

**NEVADA DEPARTMENT OF EDUCATION
NEVADA STATE BOARD OF EDUCATION
DECEMBER 9, 2021
2:00 PM**

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo	Las Vegas	Room 114
Department of Education	700 E. Fifth St.	Carson	Board Room
Department of Education	Virtual/Livestream	n/a	n/a

SUMMARY MINUTES OF THE BOARD MEETING

BOARD MEMBERS PRESENT

Felicia Ortiz, President
Mark Newburn, Vice President
Katie Coombs
Dr. René Cantú
Dr. Katie Dockweiler
Christina Nguyen
Tamara Hudson
Tim Hughes
Mike Walker
Russell Fecht

DEPARTMENT STAFF PRESENT

Jhone M. Ebert, Superintendent of Public Instruction
Heidi Haartz, Deputy Superintendent for Student Investment
Dr. Jonathan Moore, Deputy Superintendent for Student Achievement
Jessica Todtman, Deputy Superintendent for Educator Effectiveness and Family Engagement
Allegra Demerjian, Public Information Officer
Dave Brancamp, Director, Office of Standards and Instructional Support
Dr. Seng Dao Keo, Director, Office of Student and School Supports
Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options
Maria Sauter, Education Programs Supervisor, Office of Student and School Supports

LEGAL STAFF PRESENT

David Gardner, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE

Hawah Ahmad, Clark County Education Association
Ken Paul, W. Mack Lyon Middle School
Chris Daly, Nevada State Education Association
Jeff Horn, Clark County Association of School Administrators and Professional Technical Employees
Anna Binder, Community Member
Lorena Cardenas, Community Member
John Carlo, Community Member
Natalie Maria, Community Member
Tashanna Thaxton, Community Member

1. CALL TO ORDER, ROLL CALL, PLEDGE OF ALLEGIANCE

Meeting called to order at 2:00 PM by President Felicia Ortiz. Quorum was established. President Ortiz led the Pledge of Allegiance and provided a land acknowledgement.

2. PUBLIC COMMENT #1

Kenneth Paul, Principal, W. Mack Lyon Middle School, provided public comment regarding the implementation of Assembly Bill 469. *(A complete copy of the statement is available in Appendix A)*

3. APPROVAL OF FLEXIBLE AGENDA

Vice President Mark Newburn moved to approve a flexible agenda. Member Katie Dockweiler seconded. Motion passed.

4. PRESIDENT'S REPORT

President Ortiz noted that in November as part of the ongoing recognition of national veterans and military family's month, the Nevada Department of Education (NDE) announced that five schools received the Purple Star Schools designation for their commitment to supporting the unique educational and social-emotional needs of military-connected children. The five schools recognized were Coronado High School, Vincent Triggs Elementary, Frederick Watson Elementary School, Coral Academy of Science Las Vegas, and Mountain View Lutheran School.

5. SUPERINTENDENT'S REPORT

Superintendent of Public Instruction Jhone Ebert provided an update on the implementation of the Pupil-Centered Funding Plan (PCFP). Superintendent Ebert noted that the Commission on School Funding met on December 3, 2021 to discuss the reporting and monitoring expectations relative to implementation of the PCFP and to continue their conversation about revenue sources and messaging related to optimal education funding.

Regarding federal relief funding, Superintendent Ebert noted that NDE established four focus areas for efficient and effective use of the State funding, which comprises 10% of the total allocation of Elementary and Secondary School Emergency Relief funds provided to Nevada. These four focus areas include: advancing equity, teacher recruitment and retention, social-emotional learning and mental health, and efficiencies for long-term success. These four focus areas ensure alignment of resources, include stakeholder priorities, and meet the federal requirements for uses of funds.

Superintendent Ebert shared highlighted projects from the focus area of advancing equity and indicated that the three remaining focus areas would be presented at future meetings.

