

**NEVADA DEPARTMENT OF EDUCATION
NEVADA STATE BOARD OF EDUCATION
MEETING OF THE DIVERSITY, EQUITY, AND INCLUSION WORKGROUP
AUGUST 20, 2020
2:00 P.M.**

Meeting Location

Due to the circumstances created by the COVID-19 pandemic, the State Board of Education met via videoconference. In accordance with Governor Sisolak's State of Emergency Directive 006, Section 1, no physical location was designated for this meeting. The meeting was livestreamed on the Nevada Department of Education's (NDE) website.

SUMMARY MINUTES OF THE BOARD MEETING

WORKGROUP MEMBERS PRESENT

Via Videoconference

Alex Gallegos
Felicia Ortiz
Tamara Hudson
Wayne Workman

DEPARTMENT STAFF PRESENT

Jhone Ebert, Superintendent of Public Instruction
Dr. Jonathan Moore, Deputy Superintendent of Student Achievement
Felicia Gonzales, Deputy Superintendent of Educator Effectiveness and Family Engagement
Terri Hendry, Public Information Officer
Christy McGill, Director of the Office for a Safe and Respectful Learning Environment
Amber Reid, Education Programs Professional
Gunes Kaplan, Education Programs Professional
Marie DuFresne, Education Programs Professional

LEGAL STAFF PRESENT

Via Videoconference

David Gardner, Deputy Attorney General

PRESENTERS IN ATTENDANCE

Gerald Robinson, Clark County School District
Stephanie Keating, Clark County School District

AUDIENCE IN ATTENDANCE

Via Livestream

1: CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Meeting called to order at 2:00 P.M. by Chair Tamara Hudson. Quorum was established. Chair Hudson led the Pledge of Allegiance.

2: PUBLIC COMMENT #1

Sylvia Lazos, Nevada Immigrant Coalition, submitted public comment regarding the digital divide. *(A complete copy of the statement is available in Appendix A)*

3: APPROVAL OF THE AUGUST 20, 2020 DIVERSITY, EQUITY, AND INCLUSION WORKGROUP MINUTES

Member Felicia Ortiz moved to approve the minutes of the August 20, 2020 Diversity, Equity, and Inclusion Workgroup. Member Wayne Workman seconded. Motion passed.

4: CHAIR'S REPORT

Chair Hudson noted that during the first meeting of the Workgroup, the digital divide was identified as one of the greatest barriers to equity for all students this school year. With the majority of students attending school in virtual and hybrid models, ensuring that students and educators have access to devices and connectivity is critical. The Nevada Department of Education (NDE) and the Governor's Office of Science, Innovation & Technology (OSIT) have been working with districts and charter schools to identify their needs and track students participating in distance learning.

As of this meeting, 10 districts are "green," meaning that all students participating in distance learning have a device and internet access. Those districts are Carson City, Churchill, Esmeralda, Eureka, Humboldt, Lincoln, Nye, Pershing, Storey, and White Pine. Of those, five are currently providing in-person instruction to all students. Chair Hudson thanked the Governor's COVID-19 Task Force, which provided enormous support on this issue; their partnership with businesses and non-profit organizations have made the ConnectingKidsNV effort possible. Families are encouraged to reach out to the Family Support Center at 888-616-2476 if they need help with a device or internet connectivity, which offers bilingual operators and is staffed 6:00a.m. to 7:00p.m. Mondays through Saturdays.

Responding to Member Ortiz, Superintendent Jhone Ebert reported that while some families have contacted the Family Support Center and been connected to internet services and devices, "knock on door" outreach has also begun, to confirm roll-call and establish needs, to provide additional support in operating the devices received, or to deliver devices. The 18,064 T-Mobile hotspots have been disbursed to school districts; however, some students have received hotspots where T-Mobile did not have strong coverage, and the hotspot has needed to be swapped with another. Superintendent Ebert also emphasized the importance of providing options for students to earn their diploma in the event they are prioritizing working to support their families financially during the pandemic. If districts are unable to locate students after 10 school days, they are unenrolled. However, an increased effort is being made to locate students before disenrollment. Even upon disenrollment, in the event a student has moved, schools are working to confirm the students have found placement in a school in Nevada or elsewhere. Member Ortiz asked if there was a protocol to inquire with Health and Human Services for student addresses. Member Workman noted that in Lyon county, the district has community partnerships with the health district and county health and human services in that regard.

