops in enrollment, but the affected public schools are likely not to have sufficient available space or staffing to accommodate this unplanned influx of students from private schools this coming school year.

I recognize the options that have been proposed by regulation regarding the 100 day requirement, but believe that these are not sufficient to address the problem. The option of taking one class in a public school would require the parent to drive to two schools during the work day; this is not possible for many parents and is disruptive to the student's academics. There must be a feasible alternative for private school families to take advantage of the Education Savings Account (ESA) in a manner that does not compromise the student's well-being. I have been informed that the 100-day requirement is in place to assure that the Distributive School Account (DSA) funding is allotted for the child in order for it to be placed in the ESA. I also understand that in future years, the number of ESA students will be counted in order to procure the DSA funding. In addition to other one-time exceptions that I understand the committee to be actively considering, I ask the regulation committee to consider another one-time exception to allow private school students to apply for the ESA in the initial phase, carry their application to the beginning of the second year's applications when public school students who have an ESA are counted for the DSA, and then count their application with the other ESAs for DSA funding. While this would prohibit any private school student from receiving funding in the first school year (2015-2016) of the program, it would make all private school students eligible in the second year of the program (the 2016-2017 school year). If the 100 days is truly a matter of funding and budgeting, this exception would mitigate the discrimination and hardship private school families will experience as a result of the current blanket requirement.

There are two other exceptions I would ask the regulation committee to consider. Please consider an exception for military families. The service these men and women offer our country is honorable and the sacrifices their children experience in having to move and change schools should be recognized by allowing them to qualify for an ESA. Also, please consider a policy for siblings. In the same way a private school family could apply for the ESA and have their application in for one year in order to be counted for the DSA funding, allow families of multiple children that same opportunity. It is an unreasonable hardship to have a student who has already utilized an ESA attending a private school while his or her sibling must attend a different school solely to comply with the 100 days requirement. Families should not be separated by this opportunity.

I believe this is a wonderful opportunity for students and families in Nevada. Please consider the options presented above in order for our private schools to maintain enrollment and funding during the transition period, to respect families who have already made the choice and sacrifice to send their children to private school, and to alleviate the discrimination currently being leveraged upon these families.

Sincerely,

Brianne M. Thoreson
Principal, Little Flower School

From: Lara Allen [mailto:rnallen@cox.net]
Sent: Wednesday, July 15, 2015 3:27 PM
To: Nevada School Choice
Subject: ESA question for Friday's workshop

Hi,

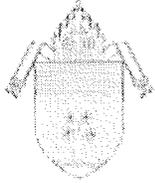
Thank you so much for all of your time implementing ESAs! I really appreciate it – they are such an incredible opportunity to improve education in Nevada!

Here's my question:

What are the qualifications that schools need to meet to be on the "Approved Schools" list for ESAs?

We have been working on opening a private school since Fall 2014. We are recognized by the IRS as a public charity under section 501(c)(3), and can operate as an exempt school under the provision of NRS 394.211, and as such is exempt from the provisions of the Private Elementary and Secondary Act. We are just wondering what we need to do to qualify for ESAs as a school.

Thank you!
Lara Allen



(702) 735-3500
Fax (702) 735-8941

Diocese of Las Vegas

P.O. Box 18316
Las Vegas, Nevada 89114-8316

July 14, 2015

Mr. Dan Schwartz
Nevada State Treasurer
NEVADA STATE TREASURER'S OFFICE
101 North Carson Street, Suite 4
Carson City, Nevada 89701

Mr. Grant Hewitt
Chief of Staff
NEVADA STATE TREASURER'S OFFICE
101 North Carson Street, Suite 4
Carson City, Nevada 89701

Re: Regulations regarding the implementation of Senate Bill 302

Dear Messrs. Schwartz and Hewitt:

The Roman Catholic Diocese of Las Vegas is looking forward to the opportunities presented by the Educational Savings Accounts ("ESAs") created by Senate Bill 302. We have been committed to quality, private education in the State of Nevada for many years and hope that this program can benefit not only incoming students to our schools, but our existing private school students as well.

While our schools have thrived academically, the financial impact of the economic downturn is still present for many of our families who apply for tuition assistance from various sources, including the assistance offered by the parishes and schools themselves. Without this assistance, many of our families would be forced to forego the educational choices they have already made and the commitment to their children's education at our schools.

Moreover, some families have indicated they will withdraw their children (even if temporarily) from our schools to take advantage of the ESA program. This could have a profound negative financial impact on our Diocesan schools. Indeed, you may recall our very difficult and heart-wrenching decision to close St. Joseph Catholic School formerly located in downtown Las Vegas. In its final year, St. Joseph School's enrollment had declined to 41% of capacity. We pray that we are never again in a position of having to close a school.

Many make the incorrect assumption that all families with pupils currently enrolled in private school can afford to remain within those private institutions. A snapshot of just one of our Diocesan school's statistics shows that:

- Approximately 41% of the student population applied for tuition assistance from the school in the past school year.
- Approximately 30% of the student body received tuition assistance which was limited by the available funds.
- 99% of the time, the need for tuition assistance (as calculated by an outside agency) was greater than the assistance we could afford to provide.
- More of our families apply for assistance each year.

We appreciate the many challenges presented in drafting legislation necessary to implement this auspicious program. Having just attended the hearings on the proposed regulations designed to implement AB 165, we are concerned, as are many of our parents, that this bill appears to require public school attendance for 100 consecutive days prior to parents being permitted to apply for an ESA for that child. Specifically, Section 7.1., of the bill states:

“any child required . . . to attend a public school who has been enrolled in a public school in this State during the period immediately preceding the establishment of an education savings account pursuant to this section for not less than 100 school days without interruption may establish an education savings account for the child. . . .”

On its face, the 100 day requirement of SB 302 (which was not included within the originally drafted legislation) appears to unduly and unreasonably burden those individuals who have already effectuated their school choice. Moreover, the tax-paying parents of the children currently enrolled within the Diocesan school system garner little to no benefit from the public school system. Their tax contributions nonetheless comprise a portion of the public schools' per pupil expenditure even though their children do not attend public school. To now purposefully exclude them from the benefit (for which they have already paid) by denying them access to an ESA would only exacerbate their unequal benefit and unequal treatment.

If this literal reading of SB 302 has the immediate effect of excluding those students whose parents have already made a school choice, and no amount of regulations promulgated by your office can avoid such a result, we feel that emergency legislation should be initiated through the Legislative Commission to eliminate the 100 day requirement in SB 302. This interpretation of the 100 day requirement would serve no legitimate purpose in this groundbreaking program and indeed may not survive judicial scrutiny.

However, a more nuanced reading of SB 302, coupled with the authority delegated to the State Treasurer's Office, seem to permit the creation of specific regulations that can avert the aforementioned impact. While at first blush this language appears to present a barrier to our existing families' establishment of an ESA, other language within the bill (as from other sources) suggests there remains flexibility to afford existing private school students the ability to obtain the same benefits as their public school counterparts. For example, the Legislative Counsel's comments describe the bill as:

. . . establish[ing] a program by which a child *enrolled* in a private school may receive a grant of money in an amount equal to 90 percent . . . of the statewide average basic support per pupil. Sections 7 and 8 of this bill allow a child to enroll part-time in a public

school while receiving part of his or her instruction from an entity that participates in the program to receive a partial grant.

S.B. 302, 78th Leg. (Nv. 2015)(emphasis added).

This suggests an intention to benefit those children already enrolled in private schools. Moreover, the bill itself suggests contemporaneous attendance in both a public school and a private school, or participating entity, to satisfy the 100 day attendance component by those already *enrolled* in private school. Specifically, section 7.10, states in pertinent part:

A parent may establish an [ESA] for a child who receives *a portion* of his or her instruction from a public school and a portion of his or her instruction from a participating entity.

