

**NEVADA DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
JANUARY 30, 2020
9:00 A.M.**

Meeting Locations:

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Room 114
Department of Education	700 E. Fifth St.	Carson City	Board Room

**SUMMARY MINUTES OF THE REGULAR MEETING
(Video Conferenced and Livestreamed)**

BOARD MEMBERS PRESENT

In Las Vegas

Felicia Ortiz
Katherine Dockweiler
Mark Newburn
Robert Blakely
Rui Ya Wang
Tamara Hudson

In Carson City

Kevin Melcher
Teri White

BOARD MEMBERS ABSENT

Cathy McAdoo
Dawn Miller
Elaine Wynn

DEPARTMENT STAFF PRESENT

In Las Vegas

Jhone M. Ebert, Superintendent of Public Instruction
Felicia Gonzales, Deputy Superintendent of Educator Effectiveness and Family Engagement
Jessica Todtman, Chief Strategy Officer
Melissa Scott, Assistant Director, Career Readiness, Adult Learning & Education Options
Karl Wilson, Education Programs Supervisor
Cindi Chang, Education Programs Professional
Jayne Malorni, Education Programs Professional
KellyLynn Charles, Education Programs Professional

In Carson City

Dr. Jonathan Moore, Deputy Superintendent of Student Achievement
Heidi Haartz, Deputy Superintendent of Business and Support Services
Christy McGill, Director of the Office for a Safe and Respectful Learning Environment
Dave Brancamp, Director of Standards and Instructional Support
André DeLeón, Education Programs Professional
Dr. Heather Crawford-Ferre, Education Programs Professional
Karen Chessell, Education Programs Professional
Dr. Kulwadee Axtell, Education Programs Professional

Mary Holsclaw, Education Programs Professional
Peggy Edwards, SafeVoice Coordinator

LEGAL STAFF PRESENT

David Gardner, Deputy Attorney General

AUDIENCE IN ATTENDANCE

In Las Vegas

Alexander Marks, Nevada State Education Association
Bill Garis, Clark County Association of School Administrators and Professional-Technical Employees
Brenda Pearson, Clark County Education Association
Ed Gonzalez, Break Free CCSD
Heather Witt, K.O. Knudson Middle School, PAEMST Recipient
Jared Stone, Meadows High School, USSYP Recipient
Jean Linnell, National University
Joe Roberts, Clark County School District
Jonathan Synold, Advanced Technologies Academy
Kristen Taylor, Advanced Technologies Academy, PAEMST Recipient
Leonardo Benavides, Clark County School District
Dr. Lois Harris, Clark County School District
Monte Bay, National University
Patricia Haddad, Opportunity 180
Patricia Hoeg, Clark County School District
Dr. Sharolyn Pollard-Durodola, English Mastery Council
Stephanie Patton, Nevada Association of School Psychologists
Teresa Chavez, Clark County School District
Wendy Sebek, Clark County School District
Zane Gray, Southern Nevada College

In Carson City

Akaash Krishnan, Davidson Academy, USSYP Recipient
Bonnie Ugrob
Bryce Busch, Skills USA
Charles Lednicky, Washoe County School District
Christine Donahue, Ted Hunsberger Elementary School, PAEMST Recipient
Christy Donahue, Washoe County School District
Colleen Harsin, Davidson Academy
Diana Walker, NWRPDP
Heather Dye, FFA
Janett Massolo, Office of Suicide Prevention
Justin Champagne
Kiana Martinez, Carson High School FBLA Chapter
Lindsay Anderson, Washoe County School District
Makae Pulsipher, Nevada FFA Organization
Marla Williams, Strategies 360
Mary Pierczynski, Nevada Association of School Superintendents
Mia Pasco Nevada HOSA
Michael Woods, Questar Assessment
Nishu Varma, Parent
Randy Langton, Questar Assessment
Samuelle Beltejar, Nevada HOSA

Sara Cunningham, NWRPDP
Suzette Champagne, Jessie Beck Elementary School, PAEMST Recipient
Vish Krishnan, Parent

1: CALL TO ORDER, ROLL CALL, AND PLEDGE OF ALLEGIANCE

Meeting called to order at 9:02 AM by Vice President Mark Newburn. Quorum was established. Vice President Newburn led the Pledge of Allegiance.

