

**Nevada Department of Education  
Nevada State Board of Education  
December 10, 2025  
9:00 AM**

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Meeting Room</b>
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Room 114
Department of Education	700 E. Fifth St.	Carson City	Board Room
Department of Education	Virtual	Virtual	<a href="#">YouTube Link</a>

**Draft Summary Minutes of the Board Meeting**

**Board Members Present**

Dr. Katherine Dockweiler, President  
Tim Hughes, Vice President  
Tamara Hudson, Board Clerk  
Dr. Tricia Braxton  
Amy Carvalho  
Annette Dawson Owens  
Tate Else  
Danielle Ford  
Evana Lan  
Susan Neal  
Angela Orr

**Department Staff Present**

Dr. Victor Wakefield, Superintendent of Public Instruction  
Christy McGill, Deputy Superintendent of Educator Effectiveness and Family Engagement  
Lisa Ford, Interim Deputy Superintendent for the Student Achievement Division  
LaNesha Battle, Director  
Candance Bortolin, Education Programs Professional  
Angie Castellanos, Administrative Assistant  
Zach Khan, Administrative Assistant  
Lexi Kovalovich, Education Programs Professional  
Andrew Morgan, Education Programs Professional

**Legal Staff Present**

Christina Georges Burns, Deputy Attorney General

**Audience in Attendance**

Jorge Alvarado, Instruction Partners  
Jerrad Barczynsyn, Regional Professional Development Program  
Anna Binder, Nevada Governor's Council on Developmental Disabilities  
Dr. Steve Canavero, Nevada Education Service Center (ESC)  
Betsey Crumrine, Division of Child and Family Services  
AJ Feuling, Carson City School District  
Felicia Gonzales, Clark County School District  
Ashley Greenwald, University Nevada-Reno  
Melissa Mackedon, State Public Charter School Authority  
Brandi March, Clark County School District

**Audience in Attendance (cont.)**

Nicole Jawhari, Regional Professional Development Program

Jeff Kayf, Red Rock Strategies

Susan Keema, Nevada Association of School Superintendents

Mary Pircynski, Nevada Association of School Superintendents

Lupe Ramirez, Carson City School District

Nathaniel Waugh, Clark County School District

Jesse Welch, Clark County School District

**1. Call to Order, Roll Call, Pledge of Allegiance, and Land Acknowledgement**

Meeting called to order at 9:01 A.M. by President Dockweiler. Quorum was established. President Dockweiler led the Pledge of Allegiance and provided a land acknowledgement.

**Verbatim Transcript**

**President Dockweiler:** Okay, good morning, everybody. It is 9:01 on Wednesday, December 10th and I would like to call this meeting to order. I'll ask the secretary to please call roll.

**Angie Castellanos:** This is Angie Castellanos for the record. President Dockweiler—here. Vice President Hughes—present. Superintendent Wakefield—present. Member Hudson—present. Member Braxton—here. Member Carvalho—here. Member Dawson Owens—present. Member Else—here. Member Ford—

**President Dockweiler:** she is on her way. Please mark her present when she arrives.

**Angie Castellanos:** Will do. Student Member Lan, student member Lan. Zach, is she up there in Carson City?

**Zach Khan:** She is. Yeah. Can you hear us?

**Angie Castellanos:** Okay. I can hear you, but I couldn't hear Member Lan. Member Orr—present and Member Neal—I believe she should be joining us shortly, remotely, and I will mark her as present as soon as she signs in. Madame President, you have quorum.

**President Dockweiler:** Excellent. Thank you. I would like to note for the record that we are also joined by attorney deputy general Christina Georges Burns, and we would like to acknowledge the indigenous peoples whose traditional homeland where we are presenting from and where people are joining us from in what the state of Nevada is now. Please join me in the pledge of allegiance.

*(Pledge of Allegiance recited)*

**2. Public Comment #1**

- a. Jorge Alvarado, provided public comment regarding item 7
- b. Anna Binder, provided public comment regarding item 8 and 10

**Verbatim Transcript**

**President Dockweiler:** Just for the record, I will now open the first period of public comment under agenda item two. I'd like to remind everyone that comment should be limited to items on the agenda. Please ensure you fill out a comment card, turn the microphone on, and state your name for the record. Additionally, please note that items categorized as future agenda requests are not included in this public comment period. I will also limit each speaker to three minutes, and time will be monitored by Vice President Hughes. I will begin with any members of the public who have attended to provide comments in person. Are there any comments in Carson City?

**Zach Khan:** Madame President, there are no public comments in Carson City at this time.

**President Dockweiler:** Thank you. We have two public comments in Las Vegas. First, we have Jorge

Alvarado speaking on item number seven, please.

*(For full public comment read into the record: See appendix)*

**President Dockweiler:** Thank you, Mr. Alvarez. Next, we have Anna Binder speaking on items 8 and 10.

*(For full public comment was read into the record: See appendix)*

**President Dockweiler:** Thank you, Miss Binder. Have any public comments been submitted online?

**Angie Castellanos:** We have no public comments submitted online at this time.

### 3. **Approval of Flexible Agenda** *(For Possible Action)*

**Motion was made by Member Braxton and seconded by Member Hughes to approve the flexible agenda. The motion carried unanimously.**

#### **Verbatim Transcript**

**President Dockweiler:** Okay, we will move on to agenda item three, approval of a flexible agenda. May I have a motion to approve the use of a flexible agenda, allowing me to take or items out of order if necessary?

**Member Braxton:** Member Braxton, for the record, I motion to have a flexible agenda.

**Member Hudson:** Second.

**President Dockweiler:** All right. Um, all in favor say I.

**Board Members:** I. I. I.

**President Dockweiler:** Any opposed? Extensions. All right. Thank you.

### 4. **President's Report**

President Dockweiler celebrated the end of the first semester for students and educators.

Member Braxton shared that several board members attended the Nevada Association of School Boards (NASB) conference, noting the collaboration and shared values among the 17 school districts in attendance. She also spoke about her ongoing listening sessions, which often become "education sessions" to inform the community about the State Board's distinct role.

Member Hudson echoed the positive experience at the NASB conference, specifically highlighting the productive conversations on AI and ensuring students are equipped with necessary skills.

#### **Verbatim Transcript**

**President Dockweiler:** Moving on to agenda item four, the president's report. I'm excited to share we are at the end, nearly the end of the first semester, and I know students have been putting in a lot of work. Our educators have been putting in a lot of work. and I just want to take a moment to celebrate all of the efforts that have been happening. Um, I know our board members have also been busy, so I'll open it up to them to share any updates that they may have.

**Member Braxton:** member Braxton, member Braxton, for the record. Several board members, attended the Nevada Association of School Boards conference and it was wonderful Oh, thank you. I have a soft voice.