5: SUPERINTENDENT'S REPORT

Superintendent Ebert provided an update regarding NDE's Equity Team, comprised of NDE staff and including Member Ortiz. NDE held its first Department-wide training with the National Equity Project to build its capacity to lead with equity. NDE staff will participate in a two-part series with the National Equity Project to learn about race, identity, and equity; reflecting on the current story of race and equity at NDE; recognizing the role of systemic inequity, racism, and oppression in limiting students' experiences, safety, opportunity, and belonging; and developing a shared vision of equity for education in the State. Each of the two three-hour learning sessions are being offered twice to NDE staff.

Regarding the request by Members of the Workgroup for the demographics of NDE employees, Superintendent Ebert reported that NDE has worked with Agency Human Resources regarding the staff demographic information. As the appointing authority, there is some information that the State may have

access to internally, but may not share publicly. NDE has developed an optional demographic survey which will first be administered to staff within NDE, before being shared with various Boards and Commissions, so that NDE may be transparent in who is leading and participating in our work. NDE hopes to have the demographic survey of staff complete by the October meeting of the Workgroup.

Superintendent Ebert reported that NDE has formed a committee to draft a style guide which will emphasize clear, consistent, and concise communication, outline the Department's voice, tone, and values, and include sections on equity and inclusive language. The style guide will also include a glossary and list of frequently used acronyms.

Finally, Superintendent Ebert applauded Chair Hudson; the Superintendent attended an event with the National Board of Certified Teachers, during which Chair Hudson was recognized. Member Ortiz seconded her congratulations.

Member Ortiz reflected that she participated in the National Equity Project training, and it was a wonderful opportunity to meet staff. Overall, she noted that participants were happy to participate and engage in teambuilding.

6: AGENDA PLANNING

Chair Hudson moved to discussion regarding agenda planning and the role of the Workgroup. Chair Hudson will continue to reach out to Workgroup members for suggestions for agenda items that may arise in addition to those discussed during meetings. When agenda items are submitted, they are reviewed with Superintendent Ebert and her leadership team to determine how best to address each topic and ensure that NDE has sufficient time to prepare quality presentations. Responding to Member Ortiz, Chair Hudson recommended requesting agenda items at least one month in advance.

Member Ortiz asked that the Department publish their rolling list of requested agenda items and their tentative schedules. Chair Hudson and Member Ortiz also discussed the value of longer-term planning of agenda items.

Chair Hudson then discussed the leadership of the Members of the Board and the integration of diversity, equity, and inclusion work, as well as the values of the Statewide Plan for the Improvement of Pupils into their actions. One way of doing this is by advancing the items brought to the Workgroup through commitments of action and concrete next steps to be undertaken by Board members.

7: INFORMATION AND DISCUSSION REGARDING RESTORATIVE JUSTICE

Christy McGill, Director of the Office for a Safe and Respectful Learning Environment (OSRLE); Amber Reid, Education Programs Professional, OSRLE; Marie DuFresne, Education Programs Professional, OSRLE; Dr. Gunes Kaplan, Education Programs Professional, Office of Assessment, Data & Accountability Management; Gerald Robinson, Clark County School District; and Stephanie Keating, Washoe County School District, conducted a PowerPoint presentation regarding [Restorative Justice](#).

Member Workman asked if there was a set definition for suspension and expulsion in the presented data set, as suspension and expulsion had differing definitions within districts. Ms. Reid responded that expulsion meant that students were removed from enrollment, while suspension meant limited from interaction from school and/or activities in some form. The data presented is baseline and collected prior to defined definitions for these items as required in statute; 2020-21 data will be more nuanced as it will have been collected with set definitions in place. Chair Hudson asked if the 2019-20 data could be reanalyzed, as 2020-21 numbers may be skewed due to distance learning. Ms. Reid noted that the 2019-20 data was collected differently, but the process of norming was underway.

Member Ortiz asked if gender information would be included in future data. Ms. Reid was unsure, as elements of the survey were still being determined to ensure the survey was not unduly burdensome amidst COVID-19.

Member Ortiz asked about some of the difficulties she had heard with implementation of restorative justice and scaling restorative justice practices out. Mr. Robinson noted that there are a multitude of issues to overcome in scaling out restorative justice, including overcoming implicit biases and feelings that it may not be a valid solution and only adds to workload. Further, in Clark County, Mr. Robinson is one of only three project coordinators responsible for training the district beginning in September of 2019. Mr. Robinson emphasized the importance of administrator support and buy-in.