Finally, Superintendent Ebert provided an update on the Council of Chief State School Officers' Annual Policy Forum. Deputy Superintendents Moore and Todtman as well as Director Seng Dao Keo represented NDE at the meeting. Deputy Superintendent Moore had the opportunity to introduce the keynote speaker, 2021 National Teacher of the Year Juliana Urtubey. Deputy Superintendent Todtman presented on a panel where states shared best practices for communication and stakeholder engagement around federal relief funding.

6. CONSENT AGENDA

The November 4, 2021, Board Meeting Minutes, were pulled from the agenda. **Member Cantú moved to approve the consent agenda. Vice President Newburn seconded. Motion Passed.**

7. INFORMATION AND DISCUSSION REGARDING THE RECCOMENDATIONS OF THE DUAL ENROLLMENT TASK FORCE

Crystal Abba, Vice Chancellor for Academic and Student Affairs, Nevada System of Higher Education (NSHE) and Co-Chair, NSHE Dual Enrollment Task Force and Felicia Gonzalez, Co-Chair, NSHE Dual Enrollment Task Force, provided a PowerPoint presentation on the [Recommendations of the Dual Enrollment Task Force](#).

Superintendent Ebert praised Vice Chancellor Abba and NSHE for their work on the dashboard that creates transparency to enable data-driven next steps to support equitable access to dual enrollment. President Ortiz echoed Superintendent Ebert's praise and emphasized the importance of the data and how it will help the entire State understand the impact and value of dual enrollment.

Member Dockweiler asked if it is possible to create a cohort of students from different schools who would all like to take a dual enrollment course but do not have enough students interested at their individual schools to offer the course. Ms. Gonzalez responded that the Nevada Learning Academy offers concurrent enrollment options for students in schools across Nevada. Ms. Gonzalez stated that there is an area of opportunity to ensure school counselors across the State know about these offerings and share them with students and families.

Member Hughes asked if there are national benchmarks to which the dashboard can be compared to ensure that Nevada students are able to compete nationally and globally. Vice Chancellor Abba responded that NSHE is unaware of any such national data. Ms. Gonzalez added that NSHE is setting the trend and with the creation of the data dashboard.

Vice President Newburn noted that, on the breakdown by institution, University of Nevada, Las Vegas (UNLV) and University of Nevada, Reno (UNR) have relatively low participation rates and asked if there is a reason. Vice Chancellor Abba responded that, prior to the work done by the Dual Enrollment Task Force, dual enrollment has been offered predominantly by community colleges. She added that UNR is now offering dual enrollment in high schools in Clark County, which has inspired UNLV to do the same. Vice Chancellor Abba stated that participation rates from the Universities may increase in the next few years as dual enrollment is increasingly valued as a recruitment tool.

Vice President Newburn stated that according to the data presented, students who take a dual enrollment coursework are more likely to go to college and asked whether that relationship is correlation or causation. Vice Chancellor Abba responded that she believes based on student feedback that there is a casual relationship. Ms. Gonzalez added that engagement in dual enrollment coursework by students from low-income families can be an empowering experience and inspires them to see college as a real option for their future.

Vice President Newburn asked what the strategy is to get the dashboard into the hands of educators and administrators. Ms. Gonzalez responded that the next step is to share it with all district superintendents as well as the State Public Charter School Authority. Superintendent Ebert added that it is vital to ensure that students are part of the conversation as they know best how to communicate this information.

8. INFORMATION AND DISCUSSION PURSUANT TO NRS 385.040 FOCUSING ON THE GOALS AND BENCHMARKS OF THE STATE FOR IMPROVING STUDENT ACHEIVEMENT

Theresa Dastrup, President of the Elko County School Board of Trustees, and Heather Jackson, President of the Douglas County School Board of Trustees, spoke on behalf of all Nevada's School Boards of Trustees.

Theresa Dastrup shared success stories from the past year from districts across the State.

