

**NEVADA DEPARTMENT OF EDUCATION
NEVADA STATE BOARD OF EDUCATION
MARCH 17, 2022
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
Dr. Katherine Dockweiler
Russel Fecht
Tamara Hudson
Tim Hughes
Cathy McAdoo

DEPARTMENT STAFF PRESENT

Jhone M. Ebert, Superintendent of Public Instruction
Dr. Jonathan Moore, Deputy Superintendent of Public Instruction
Heidi Haartz, Deputy Superintendent for Student Investment
Jessica Todtman, Deputy Superintendent for Educator Effectiveness and Family Engagement
Dave Brancamp, Director, Office of Standards and Instructional Support
Dr. Seng-Dao Keo, Chief Strategy Officer
Sarah Nick, Education Programs Supervisor

LEGAL STAFF PRESENT

David Gardner, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE

Ken Paul, W. Mack Lyon Middle School
Autumn Tampa, community member
Chris Daly, Nevada State Education Association
Michelle Tewes, community member
Lisa Guzman, CCSD Trustee
Madelyn Tewes, community member
Leonardo Benavides, CCSD
Jeff Horn, CCASAPE

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

Meeting called to order at 2:01 P.M. 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, Mack Lyon Middle School, provided public comment regarding agenda item 7. (*A complete copy of the statement is available in Appendix A*)

Autumn Tampa, community member, provided public comment regarding agenda item 7. (*A complete copy of the statement is available in Appendix A*)

Hawah Ahmad, Clark County Education Association, provided public comment regarding agenda item 7. (*A complete copy of the statement is available in Appendix A*)

Nadine Jones, Chief Human Resources Officer, Clark County School District, provided public comment regarding agenda item 8. (*A complete copy of the statement is available in Appendix A*)

Tam Larnerd, community member, provided public comment regarding AB 469. (*A complete copy of the statement is available in Appendix A*)

3. APPROVAL OF FLEXIBLE AGENDA

Vice President Mark Newburn moved to approve the flexible agenda. Member Tamara Hudson seconded. Motion passed unanimously.

4. PRESIDENT'S REPORT

President Ortiz announced that the State Public Charter School Authority Board has a three-year term opening beginning on July 1, 2022. Per the Nevada Revised Statute (NRS) 388.153, the Nevada State Board of Education is responsible for appointing two board members to the State Public Charter School Authority Board. President Ortiz provided information on how to apply and encouraged individuals to apply.

President Ortiz reported that Nevada Reading Week took place February 28th through March 4th, authors participated in a virtual author event connecting with an estimated 24,000 students across the State.

President Ortiz reported that in February the Board participated in the student-centered governance training known as Silver State Governance. The Board was challenged to look at their vision and ensure that their goals are SMART and aligned with the future they would like to see for the State.

5. SUPERINTENDENT'S REPORT

Jhone Ebert, Superintendent of Public Instruction, reported that she had the honor of joining U.S. Secretary of Education Miguel Cardona at several visits in the wonderful schools in the Clark County School District (CCSD) alongside CCSD Superintendent Jesus Jara and other elected officials.

6. CONSENT AGENDA

Vice President Newburn moved to approve the consent agenda. Member Hudson seconded. Motion passed unanimously.

7. INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE IMPLEMENTATION OF ASSEMBLY BILL (AB) 469 (2017)

Item 7 was pulled from the agenda and moved to a future agenda.

8. INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE IMPLEMENTATION OF ASSEMBLY BILL (AB) 469 (2017)

Member of the Board and Chair of the AB 469 Subcommittee, Dr. Katherine Dockweiler presented the [Revisions of February 23, 2022 AB469 Subcommittee Proposed Draft Regulation Language](#).

President Ortiz noted that it has been a year that has passed since the discussion with CCSD regarding the issue of a list of all eligible licensed teacher candidates available for review by any principal of a local school precinct. At the time, CCSD stated that was a technical challenge because the district did not have a role to grant the principal in the system that would provide that permission. President Ortiz asked if that issue has been addressed. Felicia Gonzales, Consultant to the State Superintendent, responded that to her knowledge, it has not been addressed nor has there been a change in their system to allow principals the opportunity to view all eligible candidates.

Member Hughes asked for clarification on confidential documents to be provided to the Board in terms of complying with open meeting law. Senior Deputy Attorney General David Gardner responded that all documents that are placed in front of the Board would be considered open for the public unless stated confidential. This item would be confidential, in which case, sections would be redacted to ensure confidentiality.