2: PUBLIC COMMENT #1

Stephanie Patton, Nevada Association of School Psychologists, spoke regarding agenda item 10, the Model Policy for Suicide Prevention. *(A complete copy of her statement is available in Appendix A)*

Ed Gonzalez, Individual, spoke regarding Clark County School District's Human Capital Management System. *(A complete copy of his statement is available in Appendix A)*

Jonathan Synold, Principal of Advanced Technologies Academy, spoke regarding agenda item 9, Nevada Career and Technical Student Organizations. *(A complete copy of his statement is available in Appendix A)*

3: APPROVAL OF FLEXIBLE AGENDA

Member Blakely moved to approve the flexible agenda. Member Hudson seconded. Motion passed.

4: INFORMATION AND DISCUSSION REGARDING THE PRESIDENTIAL AWARD FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

Dr. Heather Crawford-Ferre, Education Programs Professional, Office of Standards and Instructional Support (SIS), Nevada Department of Education, and André DeLeón, Education Programs Professional, SIS, Nevada Department of Education, conducted a PowerPoint presentation on [the Presidential Award for Excellence in Mathematics and Science Teaching](#) and recognized the 2018 and 2019 awardees.

Kristen Taylor from Advanced Technologies Academy, Las Vegas, was the 2017-2018 recipient of the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) for grade 7-12 mathematics. Member Felicia Ortiz asked if Ms. Taylor could share a story of an impactful moment; Ms. Taylor recounted that a student she previously taught in calculus is now her colleague as a science teacher.

Heather Witt, K.O. Knudson Middle School, Las Vegas, was the 2017-2018 recipient of PAEMST for grade 7-12 science. Ms. Witt noted that being able to connect with students about how science influences them and seeing them make connections between their real-world experiences and science is her motivation for teaching.

Christine Donahue, Ted Hunsberger Elementary School, Reno, was the 2018-2019 recipient of PAEMST for grade K-6 mathematics. When asked to share a story of an impactful moment, Ms. Donahue reflected that seeing students gain understanding and make connections about mathematics, gaining a love of math, or returning years later and reflecting on having loved their math class is a great joy.

Suzette Champagne, Jessie Beck Elementary School, Reno, was the 2018-2019 recipient of PAEMST for grade K-6 science. Ms. Champagne recounted that her most impactful moment is when students get excited and feel powerful, believing that they can make an impact; for example, her third-grade class who are working on a recycling project.

Superintendent Ebert noted the importance of mentoring for PAEMST recipients, and how this process of mentoring assists in lifting up the teaching profession. She further offered her services as a mentor and a former PAEMST recipient.

5: INFORMATION AND DISCUSSION REGARDING THE UNITED STATES SENATE YOUTH PROGRAM

Dave Brancamp, Director of the Office of Standards and Instructional Support (SIS), Nevada Department of Education, and Jayne Malorni, Education Programs Professional, SIS, Nevada Department of Education, conducted a PowerPoint presentation on [the United States Senate Youth Program](#) and recognized the 2019 awardees.

Akaash Krishnan from Davidson Academy, Reno, was a recipient of the 2019-2020 United States Senate Youth Program (USSYP) Award. Mr. Krishnan has a 4.0 GPA and scored 1570 on the SAT; he is Vice President of Leadership for the Nevada DECA, President of the Debate Team, Executive Director of the Nevada Youth Climate Strike, and volunteers with the Food Bank of Northern Nevada and the Make A Wish Foundation. Mr. Krishnan plans to study Government and Spanish at Georgetown University, hopes to intern with Senator Cortez-Masto, and would ultimately like to run for Congress. He remarked that the USSYP was an incredible opportunity, and that recipients across the United States were in contact, discussing critical issues and providing a network of support.

Member Ortiz asked Mr. Krishnan what he felt they could impact most over the next year as they go through the program and emphasized the importance of Census 2020. Mr. Krishnan reflected on climate policy and grounding environmental activism in academic contexts for developing climate policy plans.

Member Katherine Dockweiler asked Mr. Krishnan about his pathway into service, his mentors, and how he would recommend more youth following in the footsteps of USSYP recipients. Mr. Krishnan emphasized the importance of mentors, citing the Bank of America Student Leader Program, which provides student leaders with an eight-week nonprofit internship and a mentor.