Okay. but we attended the Nevada Association of School Boards conference, and this conference was well attended by members of 17 school districts in Nevada, and it was eye-opening for me to see the amount of collaboration and shared values supporting our students. I was happy to attend several workshops, and I will leave my fellow board members to talk about their experiences, but I really appreciate all the effort put into that conference, and I look forward to attending more. I also want to add that there's something to say about having listening sessions. So many of you know that I've promoted having listening sessions to hear about community's input and concerns on matters pertaining to the state board. But I will tell you that these listening sessions quickly turned into education sessions to let people know that we had a state board to begin with and how the state board was not the board of regions. It was not a school board. You know, there were differences and with it you know, I appreciate the audiences, anyone who will listen to what I have to say, right? Taking time to learn about the differences with the organizational structure. So, these will continue and I'm just really happy that, you know, our assembly members who are also serving in different positions are able to gather individuals. You know, I went to an event last night with Teach for America and had an opportunity to share my experience. So, I appreciate all the community interest in what we do. Thank you.

**President Dockweiler:** Thank you, member Braxton, and thank you for providing that much needed education to our community. So, thank you. Anybody else?

**Member Hudson:** Member Hudson, I'll just piggyback on Member Braxton, and what she said about the conference. It was very nice and refreshing to be able to see our school districts even though it seems like they have different positions, but we're all here for our students and the collaboration being able to reflect on what are our next moves and just seeing them engage in that conversation was really nice. and for them to have somewhat of a game plan or just to hear the ideas of how they're being innovative, especially with AI because that was a big topic just being able to bridge that gap and making sure our students were equipped with the skills they needed. So that was one of the highlights that I took that it was really nice just to see the wonderful things that's going on in Nevada.

**President Dockweiler:** Any other updates? I'm looking at my screen up north. Anybody up north wants to jump in here? Okay, seeing none. Perfect. Thank you. Yes. So, note for the record, we are now joined by member Neil. And with that, we will close out the president's report and turn it over to Superintendent Wakefield for the superintendent's report.

## 5. Superintendent's Report

Superintendent Wakefield reported that his entry priorities are focused on leading through partnerships, building agency capacity at NDE, and setting a shared direction. He introduced the Listening and Bright Spots Tour, which will include intentionally spending time across the diversity of Nevada's districts and schools. He stated that each stop will include time with young people/students and educators, the district Superintendent, and trustees. The tour is guided by six questions focused on academic foundation, college/career/life success, supported educators, families, coherent systems, and NDE support. He made the tour accessible via a QR code for public input and offered to structure an upcoming agenda discussion around these questions. He noted that he changed the title from "Listening Tour" to "Listening and Bright Spots Tour" to reflect the many promising things that need to be highlighted and nurtured.

## **Verbatim Transcript**

**Superintendent Wakefield:** Okay, terrific. Thank you so much. I think that the theme for my comments and this meeting as a whole is going to be listening and learning. So, member Braxton, thank you for highlighting the importance of that. And as I was thinking about my relationship with this board, I have gone from interviewing and being evaluated by the board to introducing myself to the last meeting to now I hope partnering and learning from you and working towards being a strong partner and support. Last month I shared headlines from my entry plan and three entry priorities. So, just as a reminder, um, for my 100 days, I'm focused on leading through partnerships, building agency capacity at NDE, and then helping to set a shared direction. There's no shortage of bright spots and good ideas, but I received feedback that it'd be helpful to have clearer state level priorities. One of the ways that I am going to work toward all three of those priorities is by engaging in a very intentional listening and bright spots tour. Um, attached in our um, included in our board support materials is a one-pager that I hope just creates a one-stop shop for my intentions and my hopes for this listening and bright spots tour and might serve as an activation tool for board members and the public as well, which I'll speak about in a moment. So, what I'm doing is I am um, very intentionally spending time across the diversity of our districts and schools in Nevada. Um, so next week I'll be in Carson. I'll be in Douglas and I will also be in Storey County for three of my first stops on this listening tour. I will definitely be in Clark and Washoe in January and February. And I've already had some stops at charter schools as well. And then I'm open I've made a request for, at NASS, the Nevada Association of School Superintendent meeting for other superintendents that would like me to try to prioritize spending time. I'm not going to try to hit every single county this time, but I'm going to try to make sure to hit at least half and have the true diversity of our state represented in terms of scale, demographics, etc. The district visits will be the centerpiece of that listening tour and each stop, as I tried to articulate in this one pager, will include time with young people, with students and educators, in school settings, time one-on-one with the district superintendent, as well as time with, um, trustees in that district. I'll work with the superintendent to figure out what makes sense. Is it a one-on-one meeting or excuse me, is it a small group meeting with a set of trustees? Is there a public meeting I can go and introduce myself at? But each stop will include those three pieces. I also have a set of guiding questions that are guiding the listening tour. The first five are a broad survey of the current state of the system as a whole. How well are young people gaining academic foundations? How well is our system, our K12 system setting up young people for college, career and life success? There's a focus question about around supported and empowered educators, about families, and about coherent systems. And the sixth question is also about how NDE is doing to support all of those priorities. Where are our bright spots as an agency and where are the areas that we can lean into to improve? One thing that I'm doing is also trying to make this accessible in a lot of different ways. So, there's a QR code on my one pager. I would like to invite board members if you wanted to submit responses to the guiding questions, please do. Please feel free to share this resource with your networks and with your constituencies as well and encourage as much input as possible. I'm deeply committed to reviewing every comment submitted to working with my team to create themes to play back those trends as I go through this over the coming months and then have a culminating report. Um, I also want to offer I don't know if this would be interesting of interest to the board or not, but to do an agenda discussion at an upcoming meeting around these questions if you'd like. I know that you also are thinking about your strategy setting and the way that you're setting priorities, but I would be happy to work with leadership at the January or February meeting to structure a semi structured discussion related to these themes. So that way you can also have some cross learning in a public meeting up to you. So, I wanted to

share that today because I think you are all beginning to know me. I don't have a shortage of opinions and thoughts and entry theories and things that I want to start to pursue, but I've learned enough to know that I have to test those. I need to make sure that they reflect real data and trends on the ground. I have learned that the more that I slow down listen and learn, the better that the strategies and the direction will be because we are all in this together. Public education is a shared responsibility and belongs to us all. Right? So, I wanted to highlight that I'm moving from introducing myself to now being deep in partnership and trying to learn as much as I can. And I've tried to structure that through this listening and bright spots tour. And then lastly, I will say that my initial framing was a listening tour. But I've changed it to a listening and bright spots tour to reflect the fact that there are so many promising things that we need to shine a light on. And while we try to build improvement at scale, the best way to do that is to pull these bright spots forward and help shine a light on them so that we can actually find the things that are working and continue to nurture those as well. So, with that, I'd be happy to answer any questions. The one pager is part of my item in our meeting materials. It was posted a few minutes ago. It can be shared broadly and again that QR code is a way to actually do submissions for the questions. Thank you very much.