Reporting information received from constituents, Member Ortiz recommended short videos on restorative justice which could easily be shared on social media to spread information and increase buy-in from administrators and the public. Mr. Robinson agreed and noted that they have begun the process already. Member Ortiz further supported student engagement.

8: ACTION ITEMS FOR WORKGROUP MEMBERS

Member Ortiz moved that the Workgroup receive an annual report on Restorative Justice efforts and student discipline data. Member Alex Gallegos seconded. Motion passed.

9: FUTURE AGENDA ITEMS

Member Ortiz asked for the demographic information of administrators and support staff in schools across Nevada.

10: PUBLIC COMMENT #2

No public comment.

11: ADJOURNMENT

Meeting adjourned at 3:47 P.M.

Appendix A: Statements Given During Public Comment

1. Sylvia Lazos, Nevada Immigrant Coalition, submitted public comment regarding the digital divide.

Item A1, Sylvia Lazos

The Nevada Immigrant Coalition, Mi Familia Vota, Nevada Hispanic Legislative Caucus Ed committee, want to express gratitude to State Board of Education Diversity Task Force and ConnectingKidsNV, which continues to make great strides in addressing connectivity issues in our working communities.

We want to bring to your attention the 10,000 children who have not been registered at CCSD, as reported by the Review Journal on Sept 15, 2020.

1. We have spoken to many CCSD principals who believe that the “count day” was last Thursday and are no longer working on outreach to families. The final day for enrollment that would count towards DSA distributions. It’s October 1. Please correct this misinformation.
2. DROPPING ENROLLMENT in CCSD means children are out of contact with school and structured environments. Children left unsupervised are vulnerable to #BadTrouble

We have not seen an analysis from CCSD as to possible reasons for 10K drop in student enrollment (please keep in mind that CCSD enrollments have actually increased by 2% each of the last five years)

Here is our analysis:

- Charter school enrollment is up 3000 statewide, or about 2,250 for CCSD (we are getting FOIA numbers from NDE)
- Home School applications at CCSD, which means families leaving the district, were reported at 3100 by NV Indy in last Sunday’s reporting.
- We believe that there won’t be any impact from private schools, although we don’t have the numbers. At least five private schools have closed, and some of those children should be back in public schools

So we still have about 5k kids who are “missing” in CCSD, “sin city.”

We do know that MANY high school children are working full time to keep the family afloat. These children are either not enrolled or will soon be chronically absent. IN addition we are hearing from families, “maybe I will keep my child home this year.” Washoe reports that as many as 50% of Kindergarten’s are not registered.

We have made public records requests from CCSD to ascertain what is going on with this population of missing children of 5k. Because time is of the essence, we ask you to please consider:

- Announcing to CCSD principals that they still have a chance to reach their enrollment numbers. Principals know areas in their zoned neighborhoods where these families who are suffering economic deprivation may reside, eg Budget Suites. Principals who have made their enrollment numbers worked to reach those areas.
- We need to focus on homeless families and homeless youth. City of Las Vegas is conducting out reach effort. This should be backed up by CCSD.
- Children who are working need to know that they can stay in school, and that school district will accommodate them. CCSD or NDE should be telling these families that there will be Summer School opportunities so that these working children can graduate. We need to show these families that there is a way.
- Kindergarteners need to be enrolled and engaged, even if it's one or two hours on a remote learning screen. Communication with working class communities is very much needed: you just can’t keep a young child at home.
- ConnectingKidsNV key has done an excellent job re CONNECTIVITY. We ask as a community that ConnectingKidsNV also address the unregistered population, who is at very high risk if not in a structured environment.

Our community will continue to canvass every weekend, because every child matters. Mi Familia Vota and NHLC have anchored weekend efforts. We need CCSD to be supportive, and within the FRPA

context be more liberal in interpretations so our community of caring adults can be efficient in our outreach efforts. We ask that NDE review CCSD FRPA interpretations that are overly restrictive, and hamper community efforts. For example, we can canvass areas known to CCSD, such as an apartment building, Budget suites, highly impoverished city blocks, where these “missing children” may reside and this “help” from CCSD should not violate FRPA.

With respect,

Sylvia Lazos
Nevada Immigrant Coalition
Nevada Hispanic Legislative Caucus CoVID19 Education Chair