Vice President Newburn asked if the Board approves the regulation if the next step would be for the Department to start the workshop process. DAG Gardner responded yes; the regulation would have to go through the standard regulation process.

Vice President Newburn moved to approve the regulatory language to allow the Department to start the workshop and public hearing process. Member Hudson seconded. Motion passed unanimously.

9. INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING SETTING STATE BOARD OF EDUCATION INTERIM GOALS IN ACCORDNANCE WITH SILVER STATE GOVERNANVE TRAINING

Dr. Seng-Dao Yang Keo, Chief Strategy Officer, Nevada Department of Education, presented the [2022 Interim Goals Alignment](#).

Vice President Newburn asked if the STEM seal was the best metric to track the progress of the Interim Goal #2 or if there was a metric that collects data earlier in a student's academic career. Dr. Keo responded that, at the moment, the Department has limited data systems to collect information regarding college and career readiness indicators, especially for earlier grade bands. The Department has made a commitment for \$500,000 from the ARP ESSER Funds that will be specifically focused on building out the data systems to collect further data.

Member Hughes asked if the Board were to meet every single interim goal that's listed here, will that result in the achievement of the two State Board of Education goals. Dr. Keo responded that yes, this should move Nevada to amongst the highest performing states and that the data was triangulated based on the indicators that the K-12 achievement index examines. The Department took the top ten States, calculated an average of their scores, and then found the difference between that average and Nevada's current proficiency percentage, and then backtracked it to the 2019 data to ensure that there is clear yearly interim progress reported. Dr. Keo stated that the Department is confident that through hard work and coordinated efforts, goal one can be reached, though it is challenging because we cannot control how other states also perform. To achieve goal two, data needs to be collected for earlier years so progress can be clearly measured to meet each yearly benchmark. Member Hughes recommended identifying the key barriers to CCR and setting interim goals to align with said barriers. Member Hughes recommended setting interim goals that are

closely aligned to the end goal so that each year if the interim goals are met, progress is made on the overall goal.

Member Dockweiler asked if it was possible to measure the number of eighth grade students who are poised to enter High School to pursue the CCR diploma? President Ortiz responded that all the schools across the State do not have an aligned course code so, at the moment, it is not possible to track the number of eighth grade students poised to pursue the CCR diploma. However, there is a contract being put into place to be able to align the course codes over the next couple of years so that eventually there will be a way to track the number of eighth grade students poised to pursue the CCR diploma.

Member Hudson asked if data could be tracked based on the requirements elementary students must meet to enter a magnet program. Superintendent Ebert responded that the data is not available on a statewide level but the project to align course codes will provide the data needed to track the number of students poised to pursue the CCR diploma.

Superintendent Ebert provided a PowerPoint presentation regarding [Possible State Board of Education Guardrails](#).

Member Hughes recommended adding language to reflect that the Board will not allow graduation rates to decrease and will also not lower the graduation standards. Superintendent Ebert agreed.

10. FUTURE AGENDA ITEMS

President Ortiz requested a discussion on changing the meeting time of the Board. Member Hughes requested a further discussion on CCR diplomas.

11. PUBLIC COMMENT #2

Michelle Tewes, community member, provided public comment regarding the ACT and ELL students. *(A complete copy of the statement is available in Appendix A)*

Kenneth Paul, Principal, Mack Lyon Middle School, provided public comment regarding agenda item 7. *(A complete copy of the statement is available in Appendix A)*

Chris Daly, Nevada State Education Association, provided public comment regarding agenda item 9. *(A complete copy of the statement is available in Appendix A)*

Autumn Tampa, community member, provided public comment regarding agenda item 7. *(A complete copy of the statement is available in Appendix A)*

Angie Sullivan, community member, provided public comment regarding AB 469. *(A complete copy of the statement is available in Appendix A)*

Jan Giles, President, Education Support Employees Association, provided public comment regarding school violence. *(A complete copy of the statement is available in Appendix A)*

12. ADJOURNMENT

Meeting was adjourned at 3:51 P.M.