- Carson City School District focused on Specific, Measurable, Achievable, Relevant, Time-bound (SMART) Goals which has resulted in more output-oriented district goals and contributed to a high

graduation rate.

- Humboldt County School District hired a district-wide coach for English Learners (ELs) and engaged in more frequent and deeper data reviews specific to improving student performance in English Language Arts.
- Storey County School District has a near 100% graduation rate.
- Douglas County School District raised the academic bar which resulted in improved academic performance and higher graduation rates.
- Clark County School District collaboratively developed an Anti-Racism Policy and established a Multi-Tiered Systems of Support framework.
- The percent of Elko County School District career and technical education (CTE) students who received CTE Certificate of Skill Attainment and received a College and Career Ready diploma increased from 41.5% to 43.6%. Between 70-90% of all high school students are enrolled in one or more CTE course. The number of students earning Industry Recognized Credentials has increased from six students in 2018-19 to 89 students in 2020-21. Lastly, Elko County has increased offerings of advanced placement and dual enrollment coursework.

Heather Jackson shared needs and concerns of the school boards across the State. Feedback included:

- Streamlined communication and collaboration is appreciated and continually needed between the State Board of Education, Nevada Department of Education, and all Nevada school districts.
- A system is needed to ensure that information, goals, legislation, and requirements are being given to the district school boards.
- Attracting and retaining teachers and staff in both rural and urban districts.
- Opportunities for teachers for low or no cost continuing education.
- Maintain a broader focus on the variables such as optimal funding for K-12 education. Per student funding is well below the national average; Nevada's school districts are stretched and do not have resources to address unfunded mandates.

Dr. Summer Stephens, President of the Nevada Association of School Superintendents (NASS), and State Board Member Russel Fecht, past President of NASS, provided a PowerPoint presentation on [Reports from School Districts](#).

Member Hughes asked what needs to be done as a State to improve teacher recruitment and retention. Dr. Stephens responded that an environment must be created that attracts individuals to education based on what Nevada can provide. Member Fecht added education as a profession has lost respect within Nevada communities and amongst parents. Respect needs to be restored to improve teacher recruitment and retention.

President Ortiz asked if it is possible for district superintendents to inform the State Board when requests made by the Board are redundant or burdensome so that the Board may change the regulation or readdress the request in an effort to lighten the burden on schools. Member Fecht responded that Superintendent Ebert has been an ally in that regard but the superintendents across the state will inform the State Board on burdensome and redundant regulations. President Ortiz added that district superintendents should inform the Board of any waivers that may become available from the U.S. Department of Education that would relieve burdens on schools and districts.

Tasha Fuson, Associate Superintendent of Educational Services, Carson City School District, commented on concerns and needs specifically for Carson City School District. Ms. Fuson stated that the biggest concern for Carson City School District, as well as the rest of Nevada, is the recruitment and retention of staff. Ms. Fuson noted the importance of districts and the State working collectively to increase the appeal

of education professions. Ms. Fuson echoed Member Fecht's statement on the loss of respect to the education profession and stated her belief that individuals leave the profession because of the lack of respect and a lack of fulfillment in the work. Ms. Fuson stated that until perspectives on education as a profession change and Nevada can meet education workforce demands, increased funding will not make a difference on student outcomes.

President Ortiz thanked all presenters for their time and input. President Ortiz stated that the Board looks forward to continuing to work with stakeholders in the future to ensure that actionable steps are being taken to address their concerns.

9. FUTURE AGENDA ITEMS

Vice President Newburn requested a discussion regarding goals and guardrails. Member Hughes requested a presentation on the extent to which districts are using high-quality instructional materials. Member Dockweiler requested a presentation on plans to improve the ratios of school-based mental health providers to students.