S.B. 302 §7.10, 78th Leg. (Nv. 2015)(emphasis added).

Thus, the apparent flexibility within SB 302, coupled with the authority delegated to your office, permits the promulgation of regulations which provide options for our students, and other students attending private schools. We suggest regulations to promote universal school choice for all, which could include, without limitation the following:

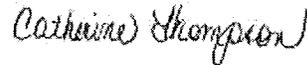
- A waiver or exemption of the 100 day requirement is needed.
If the 100 day requirement cannot be eliminated at this juncture, either through the legislative or judicial processes, we suggest promulgation of a regulation that would provide a one-time exemption from or waiver of the 100 day requirement for those students currently enrolled in a private school which falls within the definition of “participating entity” as defined by SB 302. Such a one-time exemption could be made available during the first enrollment period, from January 4, 2016 to February 29, 2016. This would empower parents of private school students to maintain their children in their current educational environments this year and afford equal treatment under the law.
- Simultaneous attendance at both the students’ private school of choice and a public school through on-line classes should fulfill the 100 day requirement.
 - The 100 days attendance could be satisfied by private school students if they have previously completed or when they now enroll in on-line classes offered by the public school, but not offered by the private schools. This could be done while the student maintains his/her enrollment at the current school of choice and is similar to example number two, on page two of the State Treasurer’s Offices Issues Proposal for Education Savings Account Eligibility Under SB 302, dated 6/29/2015.
 - Brick and mortar-based attendance, or any regulation requiring live attendance, would effectively eliminate ESAs for many in private schools. It would be to the detriment of the child to uproot them from their school of choice, their friends, their teachers, their peers and their school community to meet the 100 day requirement. It is not only wholly disruptive to their child’s educational experience, but negatively impacts their child’s academic achievement. Moreover, the student’s space at the private school may no longer be available.

- Definition of 'uninterrupted' attendance should not apply to those students who have previously attended a private school:
Those not previously attending public school on a full time basis should be afforded credit toward the 100 days for any and all classes taken on-line, in-person, or through any other means where such classes would qualify for credit at a public school. Moreover, participation in public school PSAT, SAT and ACT preparation classes could also be used to satisfy this requirement.

Finally, we feel it is important to note that those students educated within our school system have resulted in a savings to our public schools and have provided them with more means in which to provide top quality education. This year alone, approximately 3,300 students are currently enrolled in our Las Vegas Diocesan Catholic School system, resulting in a savings to the CCSD of approximately \$19,000,000 (given an approximate \$6,000 per student spending allocation).

We hope that this communication has provided you with ample support for regulations that are inclusive to those students already attending private school. We look forward to working with you on these matters and are available to answer any questions.

Very truly yours,



Catherine Thompson
SUPERINTENDENT OF SCHOOLS
DIOCESE OF LAS VEGAS



Judith Kohl
GENERAL COUNSEL
DIOCESE OF LAS VEGAS

From: Melissa Olivas [mailto:melissa@lasvegaspr.com]
Sent: Wednesday, July 15, 2015 4:55 PM
To: Nevada School Choice
Subject: ESA Implementation Comment

How is it acceptable to administer such a transformative educational program that excludes only approximately 6% of the students in Nevada?

My father is a 67-year old native Nevadan who has lived here all of his life. I am a native Nevadan and so are my children. My husband and I have chosen to make sacrifices to send our twin 14-year old sons to St. Viator School (private school) since Pre-K for several reasons, including that one of the boys has a diagnosed learning disability and the services provided by St. Viator School, and now as they move on to Bishop Gorman High school (private school), are not available through the Clark County School District. Our tuition at St. Viator School was \$7,100 per year for both children with our parishioner discount. In order to send our children to their first year at Bishop Gorman High School for the 2015-2016 school year, our tuition has more than tripled (even with the same discount) and now costs us \$22,600 per year. But we juggled our finances to make this work because my son was admitted to The Learning Center program at Bishop Gorman to help him with his special needs. I pray are able to continue this track for the next four years until they graduate.

It seems to me that SB 302 is discriminatory against those of us who have chosen faith-based education and against the children that need services that aren't provided at the same level through CCSD as they are through private school. The fact that I have always paid for my children's education should not exempt me from a state program. I have always paid my taxes, as well. It is appalling that someone could move here, send their children to public school for 100 days and then be eligible for this program while loyal tax-paying, lifelong Nevadans have the door shut in their face unless they disrupt their children's lives and education.

The SB 302 sponsor, Senator Hammond, recently appeared on Ralston Live and stated that children currently enrolled in private schools are exempted because of state budgetary concerns and that people sending their children to private school have already budgeted for this cost in their lives. In reviewing the bill, the ESA covers other costs outside of tuition that are not part of private school tuition such as tutoring and college testing fees. Additionally, parents of public school students don't have any assumption on their budgetary constraints or lack thereof. What if parents are doing all they can just to send their children to private school and they can't afford tutors? These children should be allowed access to ESA funds, as well, to be used for these purposes.

In summary, this bill is unfair to so many families who put their children's education as a priority at great cost to their own quality of life. If the state budget is the concern then there should be income limitations on access to the ESA funds not just an across-the-board stereotype aimed at current private school families. As such, all Nevada families should be allowed a one-time exemption to the 100-day public school rule so that everyone has equal opportunity to benefit from such a well-intended program.

Please help by implementing the bill so it includes all who need its benefits.

Thank you,
Melissa Olivas

From: Michelle Krakora [mailto:michellekrakora@gmail.com]

Sent: Wednesday, July 15, 2015 10:16 PM

To: Nevada School Choice; Grant Hewitt

Subject: ESA Program-- Public Comment Regarding Existing Private School Students

I am writing to provide comment for the July 17, 2015, workshop regarding the proposed regulations for Nevada's ESA Program. Because of the requirement in the newly enacted legislation that students be enrolled in public school for 100 days before they can apply for an ESA, families with existing private school students are being penalized and are unable to apply for an ESA. In a law enacted and promoted as a way to give Nevada families a choice of where to send their children to school, this result is non-sensical. Families with existing private school students will now be forced to enroll their child in public school for 100 days in order to be treated the same as families with children currently attending public school. Not only will such a requirement disrupt the education of the particular child, it will have the undesirable effect of causing more crowding in the public schools and injecting a transitory (100 day) segment of students into the schools. Consideration must be given to potential solution for existing private school students. Logically, these students should be exempt from the 100 day requirement and the treasurer should implement a separate accounting process for such students.

Thank you for your consideration.

Michelle Krakora
Reno, NV 89519

--

Michelle Krakora
775-815-1772

From: **Hinkel Morgan** morgan.hinkel@yahoo.com
Subject: ESA letter
Date: July 15, 2015 at 3:59 PM
To: Murray Karyn Osgood kmurray@brookfieldschool.com

To Whom it May Concern,

I am writing to voice my opinion in regards to the ESA bill and the 100 days in public school to gain eligibility. While I am happy to see a bill like this being passed in our state and know this will benefit many families and children I have concerns regarding the 100 days in public school policy before becoming eligible for funding. As a mother and a teacher I do not see anything productive or positively gained by forcing these children to be in public school for 100 days. If a family has already made the decision to enroll their child in a private school and use the ESA funding why disturb the child, school, and teachers after 100 days? As an elementary school teacher myself I know the hardship changing schools and teachers takes on a young child. The child is forced to make new friends, pick up a new curriculum, new class rules and regulations, get to know a new teacher, school, etc. Forcing a child to do this not only seems unnecessary but also irresponsible. It is our job as educators and leaders to make sure these children are given the best education possible and leaving a school mid year because of an unnecessary and disturbing policy is not taking the child's best interest into consideration. Thank you for considering my opinion regarding this matter.