APPENDIX A: STATEMENTS GIVEN DURING PUBLIC COMMENT

1. Kenneth Paul, Principal, Mack Lyon Middle School, provided public comment regarding agenda item 7.
2. Autumn Tampa, community member, provided public comment regarding agenda item 7.
3. Hawah Ahmad, Clark County Education Association, provided public comment regarding agenda item 7.
4. Nadine Jones, Chief Human Resources Officer, Clark County School District, provided public comment regarding agenda item 8.
5. Tam Larnerd, community member, provided public comment regarding AB 469.
6. Michelle Tewes, community member, provided public comment regarding the ACT and ELL students.
7. Kenneth Paul, Principal, Mack Lyon Middle School, provided public comment regarding agenda item 7.
8. Chris Daly, Nevada State Education Association, provided public comment regarding agenda item 9.
9. Autumn Tampa, community member, provided public comment regarding agenda item 7.
10. Angie Sullivan, community member, provided public comment regarding AB 469.
11. Jan Giles, President, Education Support Employees Association, provided public comment regarding school violence.

APPENDIX A, ITEM 1: KENNETH PAUL

This is Ken Paul, principal W Mack Lyon middle school out in Overton I'm speaking on agenda item number seven about the regulatory language. My focus is on the dispute resolution process for NRS 388G and suggesting that it's not limited to SLAs and also required training. I see this dispute resolution as a long-term solution, a mechanism for resolving disagreements between central and site-based SOT decision makers specific steps and incentive to resolve at a local level. If State level, either party may provide evidence to the Nevada superintendent. If the decision and the decision, if it warrants a hearing, things could, such as staffing, purchasing of equipment, services, supplies carry over could be addressed. Again, I'm just focusing on the long term. In the short term, I see that solutions are being addressed whether it's notice of noncompliance plan of corrective action appointed a distinguished educator appointed of a receiver, there's all kinds of short-term solutions. Also, I wanted to talk about required training. Lyon's SOT has evolved over time. We always give our members a copy of the AB 469 or the NRS 388G for every SOT member. We began training early on. Every time we meet the agenda item, there's an agenda item where one member is assigned to talk about some elements of the law. Last year we found the need for working groups or subcommittees to meet between our monthly meetings so they could focus on different different aspects of anything related to our school and education. Right now, there's current discussions on NRS 388G.740 number two which says the organizational team may provide input regarding the to the principal of the local school precinct to the school associate superintendent. I just think what would that look like and that kind of keeps the checks and balanced and the balanced governments and responsibilities. So, we're trying to see how that could help. Thank you for listening to a site based in the thick of things perspective on the implementation status of the centralization model and law. I really do appreciate it. Thank you.

APPENDIX A, ITEM 2: AUTUMN TAMPA

Alright, Autumn Tampa speaking as an individual. Can you hear me? Okay. All right. Um I am speaking about AB 469. It looks like it's items seven and eight. If you want to give me six minutes I could go on for that long. The Children are our future and implementing AB 469 in my opinion is like taking a sledgehammer and destroying the very foundation of CCSD and our children's education. As a current employee of CCSD, I have seen the negative impact of AB 469 on the lives of students and careers of myself and other CCSD employees. Hundreds of CCSD employees have lost good paying jobs while services to our children have either been taken away or their quality greatly diminished. This bill was originally written to eliminate education employees' unions. However, promises were made publicly made on the record at the State level that that would not happen and now here we are. Whatever steps you take, I would ask that you weigh all possible outcomes against unintended consequences and collateral damage. You need to make sure that you go slowly and carefully asking input from we the people, those of us that work day to day with our children in schools especially and including our most underprivileged schools and children. Um not just those in certain or favorite areas that are pushing specific political agendas. You need to hold town halls with times and days that all education employees and working-class people can attend. I took vacation time to be here today vacation time. That's the only way that I could speak. Um I wish that you would allow those of us involved to be able to offer suggestions, critiques. Not just the public comment, but a dialogue and interaction based on our years, 24 years of experience I have in every grade level and mostly with ELL and underprivileged students and I'm not the only one. So, I believe this bill should not be implemented but if it must be implemented then please do it wisely, carefully, slowly and gently and I am available. So are many others. If you just reach out to us. Thank you.

APPENDIX A, ITEM 3: HAWAH AHMAD

For the record, my name is Hawah Ahmad.

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

CCEA was an active participant in the drafting of AB469 (2017) and served on the technical advisory committee to ensure that the intent of the law would be carried out. Over a year ago, CCEA notified this Board and the Superintendent of Public Instruction that principals did not have unlimited authority in selecting staff. The notice triggered what this Board has been discussing since then. We pointed out and the record shows that in several instances qualified effective educators were denied vacant positions because a principal hired a substitute- a clear violation of the meaning and intent of the reorganization law.