10. PUBLIC COMMENT #2

Lorena Cardenas, community member, provided public comment regarding inappropriate topics in schools. *(A summary of the statement is available in Appendix A)*

Natalie Maria, community member, provided public comment regarding innocence of children. *(A summary of the statement is available in Appendix A)*

John Carlo, community member, provided public comment regarding the State Board of Education. *(A summary of the statement is available in Appendix A)*

Anna Binder, community member provided general public comment. *(A summary of the statement is available in Appendix A)*

Machelle Rasmussen, community member provided public comment on AB 469. *(A complete copy of the statement is available in Appendix A)*

Hawah Ahmad, Clark County Education Association, provided public comment on improving student achievement. *(A complete copy of the statement is available in Appendix A)*

Natalie Vargas, community member, provided public comment on mask and vaccine mandates. *(A complete copy of the statement is available in Appendix A)*

Joshua Rodgers, community member, provided public comment on NDE. *(A complete copy of the statement is available in Appendix A)*

11. ADJOURNMENT

Meeting was adjourned at 5:02 PM.

APPENDIX A: STATEMENTS GIVEN DURING PUBLIC COMMENT

1. Kenneth Paul, Principal, Mack Lyon Middle School, provided public comment regarding AB 469
2. Lorena Cardenas, community member, provided public comment regarding inappropriate topics in schools.
3. Natalie Maria, community member, provided public comment regarding innocence of children.
4. John Carlo, community member, provided public comment regarding the state of education in Nevada.
5. Anna Binder, community member, provided general public comment.
6. Machel Rasmussen, community member, provided public comment on AB 469 and NRS 388G.
7. Hawah Ahmad, Clark County Education Association, provided public comment on improving student achievement.
8. Natalie Vargas, community member, provided public comment on mask and vaccine mandates.
9. Joshua Rodgers, community member, provided public comment on public comment processes.

APPENDIX A, ITEM 1: KENNETH PAUL

Thank you for your willingness to actively seek out and listen to a site-based precinct perspective. Thank you again for the recent AB 469 subcommittee and the resulting service level agreement (SLA) surveys. The current narrative of SLA's is that principals don't want them. Service level agreements are too much work and, should only worry about instruction. Adult centered if day to day operations is part of the principal's responsibility. My site-based thoughts are if principals SOTs can either use the per pupil funding, 85% of all unrestricted funds distributed to schools to buy back the central service, modify they SLA agreement, or contract out, why would principal SOTs want those choices taken away? The choices have not even been fully implemented. My experience last week and this week CCSD board agenda number five that will take place tonight. I had a phone call started with four principals about a quote "full transfer of funds" to rurales from landscaping maintenance. My questions were the amount of money and the accuracy of that and the choice if the process was not worked out on time. The next day, Lyon Middle School in person had a visit to clarify the phone conversation. I left the meeting with the idea that the agenda item would still give rurales a choice and the accuracy of the money would be looked into. The board item would be a starting point. The next day the board agenda item did get published, half of one part of the board agenda number five deals with the conversation. Item number five also wants landscaping maintenance responsibility transferred back to central for all schools, except rurals, it wants utilities and trash transferred back to central. The last part asked for all responsibilities named in the SLAs to go back to central. This is a CCSD board item tonight. How would 85% of all unrestricted funds be reached without the SLA? Per pupil funding, 85% of all unrestricted funds and SLAs in 2018 CCSD could not reach the 85% without giving up control of discretion of many services to schools, giving schools a choice. One, accept the draft SLA, modify the SLA, or contract out. The concept per pupil funding to each school includes 85% of all sources on the front end, Then the site purchases staff, supplies, and services. Why would there need to be a full transfer for rurals with landscaping maintenance if cost for service and funding mechanism per pupil are distinct? Per pupil funding on rural on 11.30.2021 to the CFO, Jason Goudie, I asked the following is a formal request for Lyon's SOT to view the upcoming spring 22-23 budget in the two formats allocation and per pupil for our school and the other identified rural schools. The purpose is to analyze the specific impact on rural schools before budgets are released formally on January 15th. He responded quote "We will have a comparison for schools, but they will not be available before budgets are released."