Sincerely,

Morgan Dusek

(Nevada Certified K-8 teacher)

Sent From Morgan Dusek

July 17, 2015

Nevada State Senator Harris, et. al.,
SB302, which establishes the Education Savings Account, is a great step forward in giving parents (and students) wider choices in education. I believe this will foster a healthy competition and encourage excellence in education. It is a landmark bill for Nevada.

However, one aspect of the law is troubling – namely the requirement that a student attend at least 100 days of public school before an ESA (account) may be created.

Our son, Holt, is 3 years old and has been attending Brookfield School (pre-school) and we are very pleased with his education. We had intended to have Holt continue at Brookfield for elementary and middle school.

The \$5000 “voucher” will certainly be an incentive to most parents, including us, to apply for an ESA. To do so, however, it now appears that it will be necessary to pull Holt out of Brookfield (which he loves) and place him in public school for most of a year (probably kindergarten). This will be a disruption of the Brookfield program and seems to be an unnecessary challenge to a small child. We would, of course, prefer not to pull Holt out of Brookfield.

Consider also the implications to both public and private schools as students are switched back and forth. Rather quickly, there will be a surge away from the private schools and into the public schools – to be followed by a surge back to private schools after the individual 100 day requirement is met. This will disrupt the education of the students and it will create a planning nightmare for both private and public schools -- which will be uncertain of their near-term enrollments.

I hope that a way may be found to allow private school students to continue with their beloved schools and not be denied the benefits of the ESA program.

Thank you,

Brent and Trista Silver, 2870 E. Lake Ridge Shores, Reno, NV

775-657-9780

Little Flower School

1300 Casazza Drive Reno, NV 89502
Phone: (775) 323-2931 Fax: (775) 323-2997
www.littleflowerschoolnv.org
colts@littleflowerschoolnv.org

7-15-15

Mr. Grant Hewitt and members of the School Choice Regulation Committee:

I am thankful for the creation of the school choice program this past legislative session. While I appreciate the program and look forward to its future, the legislative requirements to enter into the program create unique and currently unavoidable challenges for private schools, private school families, as well as public schools.

The requirement in section 7.1 for students to attend public school for 100 school days "*immediately preceding the establishment of an education savings account*" places current parents of private school students in a status of deprived decision making; remain in private school and lose a substantial amount of funding or withdraw from the school you have already chosen to enroll in a public school solely to meet the attendance requirement created to access school choice funding. For a family with one child currently going into second grade at Little Flower School, and using \$5,100 as 90% of the statewide average basic support per pupil and a 3% annual increase in such amount, a family would be sacrificing \$64,544 in school choice funding (\$71,716 if the family is at less than 185% of the federally designated poverty level) if their student remains in private school for grades 2-12 without transferring to public school to meet the 100-day requirement for funding. For families with two children in private school, the aggregate amount sacrificed over the same period would be \$129,089 (\$143,432), and with three children it would be \$193,633 (\$215,148). These sums are far too great for the average family to ignore, forcing families who have already chosen private school to withdraw their child and disrupt his or her educational process and community in order to be financially responsible. It is a false assumption that private school families are all wealthy; this year alone Little Flower School has 34 families and 54 students who have applied for financial aid and have a combined calculated tuition need of \$149,433.00.

In addition to the harm that the anticipated, requirement-related transfers may do to students' learning processes and social fabric, the resulting enrollment fluctuations will cause significant problems for both the impacted private schools and public schools. Not only will the affected private schools face potentially significant unbudgeted drops in enrollment, but the affected public schools are likely not to have sufficient available space or staffing to accommodate this unplanned influx of students from private schools this coming school year.

I recognize the options that have been proposed by regulation regarding the 100 day requirement, but believe that these are not sufficient to address the problem.

The option of taking one class in a public school would require the parent to drive to two schools during the work day; this is not possible for many parents and is disruptive to the student's academics. [There must be a feasible alternative for private school families to take advantage of the Education Savings Account (ESA) in a manner that does not compromise the student's well-being.] I have been informed that the 100-day requirement is in place to assure that the Distributive School Account (DSA) funding is allotted for the child in order for it to be placed in the ESA. I also understand that in future years, the number of ESA students will be counted in order to procure the DSA funding. [In addition to other one-time exceptions that I understand the committee to be actively considering,] I ask the regulation committee to consider another one-time exception to allow private school students to apply for the ESA in the initial phase, carry their application to the beginning of the second year's applications when public school students who have an ESA are counted for the DSA, and then count their application with the other ESAs for DSA funding. While this would prohibit any private school student from receiving funding in the first school year (2015-2016) of the program, it would make all private school students eligible in the second year of the program (the 2016-2017 school year). If the 100 days is truly a matter of funding and budgeting, this exception would mitigate the discrimination and hardship private school families will experience as a result of the current blanket requirement.

There are two other exceptions I would ask the regulation committee to consider. Please consider an exception for military families. The service these men and women offer our country is honorable and the sacrifices their children experience in having to move and change schools should be recognized by allowing them to qualify for an ESA. Also, please consider a policy for siblings. In the same way a private school family could apply for the ESA and have their application in for one year in order to be counted for the DSA funding, allow families of multiple children that same opportunity. It is an unreasonable hardship to have a student who has already utilized an ESA attending a private school while his or her sibling must attend a different school solely to comply with the 100 days requirement. Families should not be separated by this opportunity.

I believe this is a wonderful opportunity for students and families in Nevada. Please consider the options presented above in order for our private schools to maintain enrollment and funding during the transition period, to respect families who have already made the choice and sacrifice to send their children to private school, and to alleviate the discrimination currently being leveraged upon these families.

Sincerely,

Brianne M. Thoreson
Principal, Little Flower School

Public Testimony for S.B. 302 Implementation
7/17/2015

My name is Glen Cheney. I live in Carson City. I am a father and grandfather. I have two grandsons attending public schools. I have no children attending private school as we and their parents are not able to afford the tuition. I am, however, very supportive and grateful for the passage of S.B. 302 and am happy our grandchildren will have the choice to be considered for attending private school. Please consider the following for implementation of S.B. 302:

- Please allow the current students attending private schools to be grandfathered in under the provisions of S.B. 302 and be eligible to have the public funding applied to their tuition without having to meet the 100 day rule. This is a practical start up that will be less disruptive to the students and the schools. These parents have been paying school taxes the same as everyone else without the benefit. They have really been paying twice by paying education taxes and the private school tuition.

- If there is any way possible to allow public school students to start this upcoming school year in a private school, rather than next school year, even as a pilot program, please do this. This would be beneficial to both the public and private schools and the students. It would fill up vacant slots in the private schools and relieve some of the overcrowding in public schools. Nevada has many vacant teacher slots and overcrowding in classrooms. It seems this would help address that crisis and allow for a pilot test drive of the program earlier.