Jared Stone, Meadows High School, Las Vegas, was a recipient of the 2019-2020 United States Senate Youth Program Award. Mr. Stone has a 3.98 GPA and scored 1570 on the SAT; he is the Vice President of the Nevada National Latin Honor Society, Vice President of Model United Nations, and Founder and Director of the Latin Immersion Program, a weekly program for elementary school students to learn Latin and inspire academic success. Mr. Stone is a 2020 National Merit Award Semi-Finalist, and an Eagle Scout; he plans to study Political Science and Classics at Princeton, intends to attend graduate and law school, and hopes to work as a federal campaign manager or political analyst. Mr. Stone was honored to represent Nevada, step outside his comfort zone, and engage with the diverse cohort of USSYP recipients.

6: SUPERINTENDENT'S REPORT

Superintendent Ebert began her report with final reflections on the Statewide Listening Tour. She thanked district superintendents and staff for their efforts in supporting the Statewide Listening Tour. In January, the Superintendent visited the last two districts on her tour, Lyon and Pershing, where she continued to be impressed with the care and quality of teaching and programs these districts work to provide to their students.

The Superintendent reflected on commonalities she found across districts during the tour: students know and are able to articulate what they want; parents want to be involved; career and technical education and project-based learning are a high priority; educators want and need support from their leaders; and there is a need for transparency and predictability in school funding.

Superintendent Ebert continued her report with an update on the work of the Commission on School Funding, which is led by Deputy Superintendent Heidi Haartz and her team, supported by subject matter experts. The Commission is currently discussing weights for categories of pupils and have dedicated the February 20th meeting to receiving public comment on this topic. The Commission is also working to define students who are “at-risk.” Materials on the Commission’s review of weights and “at-risk” to date are available online on the Department’s website under the [Commission on School Funding](#).

Superintendent Ebert reported that the Nevada Association for School Superintendents held their Superintendent’s Academy January 16-17th, where they discussed school culture and restorative disciplinary practices and had the opportunity to provide feedback on the draft values and goals in the 2020 State Improvement Plan.

The first Silver State Governance pilot workshop took place December 13-14th in Las Vegas, where Lyon and Lincoln County School Boards participated and were commended for their commitment to students. The Department, the Guinn Center, and the Nevada Association of School Boards are working to plan the next pilot workshop in February.

The Legislative Committee on Education met on January 23rd, where the Department was invited to present on the Commission on School Funding, the implementation of Senate Bill 475 relating to the Nevada Educator Performance Framework, and the Class-Size Reduction Program. Vice President Newburn noted that he attended the Committee to discuss AB 304 and class-size reduction, and had the opportunity to discuss some of the concerns that the Board has had regarding the increasing number of waivers for inability to hire staff and lack of facilities, which ultimately negate a class-size reduction program.

Superintendent Ebert announced that Gregory Bortolin, Public Information Officer, had promoted to the Governor’s Office of Economic Development, and the Department would be accepting applications for the position. In the interim, Jessica Todtman, Chief Strategy Officer, would be acting as Interim Public Information Officer.

7: APPROVAL OF CONSENT AGENDA

- a. Possible Approval of the State Funding for Career and Technical Education Report of Local Activities and Expenditures for FY19
- b. Possible Approval of the CTE Course Catalog of the 2020-2021 School Year
- c. Possible of Approval of Commission on Professional Standards adopted Regulations R076-19 and R090-19
- d. Possible Approval of Dual Credit Request from Clark County School District for courses at the Nevada System of Higher Education
- e. Possible Approval of Board Minutes
 - i. November 14, 2019
 - ii. December 12, 2019

At the request of Member Kevin Melcher, Superintendent Ebert clarified that item 7d, Dual Credit Request from Clark County School District for courses at the Nevada System of Higher Education (NSHE), was not tailored to a specific college or university, as courses throughout NSHE work on a universal numbering system; approving the request at the NSHE level allows the school district the flexibility to use any NSHE system to provide support and dual credit options for their students. The Department intends to implement this practice with fidelity.

Member Melcher moved to approve the Consent Agenda. Member Blakely seconded. Motion passed.

8: INFORMATION AND DISCUSSION ON THE STATEWIDE PLAN FOR THE IMPROVEMENT OF PUPILS FRAMEWORK

Jessica Todtman, Chief Strategy Officer, Nevada Department of Education, conducted a PowerPoint presentation on [the 2020 Statewide Plan for the Improvement of Pupils Framework](#).

Vice President Newburn emphasized the importance of the Statewide Plan for the Improvement of Pupils (STIP) as an actionable plan with clear goals and measures to evaluate progress against, which Member Blakely seconded.

Member Dockweiler noted that some items may need to be separated as individual strategies so that their inputs, outputs, and outcomes were more readily measurable.