APPENDIX A, ITEM 2: LORENA CARDENAS

I can tell you why you lost respect from a parent's standpoint. You went from, you went woke, you took a weak stance on discipline. You're the epitome of what folding to the mob looks like. Let me tell you why my family and I were wearing make education great again shirts. I lived great education. There was no talk of equity, there was no talk of racism. The constant focus on all these other social issues. It was only focused on academic fundamentals. If you want the schools to return the Department of Education teachers to be respected again, get rid of all these topics that are just a distraction. The word woke was the cancerous movement it has become now. My parents didn't have to worry about adults such as yourselves allowing pornographic material in front of us. The way you have a lot of you have by allowing books so disgusting in nature that I can't quote in front of my home school children. Homosexuality was an adult topic. Why is someone's sexual preference a topic that should be brought to the attention of our kids? This topic does not belong in schools. There's a tweet from a teacher just a couple of days ago from Canyon Springs High School with his rainbow-colored mask. Mr. Janie Taylor, also known as M x Ray t tweeted "in my next session three, making queers visible in schools, really excited for this one" How is that exciting? Why is it exciting? Praising and celebrating kids for focusing on their sexual attraction. You know, there is a word for this. It's called grooming. It's also called pedophilia. Deviant behavior should never be promoted. There is a moral foundation to our constitution and to our country. Whether people like to admit it or not. Our laws are based on Christian morals. The words separation of church and state is not found anywhere in our constitution. What is found is George Washington, our founder, calling for a National Day of Prayer, Abraham Lincoln calling for a day of fasting and prayer. Our government was rooted on Christianity freedom of religion did not mean you could eradicate our beliefs. If you argue that the belief that homosexuality is wrong is personal to me and that the belief that homosexuality is right is personal to someone else, then why don't we go about this fairly and teach neither? Don't teach it's wrong, don't teach it's right, leave the topic out of our children's education. It's stupid that this even has to be said. As a member of my children's advocate, we have protested injustices such as a mask mandate. In one school, one particular parent approached me in tears and said her nine-year-old daughter no longer wanted to go to school. She was afraid of the topic her teacher kept introducing to her and asking her to choose a pronoun. It was causing her great anxiety. The focus on racism is making children notice color. The focus on homosexuality and gender confusion is making children notice sexuality. Stop. Take these topics off the table. It's a distraction and the provision of their innocence. Return to our academic fundamentals, stop being activists, and you will earn everyone's respect.

APPENDIX A, ITEM 3: NATALIE MARIA

My name is Natalie Maria, I am an educator. I've been in education for 20 years. I have seen many changes and mostly just recently Okay. Um, within the Clark County School district, what when I saw the decline is taking away the discipline and the behavior schools. I don't know legislation if that occurred from there If that's district base, But, um, proficiency exams for, uh and of course exams were taken away were watering down education Um, we're expecting less of the students. I saw that the dual credit. I love that. I think it's wonderful, but that's not for everybody. It's not most of our kids we graduate with. I'm sorry. This is, I'll just talk without the mic. They graduate with the standard diploma. They need other skills. I love all that. Um, we're not looking at all the students. You know uh, Mr. Newburn mentioned about what the dual credit. Uh, I want to motivate them to go to college. That's, that is great but that's not for everybody. Um, we're just seeing a decline all the way across the board. It's sad. Our school, we have sometimes you go to valley, right? We have sometimes 15 classrooms without subs 15. That's crazy. So were, you know, scrambling education. We have to look at what did work, and it's not been working for a good decade here. And this is on you guys here Uh, you know, we look at the school board, cork County School district, we look at the board, they're responsible. But all of the big stuff happens here. Um, credit retrieval. That's another thing. It's ridiculous that kids can sit. They don't even have to go to school. They just have to show up once every 10 days. And then we're allowed, uh, you know, to give them credit retrieval at the end of the semester and they pass a whole semester with a few hours of work. Okay. That's it's been diluted. Um, in addition, I did want to talk about the vaccine mandate. I know that that's going to come across, uh, this board eventually for it doesn't. So, is that from, okay? Because we were told that it would come from, from you guys for students Okay. Well then, I'll stop on that. But um, there needs to be a lot of cleaning up. Yes. It has to be rebranded, but we need to look at what did work in education and it's not the last 10 years. I've seen huge changes and it's, it's sad. It's imploding like in every way. We saw that from the superintendents. So, there's a lot of work to be done here. Um, I have 17 years until retirement. I will tell you that's not going to happen. I will not, I will not stick because I transferred from Illinois is like, you know, wasted some retirement years there or whatever but this is, this is not an easy job, and the kids are going to suffer what's going to happen when all of these people leave what we gonna do with these kids. So, thank you.