As we move forward with the regulation from the AB469 Subcommittee, CCEA supports and believes that today's presented language serves as a fair compromise that will help to support our educators and administration and put student achievement at the forefront of the conversation. We believe these proposed regulations provide the appropriate guardrails to prevent an abuse that was occurring.

These regulations, especially 3(b)(2) make it very clear that the justifiable reasons a substitute may be chosen over a licensed educator may not include financial savings, a turning point for why CCEA vehemently supported the original bill. This is critical because the decision by the principal must be evidence based. Additionally, 3(c) and 3(d) will provide much needed guardrails that support placement of licensed educators in good standing and helps create and provide notice of the burden to be met for "to the greatest extent possible" by a principal. Lastly, CCEA appreciates the forward-thinking language that creates an annual report for the State Board of Education on the number of candidates available for vacant positions, the number of licensed educators interviewed for any given vacant position, reason/s why a licensed educator was not selected and justification, in accordance with the definition of "to the greatest extent possible" to defend if a fully licensed substitute is utilized to fill a vacancy.

The Clark County Education Association and the thousands of licensed education professionals we represent thank you for your hard work and communication with stakeholders that addressed our concerns. As always, CCEA stands ready to assist in whatever way we can to ensure that Nevada's future, our students, are prepared to bring our state forward in an environment where our educators are supported.

Respectfully,
Hawah Ahmad, Lobbyist
Clark County Education Association

APPENDIX A, ITEM 4: NADINE JONES

The Clark County School District would like to express its appreciation to the State Board of Education for attempting to define some of the vague terms of NRS 388G.610 and other provisions of AB 469. The Clark County School District would again respectfully request that the State Board of Education define the term “direct supervision of principal” as set forth in NRS 388G.610.

The regulation as drafted provides the Clark County School District with several challenges.

Section 1(f) is vague in that the definition of “prospective hire satisfactorily meets the needs of the local school precinct” may cause disputes as to whether such prospective hire “meets the needs” or not.

Section 3(b)(2) also is vague as to the term “justifiable” reasons why a licensed teacher was not chosen in place of the substitute.

The Clark County School District and any Local School Precinct must comply with federal and state laws when applying the regulation. The Family Medical Leave Act, Fair Labor Standards Act, federal and state discrimination laws, and other laws must be followed and considered when applying this regulation's provisions. A principal simply can not decide not to hire a teacher because they are “too old” or the teacher has been out on FMLA for too long. As such, strict compliance with these regulations may be complicated by the application of those laws and an express regulation for placement in concurrence with state and federal laws may be needed.

Moreover, if a teacher is not placed in a position that has not qualified under the term “good standing” or is disqualified because a principal says that the teacher “does not satisfactorily meet the needs of the local school precinct,” then the Clark County School District is either going to lose that employee or be forced to create reassignment centers (also known as “Rubber Rooms”) for licensed employees not hired by any of the local precincts.

While these definitions are needed, the compliance with these regulations will be complicated and in some cases (see Section 39a) are making requirements of the District which are not feasible given system limitations and/or will create additional and potentially significant regulatory work for the Clark County School District staff (see Section 3(e)).

In sum, while the Clark County School District is supportive of the regulation in general, the regulation does not go far enough to define the circumstances when a teacher should be hired or rejected. Moreover, the regulations must acknowledge that any such rejection of a teacher by a principal must comply with all of the other laws (discrimination, FMLA, etc...) that in some cases supersede and preempt AB 469.

Respectfully,

s/

Nadine Jones

Chief Human Resources Officer

APPENDIX A, ITEM 5: TAM LARNERD

Madam Chairwoman, members of the Board of Education, Superintendent Ebert...thank you. Thank you for taking on this important work related to holding a rogue, non-compliant, school superintendent accountable. It's time. If we continue with no real consequences, we will continue to see Dr. Jara thumb his nose at the law, completely ignore his fiduciary responsibility, and he will continue to re-centralize the Clark County School District despite his legal obligation to comply with NRS 388g.

I believe Dr. Jara is one of the most destructive forces to school autonomy, and educational excellence in Clark County. He tried to be sneaky and snatch schools' carry-over funds in July 2020, but he got caught. The funds that remain in schools' accounts is an INTENDED consequence of AB 469. Remember that scathing letter to Dr. Jara from Governor Sisolak, and the letter from CCASAPE?