Ms. Todtman appreciated the Board's feedback and noted that at this stage in development, the Department wanted to ensure the Board's support for the values and goals which served as the foundation for specific measures and outcomes.

Member Ortiz remarked that the STIP was currently aspirational and difficult to measure, lacking some specificity; she also emphasized the importance of comparable data. She also raised concerns regarding the "STIP in a Box" being sent to districts in its current form.

Ms. Todtman noted that at the Nevada Association for School Superintendents (NASS) meeting, superintendents requested information about the values and goals of the STIP, and the Department is seeking a balance between aspirational goals and making them definably achievable in order to move education forward. Member Teri White added that when she attended the recent NASS conference in her capacity as a superintendent, she appreciated the opportunity for superintendents to provide feedback on the draft STIP framework; furthermore, the "STIP in a Box" was for superintendents to share with their community to assist in developing measurable strategies.

Vice President Newburn voiced his support for the Department's increased engagement with district superintendents in their drafting of the STIP, which Member Melcher seconded. The Board discussed the importance of goals that stakeholders could invest in.

Member Rui Ya Wang noted the importance not only of transparency and community, but in making the data of the STIP more accessible to the communities it ultimately serves. Member Tamara Hudson raised concern with the feasibility of "all" in the 2025 goals; Ms. Todtman noted it was the intention of the Department to have aspects of the STIP broken down into yearly benchmarks.

Superintendent Ebert thanked the Board for their comments and feedback as the Department worked to update the STIP Framework.

9: INFORMATION AND DISCUSSION REGARDING NEVADA CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Melissa Scott, Assistant Director of the Office of Career Readiness, Adult Learning & Education Options, Nevada Department of Education, and Heather Dye, Nevada State FFA Director, conducted a PowerPoint on [Nevada Career and Technical Student Organizations](#); they were joined by student leadership from various Career and Technical Student Organizations across the state, including Bryce Busch, Vice President, Nevada Skills USA; Samuelle Beltejar, State President, Nevada HOSA – Future Health Professionals; Akaash Krishnan, Vice President, Nevada DECA; Kiana Martinez, Vice President, Carson High School Future Business Leaders of America (FBLA) Chapter; Makae Pulsipher; Officer, Nevada

FFA Organization; and Mia Pasco, North Region Vice President, Nevada HOSA – Future Health Professionals.

Member Melcher inquired if the leadership of Career and Technical Student Organizations (CTSOs) meet. Ms. Pasco noted that CTSOs have been able to have fall leadership retreats; Nevada HOSA for example, was able to have a state-wide meeting in December. Member Melcher emphasized the importance of engagement.

Member Ortiz inquired about diversity in different CTSO memberships. Ms. Pulsipher, FFA, and Ms. Martinez, FBLA, responded that their organizations value diversity and they saw diversity in both their organizations and schools. Member Ortiz inquired about challenges CTSOs are facing. Ms. Pulsipher, FFA, noted that budget cuts had recently affected CTSOs, raising the cost of participation. Ms. Beltejar, Nevada HOSA, remarked that students could only be provided funding if they were first-place medalists in state competitions. Ms. Scott noted that funding for CTSOs was moved into the block grant of AB 309, and that the organizations try to keep costs low, supported by fundraising and district funds from Career and Technical Education and Perkins grants.

Vice President Newburn asked how organizations become defined as a CTSO. Ms. Scott noted that CTSOs are defined by the federal government; in response to the public comment made by Mr. Synold, Ms. Scott noted that at the state level, program review measures include CTSOs; these measures could be further evaluated.

Convenience Break

10: INFORMATION AND DISCUSSION REGARDING A MODEL POLICY ON THE PREVENTION OF SUICIDE

Christy McGill, Director of the Office for a Safe and Respectful Learning Environment (OSRLE), Nevada Department of Education; Amber Reid, Education Programs Professional, OSRLE, Nevada Department of Education; Peggy Edwards, SafeVoice Coordinator, OSRLE, Nevada Department of Education; and Janett Massolo, Training and Outreach Facilitator, Office of Suicide Prevention, conducted a PowerPoint presentation on a [Model Policy for the Prevention of Suicide](#).

Director McGill emphasized the importance of partnership between OSRLE, the Office of Suicide Prevention, and districts to embed protocols into the SafeVoice program.

Ms. Massolo discussed several programs available, including the SOS Education Program which educates students, SafeTalk which is alertness training, and Assist, a two-day intervention workshop.