APPENDIX A, ITEM 4: JOHN CARLO

I want to wish everyone a merry Christmas. Um, I just want to give you guys like some outside perspective. You know, we did have some people come to us the last board meeting that we came to and thank us for being involved here and I and I want to thank you guys for thanking us. You know, us appreciating each other. That's important because we are volunteering our time. We're not paid to be here I'm a volunteer. I'm here out of the goodness of my heart. I'm here to really serve my community. So, you know, you know, I want some respect here. But last time I prayed, I actually posted that video on my social media and some people were shocked how I was interrupted in my prayer and uh told to put on my mask. These are people from that are watching like Clark County school districts, the board of education, um, people like are putting a magnifying glass on you guys and on our school district. Why Because we're number 51 in the nation. Now I'm not happy with enough. I don't believe you guys are doing enough work. I don't believe you guys; I don't hear it in your voices. I don't hear aggression. I don't see progressive talking going on here. So, I, I really want our school district to be doing better. We can't, I mean you guys can't look at me and say that you guys are doing a good job when we're 51 in Puerto Rico is 50th that there is no good excuses here. Um, and it's just really a shame when we even have like the someone here, they have uh, wearing a mask with yell on it, yell was a school that was a Christian was founded to train preachers. And this man, he sat here and told me that I couldn't sit in here without my, my mask because I don't have the religious freedom. I do have religious freedom and I will challenge you guys. I want every principal in the state to reach out to me, reach out to my Instagram ghostpatriot1776 because I want the principals to fly their flags upside down. I believe we need to separate from the federal government And the Department of Education with \$3 million dollars in debt. CCSD is \$3 million I mean three trillion. I have the paperwork. I have the documents. You guys don't talk about that. I mean it's not okay to keep going in debt not only that, but Ms. Ebert I appreciate you talking to us when we came out. But you also say that there was no CRT In our school district. But I beg to differ because I have the anti-racism policy that the school board trustees of CCSD. Want to pass into the Clark County school district and it talks about critical race theory. Black lives matter white privilege and everything else. So, this is for you guys to see if anyone wants to see it. I want to wish you guys merry Christmas. Thank you guys for hearing me out today.