Glen Cheney
7548 Old US HWY 395
Carson City, Nevada 89704
775-882-8885

From: Aimee Hairr [mailto:aimee1313@cox.net]
Sent: Thursday, July 16, 2015 11:00 AM
To: Nevada School Choice
Cc: JThomason@lmca.org; Sue Blakeley; Karen Gray; Tim Keller
Subject: Letter from Parent ESA

To whom it may concern,

I am writing a letter in regards to Nevada's new ESA. I want to start by thanking everyone involved for bringing this to our state especially Senator Hammond. Our state is in need of the ESA and I could not agree more that parents deserve and need a choice to where their children go to school or how to properly educate each individual child of theirs. I am the mother of five children 2 of them have an IEP through CCSD. My intentions are to change the way all of my children are educated through the use of an ESA. I have read over the proposed regulations and I'm happy to see that you may be offering a dual enrollment where my oldest son can take a course online to fill his hundred days at a public school while he continues in his private school. I encourage you to keep this policy in place. All my school aged children are currently in a public school through Clark County School District except my oldest son. He was bullied relentlessly during his junior high school years it left psychological damage. We felt our only option was to place him at a private high school for his freshman year at Lake Mead Christian Academy and he has thrived. The school has not only guided him spiritually but academically and he feels safe again. It has come with a cost and has been a financial hardship on our family. He spent K-8th grade in a public school and a public charter school. The ESA has been a blessing because it will help us continue to place him in a private school setting where he does thrive. We will now have the choice to place all of our children at LMCA this January. My oldest son has spent more than 100 days in a public school for Clark County School District yet his well being was effected in such a way that he couldn't learn in that environment. My intentions will be to have him take an online course through CCSD to fill his hundred days and with a subject that his current private school does not offer. I am urging you to keep this policy in place because this will not only help my son but many other children in the same situation. I will keep my younger children in public school until the ESA begins this January 4th. Again I am grateful that the ESA has arrived in our state of Nevada. Please consider keeping the proposed policies. There are many families that did not have a choice but to put their children in private school and they shouldn't be penalized. My children have spent more than 10 years in Clark County School District public schools. We did give our public school system a chance and I assure you in my strongest opinion it has failed more than half my children. We need change and the change is here. Thank you for taking the time to read my letter and possibly consider keeping the proposed policies in place.

Aimee Hairr
2402 Viewpoint Drive
Henderson NV 89014
702-354-1364

Erin Parcels
9057 Spoonbill Ridge Place
Las Vegas, NV 89143
702.375.2325
eparcells@gmail.com

VIA ELECTRONIC MAIL: NEVADASCHOOLCHOICE@NEVADATREASURER.GOV

Dan Schwartz
State of Nevada Office of the Treasure
101 N. Carson City, Suite 4
Carson City, NV 89701-4786

July 16, 2016

RE: Nevada's Education Saving Account Program
July 17, 2015 Workshop for Proposed Regulations Relating to SB 302

To Whom It May Concern:

I am a 17 year Nevada resident and mother of two children, ages five and eight years old. Both children are enrolled in a private school in Nevada. I have questions and observations related to SB 302 regarding the application of the current requirements.

First, Nevada has an obligation to educate every child. Why is this benefit not applied equally to every child in Nevada? Private schooled and homeschooled children are not given access to the benefit.

In regards to the question above, as it stands now, a parent who has chosen private school or homeschool previous to the passing of this bill is now faced with putting their child in a public school for over half the school year to comply with Section 7¹. This is not academically sound for the child. It also adversely affects a teacher's ability to get a feel for the classroom, and achieve and maintain a positive learning environment.

I understand that private schooled and homeschooled students were not included because the State does not currently include these students in its budget. As an alternative to excluding current students altogether or forcing students to attend a new school for 100 days, can a procedure be put in place where parents express their interest in the Educational Saving Account for their child by filling out a form with the State Treasurer's office? The State can then account for these children in the next budget cycle.

Second, how does this bill apply to kindergarten students for the 2015-2016 school year?

As I understand the requirements, particularly regarding the 100 days in public school provision, children under the age of 7 are not required to attend school.² Therefore, a 5 or 6 year old student

¹ See Section 7, "Except as otherwise provided in subsection 10, the parent of any child required by NRS 392.040 to attend a public school who has been enrolled in a public school in this State during the period immediately preceding the establishment of an education savings account pursuant to this section for not less than 100 school days without interruption may establish an education savings account for the child by entering into a written agreement with the State Treasurer, in a manner and on a form provided by the State Treasurer".

² See NRS Chapter 392.040(1) "Except as otherwise provided by law, each parent, custodial parent, guardian or other person in the State of Nevada having control or charge of any child between the ages of 7 and 18 years shall send the child to a public school during all the time the public school is in session in the school district in which the child resides unless the child has graduated from high school".

attending a private school during the 2015-2016 school year would be eligible to apply for the Education Saving Account during the first Open Enrollment Period starting January 4, 2016. Is this correct?

I communicated with the principal at my children's school and he brought up points, regarding how the "100 days" condition could affect both private and public schools, that I thought would be helpful to add to the discussion. His points are outlined below:

1. Public schools could see an increase in their already population-impacted classrooms - not ideal for those professionals or those students in those schools.

2. There may be no private school to which those students can return if there is a mass, or even temporary, exodus as the tuition dollars will not be coming in.

3. Staffing in private schools is directly linked to funds via tuition, and it is a somewhat similar situation for public schools. The school districts in Nevada may be faced with hiring additional staff to accommodate the increased enrollment due to current private school students enrolling to comply with the "100 days" provision. Assuming those children return to the private schools they formally attended after the 100 day requirement is fulfilled, Nevada public schools will be left with a surplus of teachers hired to educate the students that have now returned to the private schools.

4. Some students who attended a private school would be served via an Individualized Educational Program ("IEP") in a public school for which private schools can more easily address simply due to a smaller classroom size. That means more IEPs being established, which means more resources to assess students and draft plans, versus those professional talents being utilized to better serve those students whose time will not have to be diluted by additional students who would otherwise be in private schools.

Thank you for your time.

Very truly yours,



Erin Parcels

From: Jaimie Dianda [mailto:jaimie.dianda@gmail.com]
Sent: Thursday, July 16, 2015 3:12 PM
To: Nevada School Choice
Subject: Fwd: SB 302: Please Read!!!

Dear Mr. Hewitt,

As a tax paying citizen residing in Washoe County, I would like to share my comments regarding the interpretation and implementation of Senate Bill 302 [SB 302].

As a parent of a first grader attending a private school in Reno, I am disappointed that children attending these institutions are prohibited from inclusion within the ESA program, yet children who would like to "transfer in" are included.

Despite supporting public schools through payment of property taxes (with a portion of that revenue disbursed to schools in the state), I am penalized by SB 302 for already enrolling my child in private education. Because my child enrolled in private kindergarten, we will never meet the 100 consecutive day public school requirement.

Under SB 302, a child enrolled in public kindergarten during the 2014-2015 school year can now receive an ESA to send their child to private school. Whereas a parent who has made fiscal sacrifices to provide their child with a private education is not capable of receiving an ESA due to a timing/enrollment issue?

I propose that the implementation team consider issuing a one-year waiver of the 100 day attendance requirement for children who were enrolled in private schools during the 2014-2015 education year. By including all (public/charter and private) students in the ESA program, SB 302 will have a positive influence on all children - so as to even the playing field.

Should you have any questions or comments, please feel free to call or write.

Sincerely,

Jaimie Bertelson Dianda
775.240.3003
jaimie.dianda@gmail.com

From: Dennis Lancaster [<mailto:dennislancaster@outlook.com>]
Sent: Thursday, July 16, 2015 7:08 AM
To: State Treasurer
Subject: Input/comments on SB 302

Ladies and Gentlemen,

First, I want to applaud the efforts of our state leaders to recognize the unique educational needs of all the children of this great state. SB 302 goes a long way in ensuring a quality, effective education plan can be made available to all students, regardless of circumstance.