Dr. Jara has since purchased district-wide curriculum for math and is in the process of purchasing district-wide ELA curriculum. He looooooves one-size-fits-all. Completely contrary to the intent of AB 469.

He also, in violation of AB 469, declared that no CCSD school could use Data Insight Partners, who had a data-management system to help principals make data-driven decisions. And then he set about directing his staff at AARSI to create a product to replicate the Data Insight Partners product. At the end of the day, it became clear that CCSD had blatantly stolen the intellectual property of Data Insight Partners and ended up paying hundreds of thousands of dollars, that could have gone to schools, to settle a lawsuit that he was clearly going to lose.

Finally, I would also like to commend your work on staffing autonomy. I believe you have developed an acceptable "middle ground." Having a clear line test, regarding if the employee has active discipline in his/her personnel file makes sense. I could argue that there are non-disciplined employees who just aren't a good fit for a specific school, but at least this compromise in the language of staffing autonomy is doable.

Please hold CCSD accountable, please hold Dr. Jara accountable, for flagrantly violating AB 469. It is time...

APPENDIX A, ITEM 6: MICHELLE TEWES

Thank you for your time. My name is Michelle Tewes and although I am a teacher at Mojave High School in Clark County, I am speaking today as an individual.

On March 1st, students in Clark County took the ACT test. While most of them accessed it with little to no issue, there were entire populations of students who were not given equitable access to the test. The ACT is only available in English. I'm going to repeat that again. The ACT is ONLY available in English.

Supports for our English Language learners are minimal, including a word-to-word dictionary, instructions in their native language - if they are available, slightly altered time considerations, and a separate testing room. But our students are still taking the test in English. They are asked to translate the test from English to their language and back to English again to answer the questions. This is a test unto itself and one they aren't even scored on.

This board has the power to provide Native Language Assessments as many other states and territories do across the country. Or, at the very least, provide alternative assessments and portfolio reviews in their native language and aligned to state standards as a means of reviewing their college and career readiness.

And if the ACT isn't working for all of our students, then why give it? We are one of 9 states that use the ACT as a graduation requirement. 1800 colleges and universities recently dropped the ACT as an enrollment requirement. The ACT also has the WorkKeys Assessment which is available in both English and Spanish - the two most widely spoken and read languages in Nevada. And it provides our students with a national career readiness certificate, as well as many other free preparation materials. Either as an alternative or a replacement, this seems like a good starting point.

I know this board is bound by state law, but there has to be something better for our students. In Nevada, we have around 37,000 11th grade students in schools. 4500 of them are ELL students. That is 12% of our students. Not to mention the additional 29,000 students who have IEP's and could benefit from an alternative assessment option.

If you want to do what is best for our kids, you want to be number one in education, you have to grant equitable access to these types of assessments. While there is no cut score on the ACT, try to imagine yourself in that testing room, taking that test on that day, and waiting for those outcomes when you have no idea what was on the page. You would feel stupid, confused, or less than when the people around you were given the test in a language they read and understood from birth.

I implore you, as a concerned mother and teacher, to take action. Find an alternative, provide accessibility to all, and be the champions of equity that we know you want to be.

APPENDIX A, ITEM 7: KENNETH PAUL

My thoughts were going back to the prior Superintendent when he was talking about the decentralization and at the end of the slide show it said, but it's a new model but everything needs to fit into the current policies and and regs and I can remember raising my hand and saying, but a lot of those policies and regs and aren't going to fit with this new model. And so I just wanted to read this section. I was trying to find it because this is kind of old with AB 469 But I really love what it says. It says, notwithstanding any timeframe established by the provisions of section 2-34 inclusive of this act. And notwithstanding any other provision of this act or any other law to the contrary. Each large school district which exists on the effective date of this act shall comply with the provisions of this act and any duty or act which was required to have been performed at the same time. I'm going to skip down a little bit says if any other provision of this act or any other law conflict with the provisions of this section. The provisions of this section shall prevail take precedence and must control and the conflicting provisions must be interpreted and applied in accordance to the purpose intent and spirit of this section which is to implement And carry out as soon as possible, but not later than the beginning of the 17-18 school year. For each large school district which exists on the effective date of this act. The reorganization of each large school district from a centralized operational model to a more decentralized and autonomous site based operational model in accordance with the educational policies and objectives of the State as set forth in section two of this act, I just wanted to bring that out again. Thank you.