**President Dockweiler:** Thank you, Superintendent Wakefield. This is an exciting time. I'm excited to hear what you learn on your listening tour, and I love the idea of having an agenda item for the board to engage as well. Thank you. Any questions or comments for Superintendent Wakefield from the board? All right, seeing none, we'll move on to agenda item six.

#### **6. Consent Agenda** (*For Possible Action*)

Information concerning the following consent agenda items has been provided to Board members for study prior to the meeting. Unless a Board member has a question concerning a particular item and asks that it be withdrawn from the consent list, all items are approved in one action.

- a. Possible Approval of Dual Credit Request: Washoe County School District (WCSD), in partnership with Great Basin College (GBC), Truckee Meadows Community College (TMCC), the University of Nevada Las Vegas (UNLV), the University of Nevada Reno (UNR) and Western Nevada College (WNC)
- b. Possible Approval of Private School Licensing: New Application and Renewal Licenses
- c. Possible Approval of State Board of Education Meeting Minutes, November 12, 2025

The Consent Agenda included items (a–c) related to transportation documents, private school licensing renewals, dual credit requests, and prior meeting minutes. President Dockweiler asked if any member wished to remove an item for separate discussion. No items were removed.

**Member Hudson moved to approve the Consent Agenda as presented. Member Else seconded the motion. Motion carried unanimously.**

#### **Verbatim Transcript**

**President Dockweiler:** I trust that our board members have had ample opportunity to review the consent agenda and support materials. As a reminder, board members are asked to review all materials and request clarification in writing. Any board member may pull an item for discussion, or we can approve them in a single motion. But any members like to pull an item for discussion or may have a motion to approve the consent agenda.

**Member Hudson:** Member Hudson, motion to approve the consent agenda.

**Member Braxton:** Member second.

**President Dockweiler:** Thank you. All in favor say I.

**Board Members:** I. I. I. I.

**President Dockweiler:** Any opposed? Extensions. All right. Seeing none. Before moving on to agenda item seven, I just want to note for the record and welcome member Ford who has arrived.

**7. Information and Discussion Pursuant to NRS 385.040 Focusing on the State Goals and Benchmarks for Improving Student Achievement** (*Information and Discussion*)

President Dockweiler opened the annual discussion with key stakeholders pursuant to NRS 385.040(2).

**A. Clark County School District (CCSD) Presentation**

Deputy Superintendents Felicia Gonzales and Dr. Jesse Welsh presented highlights of CCSD's accomplishments and next steps. They reported positive traction in proficiency rates across all academic areas and most student groups. They noted that CCSD showed tremendous growth on the Nevada School Performance Framework (NSPF), with 136 schools showing overall improvements, and 3 schools increasing by 3 stars. They reported a significant gain of 5.1% in the overall graduation rate, including strong gains for students in special education and English language learners. Celebrations included adding 500 pre-K seats, having 16,000 classrooms with licensed teachers, and settling contracts with bargaining units before the start of the school year.

Their Core 4 Bridge Plan concentrates on pre-K early literacy, middle school math, and workforce/college readiness. They are co-designing a long-term strategic plan with the community, starting with a survey and followed by community "dream sessions". Challenges and opportunities include managing transportation funding for a potential district-wide update of school start times, engaging with I-Ready as the new interim assessment tool, and dealing with declining enrollment.

**B. Commission on Recruitment and Retention Presentation**

Kellylynn Charles, Education Programs Professional, presented on the newly formed Commission on Recruitment and Retention, which was established by SB 460. The purpose is to evaluate the challenges in attracting and retaining educators. NDE launched the Teacher Exit/Transfer Survey in the 2023-2024 school year and is expanding it to include all school staff. The top reason teachers cite for leaving is student discipline issues. NDE also administers the School Staff Working Conditions Survey and the Climate Survey. SB 81 requires LEAs to use these results to assess and improve staff retention and school climate. NDE also launched the Be the Champion public branding campaign and the Education Pathways Ambassador program, which uses 40 volunteers to provide individualized support to aspiring educators navigating the licensure process. The Commission's first meeting is scheduled for January.

**C. Nevada Association of School Superintendents (NASS) Presentation**

Superintendents Fueling and Alice presented on NASS, which consists of all 17 school districts and the SPCSA. The organization is focusing on how to prepare young people to thrive, aligned with the Portrait of a Learner. Superintendent Fueling discussed the rapidly changing future, noting that AI and big data are now the 11th most desired skill, up from 15th in 2023, while "the basics" are ranked 21st. He emphasized the changing needs of the labor market and the increase in tech-heavy jobs. NASS is committed to building learning systems grounded in trust, collaboration, and high expectations, and invited the Board to a convening in January and the Superintendent's Academy in

June.

#### **D. State Public Charter School Authority (SPCSA) Presentation**

Executive Director Melissa Mackedon highlighted work across Nevada’s charter school landscape. The SPCSA's official enrollment for 2025–2026 is 70,534 students. Newer SPCSA schools are serving populations more representative of the state. For the 2024–2025 school year, the most frequent rating for SPCSA schools was five stars (49%), and almost 85% were at or above three stars. Almost 40% of SPCSA schools increased their star rating by at least one star. Schools are attributing success to strategies like strong Tier 1 instruction, growing their own programs, the four-day student contact week, and PBIS cohorts. AI use among schools varies, from providing real-time feedback and using it as a starting point for grading essays to simply not being applicable.

#### **Verbatim Transcript**

**President Dockweiler:** Okay, now we will transition into a very special agenda item that happens once a year. Um, pursuant to NRS 385.0402, the state board invites key stakeholders from across Nevada's public education system to engage in a focused discussion on statewide goals and benchmarks for improving student achievement. This annual discussion ensures the board remains connected to the leaders who are implementing Nevada's educational priorities in districts, charter schools, and partner entities across the state. Before I begin, I want to express my appreciation to each of you for taking the time to participate, and the updates, accomplishments, and insights that you provide will help the board maintain a strong understanding of the progress and needs across Nevada schools. This item is an opportunity to highlight successes, identify areas of continued focus, and strengthen alignment in our collective efforts to support students and educators. We have quite a few presentations today and first we would like to begin with the Clark County School District. At this time, I would like to invite Deputy Superintendent Felicia Gonzales and Dr. Jesse Wells from the Clark County School District to share information on the work happening across their district. Welcome. And once you're settled in, please proceed when you are ready.

**Dr. Jesse Welsh:** All right. Super. Thank you, Madam President. Members of the board, Superintendent Wakefield, appreciate the opportunity to share a little about some of the things that are going on in the Clark County School District. We do have a deck here, so I don't know if we can get that pulled up as well.