What is perplexing about the new program provision is the requirement for eligibility. Specifically, requiring students to have been enrolled in a public or charter school for 100 days (minimum) prior to entry to the program is discriminatory. In passing this Bill, not only have we the citizens of the State of Nevada stated that we will not allow this class of student into the program, but it also unfairly excludes these children as a class to the benefits provided to others. While I agree that rules of eligibility must be in place to establish qualifications, these rules must be fair and unbiased. This rule of SB 302 is outright discrimination of all children currently enrolled in a non-public/charter school. This would include any home schooled and/or private school children.

Sadly, our leadership has failed our children by this rule. We are establishing that it is acceptable to exclude certain children due to their current educational choices which work for them. This rule will force an upheaval in these children's lives that is completely unnecessary and was obviously not considered as their rights have been trampled by this unfair rule. To now make these children change schools/methods of teaching just to establish eligibility is biased and completely unfair—and outright discrimination in its essence.

As the committee works to develop the rules and regulations surrounding this Bill, I strongly suggest we take a proper look at the negative impact this rule has, and will have, on our children as the unfair and discriminatory practice it is. Please change this rule!

Thank you,

Dennis and Rachel Lancaster
1074 Via Saint Lucia Place
Henderson, NV 89011

ALL children are equally important in Nevada. Race, religion, sexual orientation, there is so much criteria to be politically correct. But kids are kids.

That is why SB302 was designed in the first place. Right? So why would you exclude my child because my husband and I have made her education a priority? Isn't that the responsible behavior of parents? Our family doesn't have iphones or new cars, quad runners, play stations, Xboxes or other luxuries. My 11 year has not been to Disneyland, we have not been on vacation for 11 years. We simply can't afford it. We have been paying tuition for our child. We have been paying for books, clothing and travel expenses (to and from Dayton to Carson City every day for almost 7 years, just for school) So, as responsible parents, why should we have to disrupt our child's routine to benefit from taxes that we already pay for and do not benefit from? Our family pays over \$3500.00 towards Lyon County public school system and \$4600.00 towards her tuition in Carson City. So far, that is \$8,000.00 a year. Our priority is our child, and it is our responsibility to provide the best education our child deserves, not whether she has designer shoes or the best apps on an ipad.

If my child is deemed ineligible for this program because she is currently enrolled in a private school, then we will have to continue to pay her current tuition, but we will also have to assist in paying for the tuition of those parents whose priority is not their children's education, and those parents who are not voicing their concern about the school system their children are currently enrolled in.

The new regulations state that children who are not enrolled in the public system need to spend 100 days in the public system to be eligible for monetary compensation. Think about it. 100 days is a long time for an adolescent to be around strangers, in a new school, that will only be temporary. Most people are already looking for a go-around, because they feel this is unfair. My child is not equipped to deal with the inadequacy and potential dangers of public school. This is one reason that we placed her in parochial school. There was much gang activity and other distractions at her assigned school.

This legislation plans to displace these children, for 100 days; children who say the pledge of allegiance every day, respect those around them, and expect to be treated the same. My child will not be making friends with these other students because my child won't be bonding with them. She will be going back to her own school, may be subject to depression, and will, in all likelihood, lag behind her current school. All those children will be missing 100 days of education that they certainly benefit from. Isn't this defeating the purpose, the spirit of the law? A better education!

My recommendation would be to allow those children in private schools, who have a grade point average above 80% to attend their normal school, while awarding them and their parents with this new legislation. My child has worked hard to maintain her grade point average, as do her fellow students. So reward her, instead of penalizing us, for making our most important mission in life a priority.

As a parent, I think everyone would like to see every single child succeed, every single child receive the best education possible, every single child have the best living conditions, and every single child have the very best environment growing up. But the truth is that people get divorced, parents lose focus of what is important; many become monetarily greedy and assume their child is being cared for by society. They take no part in their child's education. They believe their child is becoming educated.

Why should my child, or any other child currently enrolled in a private school have to suffer to allow other children to benefit from the excellent conditions of private schools. As long as the parents are as dedicated as we have been and as long as the students are as dedicated as our child has been then award them as well. So here is my suggestion:

1. The state cannot pay for the 65,000 students who are already enrolled in private schools. That is a known fact. Reward those students who have a grade point average of 80% or more, the "luxury" of not having to attend public school for 100 days.
2. Reward those parents who have been active in their student's education by not disrupting their student for 100 days.
3. Reward the students who are already enrolled in school who are well behaved towards other classmates and teachers and have a true desire to learn.
4. Honor those students who benefit their communities and may become future advocates of a better education.

We have seen this time and again. Throwing money at a public program that is inadequate does not resolve the intrinsic problem. In this case you have to have parental involvement and a shift in priorities. Our family started reading to my child at a very early age. She was reading by three years old. Just think of the potential of the children of this state if we focused on the children instead of the politics.

Respectfully submitted

Deborah Larson

1129 Cheatgrass Drive

Dayton NV 89403

(775) 230-9207

-----Original Message-----

From: Melissa Sadler [mailto:missnpeaches@cox.net]

Sent: Friday, July 17, 2015 8:41 AM

To: Nevada School Choice

Subject: SB 302

Good morning,

I just wanted to share my thoughts on SB 302. I think this bill is a wonderful option for residents of Nevada. School choice is a beautiful thing. This allows families to choose the options which fit their children the best, and avoid the "one size fits all" situation.

However, I do feel the 100 day rule needs to be removed or amended. I am a former public school teacher. I support public education. My children attended our local public school in Henderson for 5 years. Unfortunately, it didn't work for us. We moved to a private school.

Despite our years of public school attendance, and 12 years as NV taxpayers, we will not qualify for the funds but someone who moved here last year and attended for less than a year will qualify.

I understand the need for people to at least give their local public school a chance. We did that. It didn't work for us. Perhaps eliminating the 100 day rule will work. Even better, grandfather in anyone who has attended a public school for 100 days in their school career.

Please don't punish those of us whom were not lucky enough to be in the right place at the right time. We tried. It didn't work for us.

Thank you,

Melissa Sadler

Sent from my iPhone

----- Forwarded message -----

From: **Kris Parraguirre** <krisparraguirre@gmail.com>

Date: Fri, Jul 17, 2015 at 11:15 AM

Subject: SB302

To: ostcash@nvtreasurer.gov, scott.hammond@sen.state.nv.us

Dear Mr. Schwartz,

Thank you so much for the public meeting today regarding SB302. We were unable to attend but did listen in to the entire meeting.

We are writing today to make you aware of our families situation and urge you to take immediate action on this bill. We currently have 2 students that have always been enrolled in public education at the most overcrowded school in Washoe County School District. We have always wanted a private school education for our children but sadly have been unable to afford it. With the creation of this bill it opens up an unbelievable opportunity for our children.

That being said we start school in three very short weeks!! If the 100 public school days requirement were to include the 2014-2015 calendar we would qualify for these funds already. We would be willing to move our children to private school now and pay for one semester of schooling because we strongly feel that beginning the school year at their new school rather than moving mid-semester would be in their best interest.

We are asking you to act this week or next and quickly adopt the one time exemption proposed by the STO that allows the 100 consecutive school days to be anytime during the 2014-2015 school year. This way we can move to private school at the beginning of the school year and avoid a hard mid-semester move knowing that we would qualify for the funds as soon as they become available. With school starting on August 10th we need you to act NOW to make this a possibility for our kids and all the kids of Nevada.

Thank you,

Pat & Kris Parraguirre

From: Sean Fellows <sean@lasvegaspr.com>
Date: Fri, Jul 17, 2015, 12:46 PM
Subject: 7/17 Workshop on SB302
To: dan@dan4nevada.com <dan@dan4nevada.com>
Cc: Sig Rogich <sig@lasvegaspr.com>, Melissa Olivas <melissa@lasvegaspr.com>, grant.hewitt@gmail.com <grant.hewitt@gmail.com>

Treasurer Schwartz:

On behalf of Sig & myself, I wanted to take a moment to reach out to commend you on your handling of today's workshop. As you so well articulated, this legislation is truly transformative and I applaud you and your team on the stewardship of its implementation.