Member Ortiz asked if all school employees are required to take suicide prevention training. Director McGill noted that new laws require that all school staff take suicide prevention training, and a tool to track completed training is forthcoming. Member Ortiz inquired if any school psychologists could discuss what was being done at the school-site level.

Joe Roberts, Coordinator, Office of Student Threat and Crisis Response, Clark County School District (CCSD), noted that every school in the district has a school-based intervention team comprised of a school psychologist, nurse, social worker, and counselor, who are trained to conduct suicide risk assessments. The intervention team also works with postvention responses; CCSD averages two deaths per week. To address SB 204, Clark County has comprehensive training for teachers and administrators which discuss the signs of suicide, the resources available to address suicidal ideation, and community resources. Clark County is working to complete its plan, and a draft is expected within the next few

weeks. Clark County hopes to go beyond the requirements of SB 204 to train teachers and administrators and include training for all school staff in the County. *(A complete copy of his statement is available in Appendix A)*

Member Ortiz inquired if Clark County had gotten feedback from teachers on the training. Mr. Roberts noted that they had not at this time but would be open to beta-testing. *(A complete copy of his statement is available in Appendix A)*

Member Dockweiler asked Mr. Roberts for his thoughts on prevention and student risk. Mr. Roberts emphasized the importance of social-emotional learning and multi-tiered system of support and supported the idea of a state-wide work group to engage in resourcing curriculum to support these factors. *(A complete copy of his statement is available in Appendix A)*

Member Blakely emphasized the importance of suicide prevention.

Member Dockweiler inquired if it was possible to integrate preventative services earlier into the process. Director McGill noted that the training can occur for teachers at any level and emphasized the importance of multi-tiered systems of support (MTSS) and the availability of resources. She further noted that it was possible to provide preventative services and intervention at kindergarten or preschool with wellness and social-emotional skills.

Member Ortiz remarked that reporting on the success of various wellness programs would be useful for assessment should the state choose to continue to use revenue from the taxation of marijuana for school safety grants.

Member Melcher emphasized the importance of training for not only teachers, administration, and support staff, but for parents, students, and the community. Member Wang inquired if there was training for students. Mr. Roberts emphasized the importance of student curriculum, and supported a program used by the city of Henderson called Hope Squad. *(A complete copy of his statement is included in Appendix A)*

Director McGill and Ms. Massolo cited examples in which the education of students has led to early intervention, as students work to support the welfare of other students.

11: INFORMATION AND DISCUSSION ON THE STATE COMPUTER SCIENCE EDUCATION OVERVIEW

Dave Brancamp, Director of Standards and Instructional Support (SIS), Nevada Department of Education, and Cindi Chang, Education Programs Professional, SIS, Nevada Department of Education, conducted a PowerPoint presentation on the [State Computer Science Education Overview](#).

Vice President Newburn noted that due to automation and advances in artificial intelligence, by the time children currently entering kindergarten graduate high school, many of the jobs held by their parents will be defunct. Senate Bill 313 seeks to address the need for computer science as a core academic subject to prevent graduating students with obsolete skillsets and meet workforce demands. He further remarked that computer science was pioneered by women, but the modern field lacks diversity; SB 313 must address equity in order to address economics. Vice President Newburn applauded the increases in computer science enrollment and diversity.

At the request of Member Ortiz, Ms. Chang clarified that block-chain technology protects data through cryptography; it is a way of programming to protect data flow. Vice President Newburn added that it is a

means of distributing information across multiple public servers and verifying information, such as transactions.

12: INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE FY20-21 ALLOCATION RECOMMENDATIONS FOR THE GREAT TEACHING AND LEADING FUND

KellyLynn Charles, Education Programs Professional, Office of Educator Development and Support, Nevada Department of Education, conducted a PowerPoint presentation on [the Great Teaching and Leading Fund FY20-21 Allocation Recommendations](#).

Member Ortiz asked for further information on requested programs; Ms. Charles noted that most programs involved teacher preparation, retention, and building the teacher pipeline, and teacher recruitment is the secondary priority chosen in most of those categories. Member Ortiz asked if applications which were not funded could be retained for future reference and idea-sharing; Ms. Charles supported the sharing of ideas.

Member Ortiz moved to approve the Review Team recommendations for allocation of the FY20-FY21 Great Teaching and Leading Funds. Member Dockweiler seconded. Motion passed.