*(Proceeds with presentation: [Clark County School District - Becoming the Destination District](#))*

And really our focus here is just to highlight some of our celebrations and accomplishments from this recent year. Some of the next steps that we are working on as a district, some of the challenges and opportunities that we have presenting us and then answering any questions that you all might have. And really our focus is as our superintendent Ebert has been sharing for us to become that destination district. We really see ourselves as becoming that. So, myself and Ms. Gonzales here will just kind of walk through some of that content here with you guys in a moment. There we go. Love it. All right. So, we'll kind of move on here. We're Somebody's clicking for me. You just keep going. All right. So, I touched on that. Perfect. Celebrations and accomplishments. Again, we are a district on the move. So, if we go to the next slide, you'll see this past year, we're very pleased to share that we've had some positive traction in terms of our proficiency rates in all academic areas across all or nearly all student groups as well. And so, you can see that both with our third grade and then all of our elementary, middle school, and our high school on the ACT English language arts proficiency, we have shown increases compared to the last year. In most cases we are at or very close to approaching where we were pre- pandemic. So, we're happy with that progress.

We know there's still more work to do, but we're continuing to move in that right direction. Moving on to our mathematics. Again, we see similar patterns here where we are showing growth across the board in mathematics at all levels, elementary, middle, and high school. again, we still have work to do in all of these areas and a lot of that comes down to making sure that we have teachers in every classroom, that we are continuing to leverage our tier one instructional materials, that we're focused on making sure we're developing our teachers, but we know that those things are helping us with that work. And these really tie into some of the work that we're doing right now with our core in the district. On the next slide, you'll see our science proficiency rates. Again, definitely have I would say even more work to do here with science. It seems like sometimes science gets forgotten because we focus so much on our English language arts and our mathematics. but that is a continued area of focus for us. So, making sure at fifth, 8th and 10th grade where we are measuring on the science proficiency that we are continuing to show growth. But again, we are seeing growth compared to previous years and just continuing to move forward with that as well as you know adopting and working with the NextGen science standards making sure that we have curricular materials that are aligned to those standards in science. Next slide. I am very excited about some of the growth that we have seen on the Nevada school performance framework this year. tremendous growth in terms of and you can kind of see the shift. We had a really cool graphic that we shared with our board a couple months ago that just shows it kind of like a big you know hump if you will that shows how that is moving and you can see that a little bit in this bar graph where we have less certainly one-star schools than we've had and more three four and five star schools than we've had before. So, we're continuing to see positive movement in terms of our star ratings. If you go to the next slide, you'll also see There we go. Um, we had 136 schools that made improvements overall on their star ratings. That is huge. Um, we had 50 schools that went up by 20 or more index points. And then you can see highlighted here on the slides. I will not read all these school names, but we had three schools that increased by three stars this year. And we had several schools that increased by two stars this year. So definitely seeing some positive movement on the NSPF which goes back to our proficiency, our graduation rates, our chronic absenteeism, all of those measures that are part of the NSPF. next slide. And then similarly, our graduation weight rates. We were very excited to have that recent information came out regarding graduation rates across the state as well as obviously in Clark County. Um, we had a significant gain in CCSD of 5.1% in our overall graduation rate across the district. And in particular, as you can see highlighted here, we had strong gains in some of our student populations with special education, with our English language learners, um, with our African American students. , and most of our schools, um, we had a I can say that most of our schools had a graduation rate above 90%. We had six schools with a perfect 100% graduation rate. So again, very proud of the work that we've done there, which just goes back to our high schools working with students to make sure those they're getting those credits that they need, that we're cleaning up data, making sure we're tracking down those unsuccessful transfers, and really having supports in place to help make sure that we're getting kids across that stage for graduation. Next slide. And then some of the other big highlights you know in Superintendent Ebert's first 100 days we hit the ground running as a team to really try and get as much as we could done starting the school year and then continuing that movement here throughout the school year. So, some of the celebrations we're particularly proud of. You know, through some of the funding that we got at the legislature we were able to add 500 pre-k seats just for this year through the Nevada Ready PreK program. We're hoping to continue that work in terms of expanding pre-K. We had 16,000 classrooms with licensed teachers. That is the most licensed teachers that we have actually had as a district. And you can see our fill rate was very high. We started out the year somewhere around 600 vacancies. We're well down to

below 300 at this point. Um, and so that is very significant. If you remember from years past, those numbers were much higher. And we truly believe that one of the things that is leading to student outcomes for us is pretty simple. Just making sure you have a licensed teacher in every classroom. That's a pretty good easy place to start. Our retention rates are very strong. We're seeing increases and gains in our retention rates. most of the time if people are leaving it's just because they're retiring. and some of those people are coming back to continue to work with the school district if those are in critical labor shortage areas. and we were very excited too. You know, we had all of our bargaining units working on their contracts for two years. We were able to work with CCA and ESEA in particular, as well as our administrator's union to get all of those contracts settled very quickly. We finished the teachers' contract before we started the year. Which is huge because that just makes things a lot smoother as you start in the school year. Next slide.

**Felicia Gonzales:** Madame President, members of the board, and Superintendent Wakefield, it is a pleasure to always be back in this boardroom with all of you. So, what are our next steps? While we are currently in the process of co-designing our long-term strategic plan with all of our community at the beginning of the school year, we recognize the immediate continued need to focus on improving student achievement and building on last year's accomplishments. that Dr. Welsh just shared. Our core for bridge plan for the 2025 2026 school year concentrates on pre-kindergarten, early literacy, middle school math. Next slide, please. and u workforce and college readiness. As you know, there's a significant gap in kindergarten readiness, which could lead to long-term academic underachievement for many children that are not kindergarten ready. While we have already added additional pre-K seats as stated by Dr. Welsh this school year, we are currently creating capacity for additional pre-K seats, establishing a cohesive countywide strategy to enroll our most at risk students and providing our teachers with targeted supports and professional learning to support these students for early literacy. While we have increased literacy proficiency over the last four years, we must continue to accelerate in this area by differentiating instruction to best meet the needs of students through tier 2 and tier three instruction and interventions. Next slide, please. For middle school math, and while we have also seen proficiency growth over the last four years in this area, our work is not done. We know that we must accelerate our accelerate our growth in this area because math achievement is a proven predictor of high school success and workforce readiness. To accomplish this, we are providing teachers and administrators with the support and professional learning to ensure strong mathematical pedagogy to build conceptual understanding, strengthen their capacity to improve tier 2 instruction supports and reestablishing common semester exams. Last, I know, yay. Lastly, while CCSD has seen tremendous growth in dual enrollment, the number of students with AP scores of three or higher, and the percentage of students who have passed workforce readiness skills test, we are focusing on a clear pathway for all students by aligning our education pathways, ensuring coherent sequenced enrollment and full pathways and developing personalized aligned post-secondary plans for all of our students. Next slide. As mentioned previously, we are currently in the process of co co-designing our long-term strategic plan with the community. In November, we started the process with the release of a survey that asked participants to share the best things about CCSD, how to help all students succeed, and what would make CCSD the best place to learn, work, and partner. Most notably, 63% of our survey participants were students. Beginning this month and through Jan January, we will be interviewing community stakeholders. And in late January through February, we will be holding in-person and virtual community dream sessions to directly engage with students, families, employees, and our community to co-design our strategic plan. And we hope that all of you will plan to attend. Next, next slide. So, there are additional next steps based on research and community response and also build upon the work of this of this board. We released a school start time