APPENDIX A, ITEM 5: ANNA BINDER

This was a really great meeting I came tonight to hear it and I wanted to personally give my thanks for all of the hard work that our Department of Education employees have put into all of our work groups and getting everything together for our next state performance plan. I'm sure you've all heard but the indicator workgroups put a lot of time effort thought work consideration um in into what just went out for a survey. Um I personally was on one of those and we did take all of that time over the months for early childhood education. Um I also wanted to recognize that I am completely loving um how almost everyone in these meetings has come and um admitted where our faults and our failures and our um discrepancies and where we can do better and focusing on those as we move forward and creating um I think numbers that are truly achievable once we actually um correct course and make everything um data wise what it should be and I really do appreciate everyone's dedication um and conversations about that. Um Also hearing some things today because I only have three minutes. Okay. Um we have um I'm sorry if I consistently repeat the proficiency rates, but I can only regurgitate what I can find on your website. Um so unfortunately it's 2019 data unfortunately unfortunately right but that was where we were that was reported Um with I believe that the discrepancies, so I really truly don't believe that that's where our Children were at but because it's what everybody can see when we pull those reports, it's the only thing um that that people look at just like when we went through I think at the last meeting the conversation about how we weren't 48 in the nation for education there is a lot of parents and community members um that read these you know little poles and little things that come out that are inaccurate and they love to throw them all over the place because most people are headline readers. Nobody actually opens it, nobody is willing to have the conversation that that's interact inaccurate. Um Because I believe even someone here today is um misreading something that went out today, that we were something, you know, really. Uh And it was a B. S. Assessment you know, it's not something that's actually waited and merited and respected. Um So um again I think everybody really for all of that it means a lot to me. Um Again I'm not going anywhere, and I do spend um oh M. Martin with NVLA. Actually, got back to me and I wanted you guys to have the real time number Um Currently we have just shy of 8000 students at NVLA And only 80 of those students enrolled are doing dual courses So that is very alarming to me because I do have a daughter um during the pandemic that chose to go over to Nevada State high school when she had to give up everything she's been working for. Um we're just shy of 8000 students and only Mr. Martin just email me with only 80 of those students are currently uh what you guys were discussing uh dual enrolled.

APPENDIX A, ITEM 6: MACHELLE RASMUSSEN

The intent of AB469/NRS 388G is to allow for decentralization from the district and specialization at the school level. This is to allow a local control mechanism to respond to unique community needs. This legislation has NEVER been fully realized in Clark County School District. The creation of the SOT was the first step but there needs to be training and support provided by the district as to how the SOT can operate in collaboration with district offices in order to meet its goals. We have elected and seated SOTs easily. However, it is clear some have been more successful than others in creating positive change at the local level. It is also clear that the majority of SOTs are holding regular meetings and posting minutes in rote fashion without creating change for a multitude of reasons but primarily due to the SOT members not knowing what powers it has to create change or solutions to problems. Most concerning is the SOT who have endeavored to change only to find that the central offices of the district work against their efforts. This is in part because every time a school would like to do something the SOT still has to follow the district procedures, apply for permission, and face a bureaucratic system that is not responsive and deeply disorganized. The Department of Education has heard from principals, teachers, support staff, and families that the current implementation is not working and the CCSD Board has not held the Superintendent accountable to implement the law by allowing policies and practices which centralize services and undermine SOTs. After testimony to NDE in July and a joint meeting in September, there was hope for the future. That was smashed when the CCSD Board agenda for December 9th included an item to centralize services. This is contrary to the discussions held during the joint NDE and CSSD meeting. The text of the item reads “ the transfer of responsibility for all remaining responsibilities currently transferred to schools under a service level agreement from schools back to the central office, is recommended.” I personally believe this is being done because actions necessary to running the district are not taking place, not due to malfeasance or willful negligence but rather an ignorance of the processes on the part of the SOTs on necessary actions or due to requests being lost in bureaucratic disorganization or meeting unnecessary roadblocks. I believe that the change needed is a program to track district requests, work orders, and projects. We need a program similar to Salesforce which allows for sites to make a request and then it is visible to ALL sites and district offices. Users can see where a request is in the process and allow the district to collaborate with SOTs quickly and efficiently. These systems allow a request to be placed and routed to the correct offices with communication at every touchpoint so requests are transparent and passed quickly through the approval process. I know that two reasons the district and the Superintendent lean toward centralization are because first, we would like to employ our district staff in improvement and maintenance projects instead of always contracting outside vendors, and secondly, when we provide services, purchasing, and implementation at the district level we can keep costs low and ensure equity. The problem with this is that district staff is undermanned in the maintenance department and we have no system to track their work (that is visible to all users in district and SOT) that could show us how many requests are being fulfilled, how long a request takes from start to finish, and how many requests are being denied due to unavailable resources and manpower. Another problem is that waiting to ensure every school has the exact same opportunities and resources at the exact same time whether they requested them or not is what causes initiatives to take excessive time to implement and actually make costs rise making a seemingly flexible process become inflexible. For the decentralization to happen we need to let requests and implementation happen organically but have tracking and approval happen centrally. The tracking allows the district to know the true needs of budget and manpower and the approval should be only to ensure that legal obligations and OSHA requirements are met. If a local school wants it and has funds to make it happen there should be no reason they can't do it. If the district is aware of some legal or compliance reason a request can't happen then that can be documented in a robust system as to why requests are turned down. This is an intricate part of the system I propose: there needs to be transparency in requests to decrease redundancy and confusion. The most essential part of the system is a continuous feedback loop in which the requestor is able to rate their satisfaction with the process and the outcome. This is the way forward: clear communication on roles, positions, abilities of the SOT, district staff, and district offices, a system that is transparent, searchable, has a flow chart of work requests built into it so that approval processes are streamlined and timely, and has a feedback mechanism so all levels of the system can tell if the request was resolved satisfactorily.