In interest of time, and per your suggestion, I did not speak. However, I wanted to stress our support of finding regulatory exemptions to the 100 day requirement. Parents who currently make the economic sacrifices to send their child to private school shouldn't be left out of this dynamic opportunity.

I would also echo the fantastic remarks made for the record by Melissa Olivas. Nevada taxpayers who are making significant financial sacrifice to send their children to private schools should not be penalized for these sacrifices. This is why we fully support a regulatory provision that allows a student to qualify for an ESA by taking a course from an accredited online public or charter school. We believe, as your remarks underlined, that this will meet the legislative intent of being "enrolled".

Again, thank you for your leadership.

Respectfully,
Sean

Sean Fellows

Director of Government Affairs
The Rogich Communications Group
11920 Southern Highlands Parkway
Suite 301
Las Vegas, NV 89141
Cell: 702-596-6416
Office: 702-796-1773
Fax: 702-796-7218

From: Leah Crosby [mailto:lcrosby5@gmail.com]
Sent: Friday, July 17, 2015 1:23 PM
To: Nevada School Choice
Subject: ESA Comment

Thank you for holding the meeting this morning and allowing parents/community members to ask questions and share concerns about the ESA BEFORE you set the guidelines in stone. I was unable to attend the meeting but wanted to share my thoughts and ask some questions.

I urge you to include kindergarten (half or full day) and an online class option as a part of the 100 day requirement and not to prorate the amounts available for the ESA. Our oldest child, of three, has been enrolled in public school since first grade. My younger kids are 3 and 1. Our oldest daughter is a GT student and her needs have long gone under served in public school. We have wished for years that we could afford to send her to the non-sectarian private school in Reno/Sparks, but it is out of our financial reach. This bill may help us send her, but if her younger siblings have to start school at a public school for kindergarten, the chances of her getting a spot at the same private school for 1st grade (after her 100 days of public school) are almost non-existent. How can we, as parents, send one child and not her sisters? The administrators at the private school have informed us that their classes are almost full and with this bill, they most certainly will be by the time our 3 year old turns 6.

Please also consider how crowded public school classrooms will be in this upcoming school year, if students will all be moving in from private schools just to meet this requirement. Our oldest child is already supposed to be in a class of 35 students! I don't think it would violate legislative intent if you use last school year's data for the 100 day requirement just to avoid swamping public schools unnecessarily. The online class option in your proposal will also help avoid unnecessary strain on the public system this upcoming school year and in the years following when homeschool and private school families will be putting younger siblings into the system to qualify for ESA accounts.

I know that for my family, we would move our oldest into private school and find a way to pay for half of the private school year in kindergarten for our youngest kids when the time comes. IF we knew that they could qualify for an esa account after 100 days of an online class.

I would also like to know if Gifted and Talented students qualify as children with special needs to receive 100% of the funds vs 90%?

When will there be a list of qualifying entities prior to each school year?

Finally, would it be possible for us to use the ESA funds to pay a retired WCSD teacher to tutor/homeschool my child or would they need to be accredited somehow or own a business with business license etc?

Thank you!

Leah Crosby

From: Vickie Stutzman [<mailto:vickiestutzman@gmail.com>]

Sent: Friday, July 17, 2015 3:14 PM

To: Grant Hewitt

Subject: ESA

I wanted to thank you, as well as Mr. Schwartz and others, for the opportunity to be heard about concerns and suggestions regarding SB302 implementation.

Though I didn't speak, my concerns were certainly voiced by others. My biggest concern is the 100 day rule. I'm grateful it was explained why this was put into place, though it creates many logistics that will be difficult.

As a mother, I feel the 100 day rule isn't fair. I've already raised 2 sons through WCSD schools and vowed not to repeat that for my remaining 2 children.

As a private school faculty member, I can see that this has potential to strengthen and grow our school in the future, but the immediate implications are a bit daunting.

Again, thank you all for the opportunity to be heard. I've never participated or even watched our government in action like this and it was a great thing to see, both for myself and my children who were in attendance.

May God's blessing be on you all as you sort through this difficult but still amazing challenge!

Vickie Stutzman

From: Adam McMillen [mailto:adam@akmcmillen.com]
Sent: Friday, July 17, 2015 10:18 PM
To: Nevada School Choice
Cc: Keyonna McMillen
Subject: Education Savings Accounts

Thank you for reading this email. I hope that homeschool families do not have to enroll their children in public schools for 100 days just to pull them out in order to benefit from the new law providing for educational expenses for homeschool/private school families. Of course, I support a program similar to any IRS program where we must be able to prove our educational expenses are legitimate in order to receive the benefits of the program. I would support a program that would only reimburse based upon production of actual receipts for educational expenses. This could be administered like a cafeteria plan where some type of administrator, whether governmental or third-party, would reimburse parents/guardians for their educational expenses. This might be a problem for the poorer parents that cannot afford the upfront costs and maybe there is a way to work that out. Anyway, sorry for the long email. I just saw an article that said there was public comment being accepted and wanted to get my thoughts to you.

Thank you,

Adam McMillen

From: William D Cody [mailto:steamboatbill@sbcglobal.net]
Sent: Friday, July 17, 2015 11:47 PM
To: Nevada School Choice
Subject: TAX MONEY TO PRIVATE SCHOOLS

I am against this for the following reason:

The state is required by law to maintain an education system for the children of the state . If you want to educate your children in a private school for any reason you should pay for it yourself and not expect any tax money to help you pay the bill. Its your decision so you pay the bill from your own funds and not expect any state education funds.

All I see is public education funds being diverted to private use and the public schools asking for additional funds to make-up for the diverted funds.

I would like to see teacher evaluation initiated to weed out the sub standard teachers. If it requires elimination of the union- SO BE IT. Unions have outlived their usefulness in my opinion and this is a right to work state.

William Cody
5805 Sun Blest Circle
Sun Valley



June 16, 2015

Statement of Explanation

SB 302 – Education Saving Account

An ESA Grant shall¹ be awarded to a qualified public school student whose parent enters into a written agreement with the State Treasurer². This will be an **ESA Grant “Opt-in Child”**³ and is not a homeschooled child⁴. The approved “participating entity”⁵ from which the Opt-in Child will receive instruction⁶ may be one or a combination⁷ of the following:

1. A **“Grant School”**, including;
 - a. A licensed or exempt private school in this state⁸;
 - b. A private college or university, a state college or university, or a community college in this state⁹;
 - c. On-line schools that are not operated by the public school or the DOE¹⁰;
2. A **“Grant Tutor”**, which can be either a tutor or tutoring facility that is accredited¹¹; or
3. A **“Grant Parent”**
 - a. Who has submitted to the school district or charter school in which the child was enrolled a Notice that the child is an approved ESA Grant Opt-in Child¹², and
 - b. Complies with the requirements in SB 302 Section 12, Subsection 1, including ensuring that the child takes either a norm-referenced exam or an exam pursuant to NRS 389 in math and English language arts.