survey earlier in the school year. The Clark County School District is considering a district-wide update of school start times for the 2026 2027 school year. Last week, we released a second survey where we will be seeking additional input from parents, guardians, students, staff, and the community on four different school start scenarios. In collaboration with the Clark County Education Association, we are continuing to fund, hard to fill positions thanks to Assembly Bill 398. And we are in the final stages of the salary review and adjustment process for our veteran teachers. As some of you may know, we have begun a facilities master plan process. This process includes stakeholder and community input to make priority decisions related to our remaining bond balance of \$3.7 billion to renovate, replace, repurpose, and/or consolidate school buildings all while tackling declining enrollment. We are happy to report that we will begin an AI that we have begun as an AI pilot and we will continue training other teachers so that they can develop best practices and create innovative environments for all of our students. Lastly, with the assistance provided through Assembly Bill 495, we are happy to report we will be providing spring break learning, summer learning opportunities, and summer credit recovery. And now with all that, I will turn back to Dr. Welsh.

**Dr. Jesse Welsh:** Thank you. So, there are some opportunities and challenges that we have currently. Next slide. Thank you. So, one thing in particular, as Felicia had just alluded to, you know, with that shift potentially in start times, you know, any support we could get in terms of some one-time transportation funding from you know, wherever we could get it would be fantastic. the biggest challenge for us with start times, as you all know, is transportation. And so being able to fund the initial cost of buses to be able to accommodate some of those changes and then the ongoing costs obviously of the drivers for those additional routes is going to be significant for us to be able to implement any of those changes in start times. We are looking at rolling out I Ready as our interim assessment tool starting next year. Again, and thanks to you know all the work that's been done on that to allow for some flexibility and look at some different options. The good news is many of our stakeholders are familiar with that tool and have used it before. So, the lift is perhaps a little bit lighter than a baby it could be. but we know that there is still going to be a significant lift within the system of making that shift across the K12 space. Obviously, there's a big a lot of work going on with SB460. I know it's on our agenda even later. And so just engaging in that work and you know helping with all of the things that need to happen in terms of the updates to our accountability system and all of the different layers that are included in there and you know we are not immune to some of the things that are happening nationally here in Nevada and specifically in Clark County. So, as you can see in the graph I shared there, we're seeing a significant shift in terms of our populations across the country. People are having less children. There are less families with children coming in. And so, you know, there we're all competing for a limited resource in the number of students. And we are seeing those enrollment declines both here in the state and of course in Clark County. And so, working with our facilities master plan, we know we have to think a little bit differently in terms of how we utilize some of our spaces and try to be as efficient as possible with utilizing the limited resources that we have. we talked about the pre-k expansion. I know we're working on getting information in for the state grant funding this Friday to be able to fund some of the infrastructure pieces and then continuing to chip away at that as best as we can in multiple formats to try to expand out pre-k options for all of our families. Again, focusing in the areas of highest need and then continuing that work at early literacy. We know how critical early literacy is to all of our learning. It's kind of funny as we were talking about some of the things internally on our strategic plan and on our core four you know myself and superintendent Ebert we are both math teachers but I was very advocating for early literacy as one of the biggest pieces we need to focus on because I think we all need to recognize how critical that foundation is to help support the work that happens in our middle and high

schools. so that concludes our high-level overview and again happy to answer any questions that you may have.

**President Dockweiler:** Wonderful. Well, thank you so much for this uplifting presentation. It's exciting to see all the good things that are happening. I have a question on slide seven and eight. Talking about the star ratings, has there been any insights or any conversation about what the rise in ratings may be attributed to?

**Dr. Jesse Welsh:** Absolutely. Thank you, President Dockweiler. I think a lot of it comes down to some of the groundwork that has been laid across the district over the last several years. You know, we have been in the process of adopting and implementing really strong tier-one curricular materials. That is a gap that we had had for a long time as a district and you know, we're still in the early stages of that I would say even though it's you know two to three years to four years on some of those pieces. Our teachers are starting to develop proficiency in using some of those tools with consistency. So, I would say that it is certainly a big piece of it. You know as well as you know simple things of you know having licensed teachers in every classroom. Those kind of things really do make a difference and then making sure that we're supporting our teachers and that they understand how to use and leverage those materials as well as how to accommodate and base their instruction on the students that are in front of them and the data that they're seeing out of their students to really modify their instruction and meet the needs for our tier two and tier three learners.

**President Dockweiler:** Awesome. That's good to hear. Thank you. Other questions from board members. Member Braxton.

**Member Braxton:** Hello, member Braxton for the record and thank you for your presentation. You mentioned that transportation could be a barrier during the start times discussion and with the survey that you're going to roll out, and I look forward to sharing that. Could you expand a little bit more on how the transportation issue would be a concern for parents to consider?

**Dr. Jesse Welsh:** Yes, and shameless plug, we actually have our second survey out right now for those other start times. So, if you and you're all stakeholders, feel free to sign in there. We have as of the last date I saw two days ago about 30,000 responses to that second survey. So, it's definitely a hot topic and people are interested and engaged, which is I think exciting because I love that we're talking about things that matter for students. to your question yeah so currently with our transportation and logistics I think of it almost like Jenga. You know as soon as you start moving pieces around things become a little bit more unstable. Right now, it is that perfect starting tower of when you begin the game and everything is intricately interwoven and so it is maximized and optimized. So, as we move some of those pieces around, um, what happens is it creates some instabilities in the system where, um, particularly with some of our routes that are a bit longer at the high school level, you know, because those attendance zones are larger, it means those buses have longer run times. So, if we shift where those times are, that can interrupt some of the other routes. If we're moving, you know, let's say, you know, because right now high schools are earliest routes. If we move that to a different time period in the day, that would impact where some of those routes fit. in particular, also some of our routes for students with special education needs. That's another piece where currently a lot of those align primarily with our elementary routes. So again, if you move that around, we have some incongruities in the number of routes by each level where there's more routes because of some of those. So, all of those things, it's this interwoven mesh of how they all play together. And by moving things around, it means that we end up needing more routes and more drivers, which you know drives the need for more buses and funding for those.

**Member Braxton:** Thank you very much for that. And that to Jenga. We played Jenga at the at the Nevada Association of School Boards meeting to actually show how you might have something scaffolded, but as soon as you move a piece that will impact something else.