APPENDIX A, ITEM 8: CHRIS DALY

Thank you. President Ortiz Chris Daly Nevada State Education Association I just wanted to comment on uh your last agenda item uh specifically referencing Education Weeks Quality counts rankings. I just want to read a little bit from Education Week because I think I have a different perspective than the Department does on these numbers. Um there last reported numbers were September of 2021 Uh they're not reporting uh they didn't report for January of 2022 because of the impacts of the pandemic and I'm not sure what they're gonna do uh in June and and September of this year but from September 2021, let me read about quality counts. Based on a comprehensive analysis of data. The quality counts report card answers a key question. What does my state rank for educational opportunities and performance? States are graded and ranked in three categories, chance for success comes out in January school finance which comes out in June and K. 12 achievement which you've discussed. Which comes out in September, the state's overall grade, published in September is the average of its scores on the three separate indices tracked for the report card. Last year, Nevada finished 50th among 50 states in the District of Columbia with an overall score of 68.6 out of 100 points and a grade of D+ the nation as a whole. Close the greatest sea diving into the findings for the three graded indices, Nevada earns a C- and the chance for success category ranks 50th. The average state earns a B- in school finance, Nevada receives a D- and ranks 49th for the K. 12 achievement index, it finishes 18th with a grade of C. The average state also earns a grade of C In both school finance and K. 12 achievement. If you if you skip down to the section that you're focused on the K-12 achievement, it says the K-12 achievement index examines 18 distinct achievement measure related to the reading and math performance, high school graduation rates and results of advanced placement exams. The index assigns equal weight to current levels of performance and change over time and I believe if you look into the details of this to change over time. Our reports I think from 2003 to 2019. It also places an emphasis on equity by examining both poverty-based gaps and progress in closing those gaps. Um, so how are students performing today or at least in 2000 and 19 or 21 in Nevada measures in the status subcategory evaluated states current performance Nevada received a D- in this area, ranking 44th in the nation. The average state minus little feedback there. The the change subcategory is where Nevada really shines. Nevada ranks fifth posts a C Nevada also does well on the area of poverty-based gaps. Just a word of caution. Um this 18th ranking that you're hanging your hat on in terms of the goals and guide rails and wanting to move to tenth. If you remember your report from data insight partners that showed how well Nevada had been improving in math in reading data insight partners pointed directly to the investments the state made strategic investments and read by grade three and zoom in victory schools and investments like that. I would love to continue the conversation.

APPENDIX A, ITEM 9: AUTUMN TAMPA

Autumn Tampa speaking as an individual. I'm really glad I came today You know, it stirred up my heart and my mind about all the things that I care about which are the children in this state. Pretty much all children in any State. Um The pandemic Is something that isn't discussed a lot. It was in terms of numbers and stuff but you know I work with students who have lost grandparents aunts, uncles and parents to COVID-19. That to me has been extremely challenging for them. And for for me we lost several members in our school family members coworkers to covid 19 also. Um I think what I want to say is that the human element of children and life is something that you can't find in data you want to try but you can't you have to read between the lines and you have to be a hands on experiential. And so that's what I see lacking a lot with AB 469 with all sorts of data driven stuff. And it's something that I've spoken about a lot at the school board meetings for CCSD I'll be going there again because I guess I got nothing better to do but um I do feel impassioned about it. Um I've been in CCSD since 1998 as a substitute teacher and a pilot program as a SPTA as an ELL tester, a tutor. Um And so I've seen a lot of work in over 160 schools and every great level so that's pretty big and then I've done about maybe another 100 schools with union work. So, I'm pretty well versed and I'm not really bragging but I am bragging a little bit because I feel like I'm a wealth of information and knowledge, but not only that I've, I've met so many different people and what I, I really am grateful. Ms. Ortiz. I'm not sure what the official titles are here at this point, but that you acknowledge that, you know, my coworkers have no clue this is going on. They don't understand how this is going to impact their lives and careers. Most children and parents, especially in the underprivileged schools and the high-risk schools. I'm in a refugee school. So, they have no clue how these things are going to impact their lives. I really would like to see this board and every board, and every legislative body reach out to the community. Don't just say, okay, it's posted on the website All well, you know, go and find it. I mean, I had a hunt, It took me time. But not everybody has time reach out to those who are going to be impacted because you're not really, you're not. And I don't know why because you have you know, and it's not that easy to get volunteers. You know most people don't want to spend a lot of time, but I'm here because I care. And because I have the opportunity, I don't have a lot of other commitments. The other thing is, you know I know this whole thing about individual schools and principal choice that scares me to death after being in so many schools My experience has not been that great. So, um, I will try to come to other meetings. I would like to speak more. I could go on for hours. Thank you.