¹ SB 302 Sec. 11, Subsection 2

² SB 302 Sec. 7, Subsection 1

³ SB 302 Sec. 15.1, Subsection 5 and Sec. 16.7, Subsection 1(c)

⁴ SB 302 Sec. 7, Subsection 10 and Sec. 15.1, Subsection 3

⁵ SB 302 Sec. 11, Subsection 1

⁶ SB 302 Sec. 7, Subsection 1(a)

⁷ SB 302 Sec. 7, Subsection 10; Sec. 8, Subsection 3; Sec. 9, Subsection 1(j); Sec. 11, Subsection 4; Sec. 15.1, Subsection 5

⁸ SB 302 Sec. 11, Subsection 1(a)

⁹ SB 302 Sec. 11, Subsection 1(b) and Sec. 3.5, Subsections 1 and 2

¹⁰ SB 302 Sec. 11, Subsection 1(c)

¹¹ SB 302 Sec. 11, Subsection 1(d)

¹² SB 302 Sec. 11, Subsection 1(e) and Sec. 16.4, Subsection 1



www.nevahomeschoolnetwork.com

P.O. Box 1212, Carson City, Nevada 89702

January 18, 2015

By way of introduction, Nevada Homeschool Network (NHN) has advocated for Nevada families who have chosen to direct the education of their children since 2002.

Whereas, the mission of NHN is to advocate for the parental right to direct the education of their child, free from governmental oversight; and

Whereas, NHN believes that it is the duty of our government officials to be accountable to tax payers for money spent, and this governmental oversight includes auditing, the purchase of government approved materials, and performance based outcomes that meet state educational standards; and

Whereas, the term "homeschool" is legally defined in Nevada whereby parents take full responsibility for the education of the child, without provision of governmental services or materials; and

Whereas, homeschooling is an alternative to government controlled school choice; and

Whereas, NHN is concerned that alternative education funding programs intending to benefit a student with a government controlled "choice in education" will jeopardize homeschool autonomy from government oversight; now, therefore,

NHN is opposed to adoption of any alternative education program in this state that utilizes taxpayer funding, either directly or indirectly, on behalf of a child who is being homeschooled pursuant to NRS 392.070, including government controlled voucher programs and Education Savings Accounts.

NHN supports Scholarship Organization plans that do not utilize or require governmental funding or control.

Signed,

Frank Schnorbus, Chairman

Elissa Wahl, Vice-Chair

D. Raymond Poole, Secretary; Barbara Dragon, Treasurer; Kelley Millard Radow, Officer; Aaron Sutherland, Officer

What about homeschools and

Vouchers? No, government regulations always accompany vouchers.

http://www.hslda.org/docs/nche/Issues/S/State_Vouchers.asp

Education Savings Accounts? May benefit homeschooling but must follow federal law.

<http://www.hslda.org/docs/news/201003190.asp>

http://www.hslda.org/docs/nche/Issues/T/Tax_Ed_Savings.asp

<http://www.finweb.com/financial-planning/education-savings-accounts-compared-1.html#axzz3P8KZq8DO>

Scholarship Organization? There are favorable Scholarship Organization Laws in a few states.

<http://www.hslda.org/hs/state/nh/201304110.asp>

<http://www.cato.org/blog/another-winn-educational-freedom-new-hampshire>

Subject: [nhn-officers] Types of Education at Home
From: "'Frank & Robin Schnorbus' via NHN-Officers" <nhn-officers@googlegroups.com>
Date: Wed, 15 Jul 2015 07:03:39 -0700
To: NHN Officers Group <nhn-officers@googlegroups.com>

In NRS 394 (the section of law that regulates private schools) here is the part that prohibits the use of the terms "elementary" and "middle school" (and others). Presumably because those names are reserved for public schools.

So too should the term "homeschool" be reserved for a child being homeschooled under the provisions of 392.070, defined in 385.007. We don't have a law against someone else using our name, but it is legally confusing and misleading to do so, especially for a State office that governs educational activities to do so.

Instead, the terms "Education at home" and "child educated at home" describe at least five types of education where the child is in the home:

- 1 - Independent study (NRS 388.537, 389.155)
- 2 - Homeschooling (NRS 392.070, 392.700, 385.007)
- 3 - Kindergarten at home (NRS 388.060)
- 4 - Charter school distance education (NRS 388.820 - .874, specifically 388.850)
- 5 - ESA "Opt-in" child (SB 302 Sections 7 #10, 15.1 #3, etc.)

A child who is enrolled in a school is subject to the laws and regulations that govern that school. A child who "participates" in a class or activity is not enrolled in that school, but is governed by the laws and regulations for participation (SB 302 Sec. 15.1 #5, NRS 392.070 #5, 386.580 #5-6, etc.).

<http://www.leg.state.nv.us/NRS/NRS-394.html#NRS394Sec351>

NRS 394.351 Unlawful acts. It is unlawful for any person, alone or in concert with others, to:
4. Use the terms "kindergarten," "elementary," "middle school," "junior high school," "high school" or "secondary" without authorization to do so from the Superintendent in accordance with regulations of the Board.

-Frank

--

You received this message because you are subscribed to the Google Groups "NHN-Officers" group.

To unsubscribe from this group and stop receiving emails from it, send an email to nhn-officers+unsubscribe@googlegroups.com.

For more options, visit <https://groups.google.com/d/optout>.

Education Options in Nevada

Publicly-funded

Privately-funded

Public School & Public Charter School

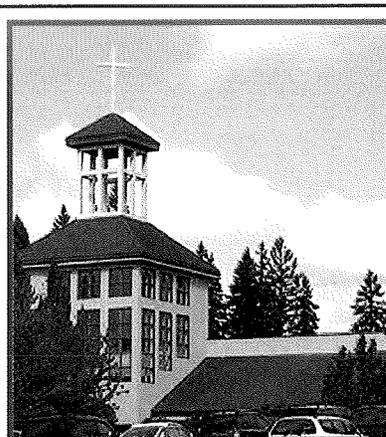
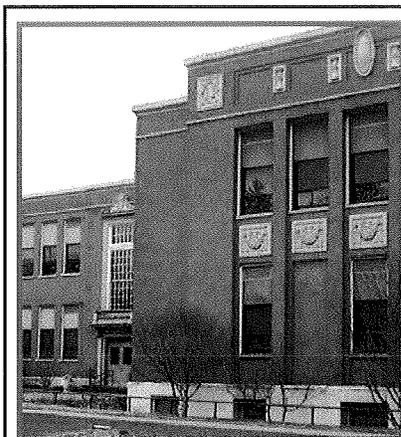
Child's Legal Status:
Public School Student

Who's in control of...?

- Financial burden
- Administration/Teaching
- Accountability
- Standards/Curriculum
- Testing/Records
- Special Education

Answer: *The Public School*

Brick-and-mortar



Private School

(Licensed & Exempt)

Child's Legal Status:

Private School Student

Who's in control of...?

- Administration/Teaching
- Accountability
- Standards/Curriculum
- Testing/Records
- Special Education*

Answer: *The Private School*

- Financial burden
- Special Education*

Answer: *The Parent*

Public-School-at-Home Programs

(Online Charter School, Distance Ed Program, etc.)

Child's Legal Status:

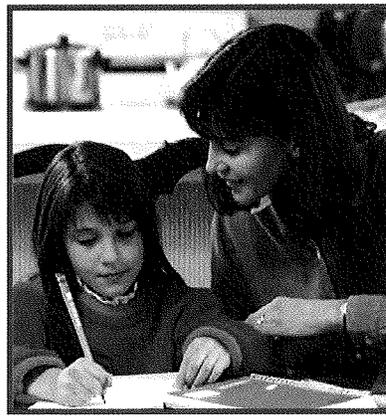
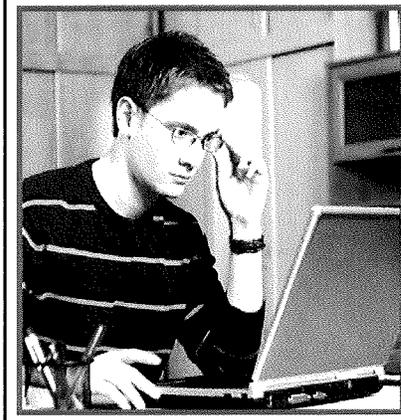
Public School Student

Who's in control of...?