13: INFORMATION AND DISCUSSION ON THE ENGLISH LANGUAGE DEVELOPMENT STANDARDS FRAMEWORK

Karl Wilson, Education Programs Supervisor, Office of Student and School Supports (OSSS), Nevada Department of Education; Dr. Kulwadee Axtell, Education Programs Professional, OSSS, Nevada Department of Education; Dr. Diana Walker, K-12 Literacy and English Language Learner Professional Learning Facilitator, Northwest Regional Professional Development Program; and Dr. Sharolyn Pollard-Durodola, Chair of the English Mastery Council and Professor, University of Nevada, Las Vegas, conducted a PowerPoint presentation on [the English Language Development Standards Framework](#).

Member Melcher asked if this program would be mandatory or optional, and what the sustainability of the program would be. Mr. Wilson noted that the Department had prioritized this program and were focusing on its sustainability, shaping how educators plan and think about their mode of instruction. Member Melcher inquired if this program would extend to teacher preparation programs, which Mr. Wilson affirmed.

14: FUTURE AGENDA ITEMS

Member Ortiz requested further information on Pershing County's multi-tiered systems of support (MTSS) and social-emotional supports. Member Dockweiler inquired if it was possible to survey the MTSS, social-emotional behavioral, and social-emotional learning curriculum and effectiveness measures that districts are using.

Member Ortiz requested information regarding district-level data on class-size reduction; specifically, on the next variance request from school districts, that the data must include a report from Infinite Campus showing student ratios by classroom specifically attributed to a teacher, rather than total students divided by total teachers. Superintendent Ebert noted that the Department would look into the request to the extent of its authority and ability to provide that information. Member Ortiz asked if the Board could refuse to approve a variance unless a school provided that information. Vice President Newburn noted that districts are currently working on establishing that data. Member White added that K-3 reporting has been required for several years, and as of this year, reporting for K-12 has become mandatory; two districts have currently extracted that data, and the remaining districts are gathering data.

15: PUBLIC COMMENT #2

No public comment.

16: ADJOURNMENT

Meeting adjourned at 1:26 PM.

Appendix A: Statements Given During Public Comment

1. Stephanie Patton, Nevada Association of School Psychologists, spoke regarding agenda item 10, the Model Policy for Suicide Prevention.
2. Ed Gonzalez, Individual, spoke regarding Clark County School District's Human Capital Management System.
3. Jonathan Synold, Principal of Advanced Technologies Academy, spoke regarding agenda item 9, Nevada Career and Technical Student Organizations.
4. Joe Roberts, Coordinator, Office of Student Threat and Crisis Response, Clark County School District, spoke regarding a Model Policy on the Prevention of Suicide.

Item A1, Stephanie Patton

Good morning Vice President Newburn and members of the Board, for the record my name is Stephanie Patton, I'm a school psychologist in the Clark County School District and I'm the president-elect of the Nevada Association of School Psychologists. I am happy to see a model policy on the prevention of suicide on the agenda for discussion today. I wholeheartedly agree that protecting the health and wellbeing of students is an ethical imperative. In fact, I'm here to talk about comprehensive mental health supports in our schools. Senate Bill 89 was an achievement for those of us providing these services, but it is up to you to help us follow through. Improving the ratios of mental health providers must be a top priority in Nevada. School psychologists have a particular disadvantage, because in addition to providing mental health supports, we are also tasked with completing special education evaluations. The importance of improving our ratios cannot be understated. I wanted to share with you today why I became a school psychologist.

The truth is, I stumbled upon the career just before I was set to enter graduate school, to earn my Ph.D. destined to become a researcher and a professor. My roommate at the time had invited her father over for dinner and he happened to be an elementary school principal. He asked me about my plans, and we chatted for a while about my experiences. He then asked me the question that changed everything: "What do you believe really matters?" Mr. Kennedy may be the force that set me on my path, but the real reason I became a school psychologist was always a part of me. Growing up, my family kept foster children; from the time I was ten years old until I graduate high school, I knew more than 40 foster siblings. I saw firsthand what many of these children endure and what they are up against. I saw the dramatic impact of trauma. I saw the impact of excessive school movement and truancy. I saw the tendency of schools to overlook the social and emotional wellbeing of these children, and desperately tried to improve their academics above all else.

But here is the hard truth: children who are unwell psychologically and emotionally cannot learn. Children who are carrying the weight of trauma, abuse, and neglect, children with anxiety, depression, and post traumatic stress syndrome without support cannot learn. Children who are uprooted time and again, moved between schools, and asked to pick up where they left off cannot learn. There comes a time when we as leaders have to say "enough". We have to begin prioritizing the mental health needs of our children and understand that while learning to read and write are incredibly important, those skills are not more important than feeling safe and protected and valued.