**Dr. Jesse Welsh:** Yeah. Thank you.

**President Dockweiler:** Thank you, Member Braxton. Vice President Hughes,

**Vice President Hughes:** member Hughes for the record. Thanks for both being here. It's fun to see you both. I was just curious about a sort of separate question, but I want to get your perspective on the star rating. So again, huge work has gone into increasing school performance across the entire state. You obviously showed some good growth in Clark and I'm curious, you probably know there's conversations, this board has had conversations about rethinking our accountability system. Is your sense that principal's perception of that changes when they have higher scores? Or do you still hear the same sort of like outcry that like we should totally abolish this and do something different? because I think your mindset's different when you're like we've been working so hard under this system and now we're showing progress and growth and then just when you're showing growth and it's like maybe we changed the system. So, I'm just curious if you all hear from principles about sort of the accountability system given the growth we've seen.

**Dr. Jesse Welsh:** Great question. I haven't heard a whole lot of consternation one way or the other. I think probably at the principal level they know obviously of some of the things in 460 but until they see some specific potential implementation plans it's probably not as much on their radar and they're just dialed into you know what is currently in our NSPF. I will share of course you know chronic absenteeism is always one of those factors in particular that schools feel particularly frustrated with you know at the elementary level we know that primarily if kids are not showing up to school you know it's either because the kids are sick or because there's issues going on with the home. Again, there's lots of complicating factors that lead to student absences. maybe less so at the secondary level. It's more about engaging students and making sure that we have instruction that really is aligning, that kids see purpose and meaning in what they're doing and that they belong at school. Um, but you know, I think I'm sure principles are probably open to that, but they probably would want to know more about okay, what are we proposing in Luke,

**President Dockweiler:** Member Dawson Owens, and then member Ford.

**Member Dawson Owens:** Thank you so much. I appreciate seeing in several places you've reported out the positive movement in the star ratings and just to again delve into that with those 18 schools. I know you mentioned some things like teacher vacancies and curriculum, but I think some of them on the list probably have a pretty stable teacher pipeline. So, I'm wondering if there's been any work to dive into like what the schools actually thought that was attributed to and what they felt they did to make that movement of two and three stars if that's any place so that we can learn from it and also applying into any changes going forward. That's one question I have, and I have one small one after.

**Dr. Jesse Welsh:** Sure. I could certainly speak to that. So, I think it varies by sight, you know, in talking to you know, principles and we had some principles share when we shared our data with our board. Bless you. comes from a different number of factors. you know, as I've been talking to schools, sometimes it's just familiarity with the level of rigor of some of the types of questions and assessments from the SPAC. You know, it's making sure that kids are exposed to those high-level curricular pieces. Again, I think it varies by site. You know, sites are very attuned into their data and understanding the needs of their students and the

opportunities that they have to improve on the NSPF. I know for some of our schools it was really focusing in on their English language learner population and making sure that they were exposing those students to really robust curricular opportunities and learning opportunities to make sure that they're you know learning content that's on grade level. So, it's a variety of different measures. One of the other things that we are working on that I think will help benefit that is we're working on some sessions with principles where they can learn from each other. So, it's like those best practices kind of pieces what works for me and so they can share best practices. It's part of our collaboratives that we are holding with our principles you know consistently throughout the year so that they have an opportunity to really PLC if you will in some small groups and whether it's by feeder alignment or if it's by like schools to be able to learn from each other what some of those things are that are working and take some of those practices back as well as opportunities to see some of those things in action at the school site. We purposely do it that way as well.

**Member Dawson Owens:** Thank you. I think that's a beautiful use of that movement and making sure it continues in that way. And then my other question was just around as was mentioned we up north were able together and hear about AI and what's happening across the state a little bit. So, I wondered if you could expand on what your pilot looks like generally how many teachers and students are involved here in Clark just briefly.

**Dr. Jesse Welsh:** Absolutely. Yeah. So, we had dived in dove in with to the to the AI piece really starting the beginning of the school year. Prior to this school year it was not turned on within our organization. So, we started, a little bit slow. You know we started working with our administrators and then opening it up to all of our staff because it can be used not just for you know instructional purposes but also just operational efficiencies. And so, we've also been providing professional learning for all of our staff to help understand how to use those tools. And then we've started some pilots at a handful of schools. I want to say it's about a dozen or so at this point across different grade levels. working with the teachers and working with students to make sure that teachers know how to use those tools instructionally with their students and that students are learning how to use those tools responsibly and meaningfully. You know, we know that you know, I liken it to, okay, those of us, I'm going to date myself, but those of us who are very old and remember when the internet was invented. You know, it's another tool. It's another tool in the toolbox. And so, we need to embrace the tools and make sure we understand how to use it because if we're not doing that, our students are going to use it regardless. And we need to be the ones that are helping to lead that work and make sure that our students are learning how to use those tools responsibly and, you know, positively.

**President Dockweiler:** Member Ford.

**Member Ford:** Thank you. I have a just a couple follow-up questions about the transportation topic, especially because this is such a hot topic for families and when I was on the CCSD board, I mean, that was already just very hard to figure out without trying to change all the start times. So, two-part question. In the presentation, it says that we need a one-time additional funding. How much is that that we would require?

**Felicia Gonzales:** Member Ford, thank you so much for the question. So, so we in those in the four scenarios, we do have one scenario that shifts the start time by 30 minutes and that one would be at no cost to the Clark County School District. The other scenarios would cost approximately \$15 million for additional buses and would be approximately \$1.5 million for the additional drivers per year.

**Member Ford:** Okay. And then is that because I just know how much it costs to move those buses around

and the gas is mostly the gas, and then I are we talking about buying more buses or are we just talking about running the buses additionally?

**Felicia Gonzales:** Thank you for the question. So, the \$15 million initial cost would be to purchase additional buses.

**Member Ford:** Okay. And then so when I was on the CCSD board, I remember a lot of times these conversations were happening in closed session, so there's probably not like a record of it, but the trustees would bring up questions and inquiries about can we be innovative? Can we use, if needed, you know, private transportation? Can we, try to support the organization of ride share, carpools, within schools, maybe starting some sort of type of you know, Uber-ish version, safe version of, the community helping transport kids around. Are there any type of innovative options happening like that or talks on the table?

**Felicia Gonzales:** Thank you for asking that question. So not within not within this however through AB533 there is additional there's going to be additional funding that it will be available for families because of open enrollment and families will be afforded the opportunity to get some funding so that they could set that up on behalf of them their own family situation and in that case, they would they would asse that type of liability and that liability would not lie with the school district if we were to outsource that type of service for students.