- Financial burden
- Administration/Teaching
- Accountability
- Standards/Curriculum
- Testing/Records
- Special Education

Answer: *The Public School*

Home-based



Private Homeschool

(Parent submits an NOI to local school district).

Child's Legal Status:

Homeschool Student

Who's in control of...?

- Financial burden
- Administration/Teaching
- Accountability
- Standards/Curriculum
- Testing/Records
- Special Education**

Answer: *The Parent*

*By arrangement with the private school, or through Child Find with the local public school district.

**The parent can request services through Child Find with the local school district.

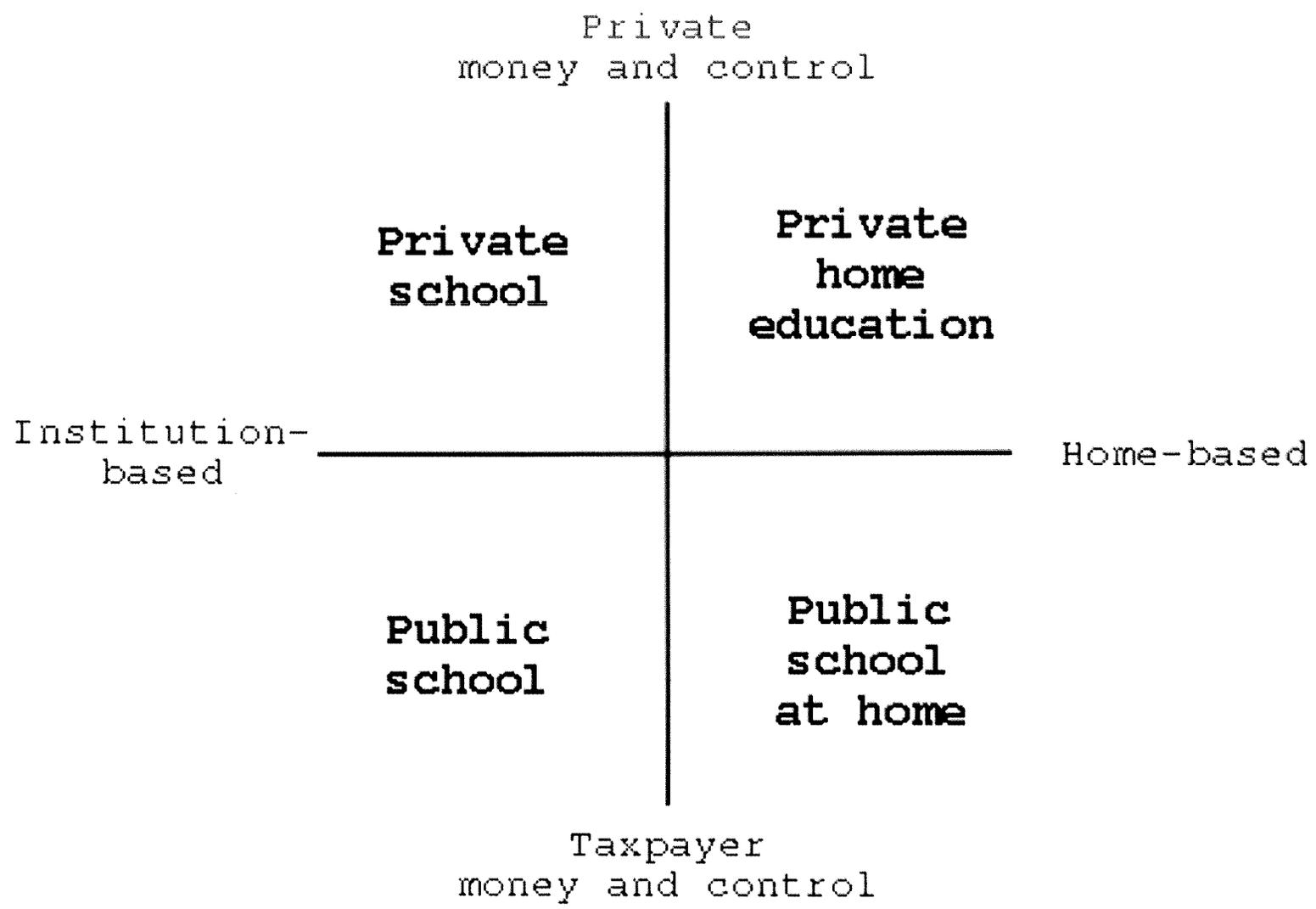
Advantages of Private Homeschooling:

- *Tutorial-style education* helps each child achieve his or her full educational potential
- *Flexibility* to go at the child's pace to achieve mastery of concepts
- *Time to explore* new interests and develop unique talents
- *Positive socialization and strong relationships* with family & friends
- *High school students* can get an early start on college education or career preparation utilizing a dual-credits earned at a local community college, college or university or vocational study.

Private Homeschooling is effective. Since the 1980s when the modern homeschool movement began, research studies and data have consistently shown that homeschooled students score, on average, 20 percentile points above their public classroom counterparts. Homeschool graduates attend and graduate from colleges and universities across the country or move directly into the workforce.

Private Homeschool is not the same as Public-School-at-Home. Even though both take place in the home, they have different funding and a different locus of control. Students in the Public-School-at-Home programs are legally considered public school students, their funding comes from tax dollars, and parents are effectively unpaid tutors. Private Homeschool students are not public school students, and are not funded by tax dollars.

Four Types of Education



Note: Public school at home includes virtual charter schools, attendance at public school classes, interscholastic sports, etc.

Copyright (c) 2003 Rodger Williams
Copying of this diagram in unmodified form is permitted in any medium, provided this notice is preserved.

NHN

Educational Choice Options in Nevada

Parental Choice Options	Home based Education		Home based Education		Home based Education or Brick & Mortar		Brick & Mortar	
	Homeschool	Public Online Charter School	Private School *	Public School	Public Charter School	Public School	Public Charter School	
School Type	Homeschool	Public Online Charter School	Private School *	Public School	Public Charter School	Public School	Public Charter School	
Legal Status	Homeschool student	Public school student	Private school student	Public school student	Public school student	Public school student	Public school student	
Who's in charge!	Parent	Parent	Parent	Parent	Parent	Parent	Parent	
Control/Accountability	X	X	X	X	X	X	X	
Curriculum/ Selection and Implementation	X	X	X	X	X	X	X	
Attendance	X	X	X	X	X	X	X	
Records/Transcripts/Diploma	X	X	X	X	X	X	X	
Testing/evaluation	X	X	X	X	X	X	X	
Financial Burden	X	X	X	X	X	X	X	
Special Education	X	X	X	X	X	X	X	
Administration	X	X	X	X	X	X	X	

*Private schools include both licensed and exempted schools.

**The parent can request services through Child Find with the local public school district.

***By arrangement with the private school, or through Child Find with the local public school district.

This table should not be considered legal advice.

Adapted for Nevada by Nevada Homeschool Network with permission from Colorado Academy of Independent Learners.

From US census

State of NV spend \$8,339 per student in 2013

I have 5 kids

$$8339 \times 5 = 41,695$$

↑ Savings to state
since they attend
private school

$$\text{School voucher } 5000 \times 5 = \underline{25000}$$

16,695 savings to
state of NV offer voucher

Most beneficial to give the vouchers
rather than have private school kids
attend public school

Rona Yee

(702) 606-1674

ronayee@gmail.com