Right now, in Nevada, we are facing a crisis. I'm here today because I'm expected to provide support to more than 2800 students. This is unacceptable. We know that in order for children to receive the comprehensive psychological services they need and deserve, there should be one school psychologist for every 500 students. Our children need you to fight for them. They need you to understand the gravity of the situation we face. They need you to prioritize their wellbeing above all else. They need you, and they need me, and this is what I believe truly matters. Thank you.

Item A2, Ed Gonzalez

Thank you, Mr. Chairman, members of the Board, my name is Ed Gonzalez, I'm a member of Break Free CCSD, and the Hickey Elementary School Organizational Team up in Northeast Las Vegas, although today I'm speaking as an individual.

I'm here today to briefly talk about CCSD's Human Capital Management System, which the Nevada Legislature provided 17 million dollars for during the 2017 legislative session. We've had major problems with the implementation of the HCM system, and with the problems of school districts receiving proper pay. While these stories are extremely disturbing, the question you're probably thinking is why am I bringing up this today? And the reason is, the purpose of the funds for the HCM system was to ensure that the reorganization could be implemented properly and to provide a more detailed account of the dollars in CCSD. Under AB 469, passed in the 2017 legislative session, the state Superintendent of Public Instruction was given broad power to ensure that reorganization was implemented and the dollars for CCSD's HCM system was allocated for this purpose and to make sure that the work was done properly. To back up this, during testimony of SB 550, which is the bill that passed the money, Nicole Rourke, the lobbyist for CCSD said "this new system is critical for CCSD's implementation of required reorganization". Paul Moradkhan from the Metro Chamber said that "this was essential for CCSD to move forward." And so, during the first few weeks we've seen a lot of problems with this, we've seen about 25,000 tickets for help at the IT desk. The reason I'm bringing it forward, is I think that this is something within the powers of the state Superintendent to look at more closely, and I would ask her to do that. Thank you.

Item A3, Jonathan Synold

[Mic was not initially turned on]

Sorry—alright, let me say my name, my name is Jonathan Synold, I'm the Principal of Advanced Technologies Academy in Las Vegas. I'm speaking today about item number 9, which is the CTSOs, we love our CTSOs in Nevada, we have excellent programs, we think they're wonderful, our students get a lot out of them. Just one thing, I perspective that you need to know, is that there are quite a few other extra-curricular activities that align directly to these CTE programs, for example Cyber Patriots, which is sponsored by Air Force. That should align to our cyber securities CTE, but unfortunately our cyber securities teacher, she doesn't get credits for advising that club, even though it's a nationally recognized organization. And so, when she doesn't get credit for it, our school gets dinged on the QPS. Another example is First Robotics which is sponsored by Tesla, that is an intense amount of work for our advisor, who's our engineering teacher, but he also doesn't get credit on the QPS so he is also in addition advising Skills USA with our other teachers. Now he just emailed me, he's going to be gone for eight straight school days because he's got a First Robotics competition followed by a Skills USA. So, we're putting a tremendous amount of pressure on our CTE teachers, a lot of them are new, to be part of CTSOs and they want to be part of it, but they want to be part of ones that align more directly to their program. So just something to keep in mind on expanding that idea of what a CTSO might be or what might count for the QPS. Thank you.

Item A4, Joe Roberts

Members of the Board, Superintendent Ebert, my name is Joe Roberts, and I'm the coordinator for the Clark County School District, Department of Student Threat and Crisis Response. I can speak for Clark, in relation to how we operate briefly, and then also too, how we're addressing Senate Bill 204. As a district, all of our schools in our district have what's known as a school-based intervention team, it's comprised of a school psychologist, a nurse, a social worker, and a counselor. Those individuals are trained to respond to [and] conduct suicide risk assessments. My team, and I have several of them with me today, we train those individuals in the district. We have partnerships with the mobile crisis response team and other groups within CCSD. We also respond to postvention response. If there's a death in the school district, we average about two deaths per week related to natural causes, automobile accidents, and there is suicide. That's students and staff alike. That's how we address that postvention component. Currently to address Senate Bill 204, myself and my team, my team leads back here with me, we have put together comprehensive training for teachers, administrators, and hopefully all staff within Clark county school district that covers what the signs of suicide are, what resources there are available in the school district to address if a student is experiencing suicidal ideation, and also what the resources are in the community for those supports. It has the—we're about 98% of the way there, we're putting the final polish on that in about a week or so. Then it'll be reviewed by additional leaders in the district, and also too, I'd like to extend the courtesy to Christy and Misty for their review as well to see where we're at as a district. Any time with anything in the state of Nevada, I'm always willing to share for other districts as well.