**Member Ford:** Okay. Thank you. yeah, I'll that's you're Okay. A whole thing. I just think there's so many ways that we could be, you know, helping families get around that isn't just like putting it all on their shoulders, but maybe purchasing some smaller type of vehicles. A lot of times the buses are moving with, you know, a quarter of it full and then the gas is another, you know, cost, but that's your circus and your monkeys now. So, good luck with that.

**President Dockweiler:** Okay. Thank you. Thank you, member Ford, member Carvalho.

**Member Carvalho:** Thank you, President Dockweiler, first I just want to say congratulations on the improvements that that you're seeing. I know that there's still a way to go, but incremental improvements are the right direction. So, congratulations on that. I do have two questions in some different areas, but the first question is a follow-up on, member Ford's question. Is there any consideration of partnering with perhaps the regional transportation commission or other public services to assist you in looking at transportation?

**Felicia Gonzales:** Thank you for the question, member Carvalho. So currently we do have a partnership with the regional transportation commission. But as you're probably aware you know there have been everybody's being hit by changes to our economy and so even the region transportation is experiencing a reduction in routes and so and so we at this time we are we are unable to expand the offerings that we have but we do have a partnership with them and it's a great partnership and for the routes that they have provided for us and the and we we've we're extremely appreciative to that partnership.

**Member Carvalho:** Thank you. I think it would be awesome if we could use current infrastructure. Public transportation is a very important part of a healthy community. So, thank you for sharing that. On a completely separate topic. I just wanted to get a little bit of more information on slide 12, under with one of your core four bridge points with early literacy. You mentioned working with community partners to offer resources to help families overcome barriers. So, I'd like to know a little bit more about what those barriers are and tell us about those community partnerships.

**Dr. Jesse Welsh:** Absolutely. Thank you for the question. So, in that area, one of the pieces we're working on is we know that early literacy is really something that all of us own collectively as a community. And so, making sure that our parents are aware of some of the things that they can be doing at home with their students as well as engaging with our community partners. you know really trying to as much as possible and I know this is part of you know we're getting ready to do a relaunch of our school website which is going to change how we present some of that information and hopefully be able to have some space within there to really have a hub for some resources for families and again engaging with our community partners so that they're aware of some of the different opportunities that are out there to help support early literacy and then working within our community. I know TFA we're kind of all on the same kind of page in terms of working on some of those pieces there. I know there's some great work being done by TFA in particular in terms of the same kind of piece of you know trying to really get all the players at the table so that all of those resources are at people's fingertips. But it's really about that part of trying to get everybody at the table, making sure that we are all in alignment with the work that needs to be done and making sure parents have access to all of that information and resources.

**Member Carvalho:** And maybe I'm the only one in the room that doesn't know what TFA is?

**Vice President Hughes:** Teach for America. That makes sense. Thank you.

**President Dockweiler:** Thank you. Thank you, Member Carvalho. I think that those are great questions and I love the part that you said about getting that information to the parents because it's one thing to have it just have it exist, but unless it actually gets to where it needs to go, it's not going to have any impact. I'm looking online. Any other questions for our presenters? Oh, anybody else in the room? Okay, seeing none, we so appreciate your time today. Thank you so much and keep up the excellent work. All right, so our next presentation is from the Commission on Recruitment and Retention. KellyLynn Charles, education professional programs with the Nevada Department of Education, will be presenting. Welcome. So, once you get settled in and cozy, go ahead and start when you are ready.

*(Proceeds with presentation: [Commission on R&R SBE 12.10.2025](#))*

**KellyLynn Charles:** Good morning, President Dockweiler, Vice President Hughes, and Superintendent Wakefield, and members of the board. My name is KellyLynn Charles, and I am an education programs professional in the office of educator development, licensure, and family engagement focusing on educator recruitment, retention, and recognition. I am here today as the facilitator of the newly formed commission on recruitment and retention. My presentation will cover the historical context leading to the creation of this commission, previous and current work that will impact the work of the commission and finally I will share information about the commission itself. In 2019, the Nevada legislature established the statewide teacher recruitment and retention advisory cabinet consisting of 20 teachers from across the state. In 2021, the legislature expanded that task force to include education support professionals within those 20-minute members. This past session, the statewide teacher and education support professional recruitment and retention advisory task force was dissolved and the commission on recruitment and retention was created with SB460. And I am so glad there are only five words in the new name. The purpose of all three of these bodies is to evaluate the challenges in attracting and retaining educators throughout the state. This slide shows the number of recommendations made each year by the previous task force. recommendations were solicited from teachers, support staff, administrators, the Nevada System of Higher Education, and school districts to include in their annual report. I'm going to briefly highlight three recommendations implemented

by either the legislature or the Department of Education that will have the most impact of the on the work of the recruitment and retention commission going forward. The first recommendation I will highlight was for the legislature to provide funding to NDE to contract with a third party to develop, implement, and analyze results of a statewide exit survey administered to teachers when they exit their school district and/or the state regardless of their reason for exit. In 2023, federal dollars were funded through the interim finance committee for NDE to contract with a third party. NDE contracted with American Institutes for Research and launched the teacher exit transfer survey in the '23-24 school year. The survey was sent to teachers who choose to leave their school, their position, their district, Nevada, or the profession. You can see the response rates on the slide. The teacher exit survey provides valuable data to assist schools and districts in retaining staff, and the survey results can be found at [nveducatorvoices.org](https://nveducatorvoices.org). The survey dashboard is an interactive site that allows visitors to click on a response and drill down by demographics and by district. The exit transfer survey data reports are in four categories. Who is leaving? Why they are leaving, what could keep them, and where they're going. This slide shows what teachers say would influence their decision to stay. Additionally, SB471 of the 2025 legislative session provided funding to expand the teacher exit transfer survey to include all school staff positions. We've convened two work groups for this work, one for site administrators and one for classified employees and other educational licensed p personnel. Both survey expansion work groups had their first meeting on Monday, and we are anticipating having an expanded survey in place for use by summer of 2026. The next recommendation was for the legislature to allocate funding to contract with a third party to implement analysis and develop a statewide working condition survey of current employees. In 2023, federal dollars were also funded through IFC for NDE to do this work. The school staff working condition survey launched in the 2024-25 school year and is administered in even numbered years. The school staff climate survey that my colleague facilitates is administered in odd numbered years and that survey is now open through December 19th. So, please encourage all school staff to take it. Additionally, we are very happy to share that since our last presentation at the beginning of the work on the educator surveys, Clark County School District is now a participating district in all three staff surveys. Like the exit transfer survey, the working condition survey results can be found at [nveducatorvoices.org](https://nveducatorvoices.org), are interactive, and can be disaggregated by district, school, role, and background. This slide shows the 14 working conditions categories asked about listed in rank order from best condition to worst condition. You will notice an overlap between working condition and climate surveys. This is intentional. There is a set of 13 questions within these categories that show up on both surveys to ensure annual data is collected on these key topics. SB471 of the '25-session provided funding to continue the work of the implementation of the staff's exit transfer survey, the working condition survey, and the climate surveys to increase awareness and answer questions about all three of the statewide surveys. We collaborated with the NPF team and joined their district NPF monitoring meetings. We discussed the results, upcoming survey launches, the exit transfer survey expansion, strategies for increasing participation, and how to use the data to guide improvements. We were able to meet with all 17 county districts, and the state public charter school authority. SB81 of the 2025 legislative session stated that LEAs shall use the results of these statewide educator surveys as a tool to assess and improve strategies for staff retention and the overall climate and working conditions within their schools supporting both educator well-being and student success. The data collected from these surveys may not be used to formally evaluate LEAs or school personnel. These three surveys combined are designed to provide meaningful actionable insights for schools, districts, and policy makers. And we are thrilled to finally have state specific data to inform decisions rather than relying on anecdotal and national information. This leads me to the final