APPENDIX A, ITEM 10: ANGIE SULLIVAN

Hello. My name is uh, Angie Sullivan and I just want to applaud AB 469. Um, it was innovative It was needed. Um, the assemblyman who did it. I get my hat's off to him. Um, because we gave them a lot of grief, but I think it's done a lot of good. Uh, teachers support staff and community members are now allowed to see the money at the campus level I believe that AB 469 has also allowed all sorts of folks to see that there's little waste in CCSD on school campuses We fully use any resource given to us at that level. For those of you who do not know AB 469 affected surplus each year Some teachers are forced to switch jobs, campuses or whatever to fit the population. This is through no fault of our own surplus occurs. The population shifts as families try to find homes jobs for communities to raise their families while CCSD. Has a large amount of openings, it is a fairly large burden for a teacher to move grades, rooms, campuses and subject. It is a huge amount of work to be surplus. A teacher comes with a small house of physical materials that they have to haul around from place to place when they're moved like that. It is much easier to teach and the same thing in the same place in the same grade every year. Any paperwork admin are required to do to provide evidence that they hire a long term substitute instead of a licensed professional is very small compared to what a surplus teacher will go through to be surplus. Therefore, it is a slap in the face to participate in surplus only to be rejected by principal's personal preference. CCSD. Admin also bragged about the savings when they hired um a substitute instead of a fully licensed teacher. Uh CCSD Admin manipulated the process. They mocked older teachers, they refused teachers of color and they did not accept those coming back from medical leave. This was all pointed out by the central office in several trustee meetings. To add salt to the wound AB 469 was used by admin. Well, it used to have admin accountability used to have uh if the staff were leaving in a large uh large numbers that would trigger admin support. We also could personally trigger by petition of the staff or by the SOT to ask for admin support. Um, so this kind of chase that they want these godlike powers, but then they also manipulated this very lost to uh to make it so they're not accountable for anything. What really takes me is there are some who submitted testimony in this very meaning this very day, who are the bill and to abuse the system and there's and there are those who submitted testimony today who removed the accountability for themselves. They also lost in court over this issue. So, I just want to make it clear and I'm glad you talked to my bargaining unit. I'm grateful for the person who uh did AB 469 has always been flexible to listen to our voices and I'm grateful for the new language that is today and please keep in mind that we are losing large and large. Large amounts of teachers and some of that is because of all this extra work that were required to do and we're forced to do nonstop. Thank you for your attention.

APPENDIX A, ITEM 11: JAN GILES

Good Afternoon to the Honorable Members of the Board of Education,

My name is Jan Giles, President of the Education Support Employees Association (ESEA).

There is an ongoing crisis in the Clark County School District. The current situation with student on employee violence is unsustainable. The District has not acted effectively to stop this violence. Does the District even have any legitimate policies or protocols in place to keep employees safe? What are the actual consequences for the students who are committing such acts of violence?

The District must do better. For starters, the District can help its employees by notifying them that there is a law allowing the employees to defend themselves should they be the victim of violence or believe themselves to be in imminent danger. We would simply hope our work environment is safe enough that such notice is unnecessary, but it is not! Employees are scared. They're scared of violence. They're scared of being terminated if they defend themselves. They're even scared to help fellow co-workers if they are witnessing an attack. As a result, that's going to lead to a lot of under reported instances of violence on our campuses.

You've no doubt heard countless stories of these instances of violence. I won't rehash the specific instances. Simply check social media or turn on the news most evenings and you'll hear about an employee being assaulted and/or kicked while on the floor.

The District has a massive retention problem. The higher up's can justify and/or spin why resignations and vacancies are so high, but with the violence and low pay, it's quite simple to figure out why people are leaving and do not want to work for the District. Unless we work to address the student on employee violence we face each day, we will continue to have retention and recruitment issues. Our employees simply do not get paid enough to tolerate such physical abuse each and every day.

I ask the Board of Education to use any of its authority or powers to help address these issues and ensure that the District responds to the concerns of its employees.

Thank you,
Jan Giles