[Responding to Member Ortiz regarding implementation plans]

So, the initial rough draft was developed back in September, and that was rolled out to all of our school-based psychologists roughly, about 175-180 school psych's in our district saw the original rough draft of that presentation. Right now, and again, the way that we work through suicide risk assessment in our district is we utilize those school-based intervention teams. The plan behind this is, a teacher, a bus driver, a cafeteria worker, recognizes what the signs are, that a student is experiencing signs of suicide, their immediate response is to direct the student, get the student to the school administrator and the school based team for that suicide risk assessment. So that's what the presentation entails, what are the steps and what are the resources in Clark County School District to address suicide, and what their role is. The way that we can address that with 50,000 employees is through an online webinar type format that they'll be required to watch and that we can track through our employee management system. That's step one, that's tier one. Tier two and tier three for that type of training could come with partnerships from the Nevada Office of Suicide Prevention, Assist and whatnot. Those are already available in Clark; we make those available.

[Responding to Member Ortiz regarding to peer-group review of the training]

The way that the video is structured, they have to watch it and observe it. No, to answer your question, no we haven't done that yet, because we're still focused on the development of the product, we haven't beta-tested it so to speak in that way. We would want that as well, but we're also focusing on our goal, which is yes, SB 204, the requirement is teachers and administrators. We're pushing beyond that; we want all of our staff to recognize that. And so, to make a point, Nye County School District, obviously they're a much smaller district than ours, but several years ago their school superintendent made a valiant effort and had the Nevada Office of Suicide Prevention train their entire district staff. Everyone in their district, and they have maybe 1500 or 2000 employees, we have 50. They partnered with the Nevada Office of Suicide Prevention to do that, but everyone in their district received their training from Richard Egan and Misty's organization. We have different challenges as far as personnel are concerned, but we can certainly look to beta-test that with some sub-groups.

[Responding to Member Dockweiler regarding prevention and student risk]

Absolutely, Member Dockweiler. I hope that we can move forward as a state, as a district, all districts in the state, it was nice to hear that the district up North is really pushing MTSS, that's huge. Social-emotional learning is huge. We need to, as a state, and allow districts the opportunity to have a menu, so to speak, to choose from as far as curriculum is concerned that addresses those components that are necessary for those foundational skills to move forward so that as we approach the middle school years and the high school years, we can cut that suicide rate for our state. I would be very much, I would want to engage in a work group, so to speak, across the state hopefully, to look at those types of issues and find curriculum that can support social-emotional learning, MTSS, and all of that. It's important when we look at our numbers overall. As you mentioned with our age groups there and what we see with that. I know there are many others out there that would also want to engage in that.

[Responding to Member Blakely]

I'm sorry for your loss, sir.

[Responding to Member Wang regarding training for students]

Absolutely, and I have some—I've only been an advocate for this, this isn't part of anything that myself or my group, that we do, but it does address your prevention question for student base. And I can speak for Clark. In Clark we currently utilize the signs of suicide curriculum, it's mandated obviously in previous NRS law, 8th and 9th grade curriculum, I'm sure you've probably, if you're a Clark student, you've seen that. There is in Clark, a committee that has been formed, that has a student involvement to review that particular curriculum, there needs to be some updates. Misty I'm sure could probably speak to that for that particular question. I know her office is very involved with that, with Richard Egan down here. However, as a side note to that, the city of Henderson is extremely engaged in our schools that are in the Henderson community with a program called Hope Squad. It comes out of the state of Utah, it's fantastic, I'm a strong advocate for that, it's student-led, student based, and peer-to-peer. And I'm excited about it, and I just can't say enough about it. I would encourage as much as I can strongly encourage if the State Board could be involved in some way, or somehow, to encourage the other communities in our valley and across the state of Nevada to look at programs like that. That's coming out of the Mayor's office in Henderson. Las Vegas needs to jump in, North Las Vegas needs to jump in, and all the other counties need to jump in. We need to listen to our students and provide them with curriculum that's challenging for them and helps them move along in that direction in a healthy way, and I believe Hope Squad does that. I hope I answered your question.