Thank you for your time and consideration.

APPENDIX A, ITEM 7: HAWAH AHMAD

Re: Public Comment for Nevada State Board of Education Meeting on December 9, 2021.

Good afternoon, Chairwoman Ortiz and members of the State Board of Education and CCSD Board of Trustees,

The Clark County Education Association (CCEA). CCEA bargains for over 18,000 licensed educators in the Clark County School District and is the largest independent teacher union in this state and country.

CCEA would like to thank this body for its hard work on clarifying AB469 and we look forward to providing feedback as we continue the process.

As we approach the end of another year, CCEA is proud of the work we accomplished over the legislative session that brought stakeholders together to invest in our educators and students. CCEA would be remiss if we did not thank everyone who worked on agenda item 8, and that we do support the considerations and conclusions made. Most importantly, we appreciate that “education policy must be driven from the bottom-up and that students, staff, and parents must be at the forefront of all of the work done to set policy so we ensure that we are not confronted with unnecessary requirements and that we ensure that learners are at the center of every decision.” The first step is going to be for us to address what student achievement means. Is it merely doing well on a standardized exam, or does it connect directly with our state’s economy? In our view, our students’ achievement must be measured on the opportunities they are given to innovate and to “succeed”, whether that is directly to gainful employment or post-secondary education to employment options. We know that Nevada will not have a future with economic diversification and development without workforce development, and we cannot have workforce development without a top-notch K-20 education delivery system. That includes addressing barriers to student learning like class size ratios, staffing shortages, and workforce pipeline issues in education. However, it also includes addressing our students’ needs for wrap around services, funding for education, and many of the recommendations to address learning loss and computer literacy in the Nevada Civil Rights Advisory Committee report on Remote Learning and Equity in Education.

CCEA and our educators stand ready to come to the table to take everything we have learned over the pandemic and our fight for optimal funding to work together to address student achievement.

Respectfully,
Hawah Ahmad
Clark County Education Association, Lobbyist

APPENDIX A, ITEM 8: NATALIE VARGAS

I would like to formally submit my opposition for any Covid vaccine mandates for children. As we are seeing, nobody will ever be fully vaccinated, as they keep changing what it takes to be protected. Children are not at risk for Covid, nor is it their responsibility to protect adults. We are seeing that not only that the vaccines don't work, but adolescents are at a greater risk for myocarditis, which is much more serious than a child getting Covid.

No Covid vaccine mandates for kids. Keep away from them, or you will see mass exodus from public schools.
Natalie Maria

APPENDIX A, ITEM 9: JOSHUA RODGERS

Unreal that public comment is censored. Unreal that you have to call in or write in. 5 days prior. Fix this now!