recommendation to highlight. It was to allocate funds for NDE and districts for frequent public branding and messaging that promotes recruitment and retention of educators via advertisements with social media, news outlets, etc. This recommendation was not taken up by the legislature, but NDE began the work and sought partnerships to expand the scope. To begin, we tackled with creating a web page specifically designed to clearly explain and help interested candidates navigate the licensure process. You'll find become an educator linked in the blue toolbar on every NDE web page. This link leads the candidate to a very colorful page that explores the impact one can make as an educator and the benefits of teaching in Nevada. Like no state income tax. We link to a pathways page that explains each of the 12 pathways available in Nevada, including the teaching and training program in our high school. We link financial assistance, district hiring pages, the main licensure page, and opal. Next, we partnered with Nevada Gold Mines and Discovery Education to spotlight a teacher and share positive stories during teacher appreciation week. You surprised Mr. when I walked into that class, he just like he flashed me a smile and I was like, I'm glad it works this time. so, we surprised Mr. Chad Mickey with past and current students, thanking him for the impact he had on their lives. We spent the day filming in his classroom under the guise of a district teacher appreciation week video, and we interviewed the students without him knowing that they were even on campus. After school, we sent the students at a time to thank him, catching it all on film. And now I'll click to reply. That was immediately my like comfort spot. I've been an orchestra teacher for 20 years now. I've probably worked with, you know, over a thousand students. Mr. Let's try this again. It's playing on my screen. I can find stop share. Freshman year, I was down on my luck. I didn't think I would make it to far. During certain days, we would go off to practice. As we were drilling this specific piece, everyone else in my section was struggling. I was just patiently waiting, and I kept doing it over and over again. At the end of class, he went into his office and he wrote me a note and it was to thank me for my patience. And I could see the look on her face the moment she opened up and read it as she was walking out the door. The project provided six videos with Mr. Mickey and the students. We also gave student media production classes a chance to work with Discovery Education by filming and editing their peers' thanking teachers. They then sent the videos to Discovery Education for publishing. All the videos can be found on our Be the Champion web page linked from the become an educator page. The final phase of the campaign was a landing page, an interest form, and page engagements through list serves and social media. Anyone interested in becoming an educator is encouraged to complete the interest form to be contacted by an education pathways ambassador. We targeted six surrounding states, but we've received interest from 19 states and seven countries. We've also received interest from 10 of our 17 Nevada counties. This is still an active initiative with us receiving an average of two to three new submissions a week. Once interest is submitted, we have a team of 40 Pathways ambassadors who contact each of these aspiring educators. The ambassadors are current and retired teachers and administrators. They all attend a two-hour training and monthly office hours. They receive access to a Google folder of information to assist them with mentoring these amazing aspiring educators. The ambassadors provide individualized support for every candidate from the moment they express interest to when they are hired or they decide not to pursue an education career. For some, that support is looking at AIRL programs. For some, it's gaining a substitute license. For others, it's walking them through business and industry pathway or even connecting them to a university for a traditional degree program. For all candidates, the ambassadors provide any links and necessary documents necessary. They walk them through applying and how the fingerprint process works. Once candidates have completed their fingerprints, they are then connected directly to the district of their choice for support in the hiring process there. The goal is to build a welcoming and supportive education community from the very beginning and to decrease the

overwhelming aspects of applying for a license. Pathways ambassadors are not paid. They volunteer and they earn 15 professional learning hours for every five aspiring educators that they mentor. And because we all love data, this slide shows the education pathways ambassador data as of December 1st, 2025. The data changes daily and even hourly as pathways ambassadors mention their candidates and update their spreadsheet as licenses are granted and candidates find a pathway. As of this morning, we have had 320 total requests for support. Pathways ambassadors have spent a combined 190 hours since we launched in May supporting aspiring educators in a pathway to a position to a school. Additionally, we have partnered with school districts at their hiring and career fairs and we also present to ed prep programs and answer any questions necessary at that time. In addition to the 40 substitute licenses granted, 14 of the teachers and OLAP supported to licensure have been hired. We are immensely grateful to Nevada Gold Mines and Discovery Education for their partnership in launching this initiative. That brings me to the Commission on Recruitment and Retention established in this session. The commission will bring together a diverse group of stakeholders to examine and recommend solutions to Nevada's educator workforce challenges. The 17 voting members and five non-voting members represent a wide range of expertise including public education, higher education, human resources, and the private sector. Members also include a parent, administrator, other licensed education personnel, education support professional, and teachers, ensuring a comprehensive view of issues facing schools today. Using funds allocated in SB460 for its work, the commission is tasked with studying this list of issues that you see on the screen without limitation. The commission will conduct its work with a focus on gathering input from all stakeholders, including the public, to ensure its recommendations are representative of the community's needs. Each year, the commission is tasked with submitting reports on its findings. Our first meeting is scheduled for January, and the commission looks forward to beginning the work and returning this time next year to have our chair and vice chair share our progress. So, thank you. I would be happy to answer any questions that you may have.

**President Dockweiler:** Thank you, KellyLynn. Any questions from board members? Member Dawson Owens.

**Member Dawson Owens:** Thank you so much for this. That's exciting to see and I've heard from several individuals that it can be very strenuous to try to get through to come on to CCSD. So, this is great. But also, in regard to that process, I love the work that you're doing here. For a person who goes in to say apply like in the portal we just saw for the substitute license or for a teacher that's already licensed. What about are you looking at for that time frame for them to get through that process currently?

**KellyLynn Charles:** Great. Thank you for the questions. The time frame differs for everybody, right? Some of our follow-up in the future are they are service members serving overseas or in another state. And so, they're looking at that time, that time frame. So, we go through, they committed to a plan and they say, "But I'm not in Nevada yet. So, I'm going to wait four months and then I'm going to apply so that my license is ready four months later when I come here." Right? So, it's different for every person. And that's where that personal touch with the ambassadors and that conversation comes from is like what are you looking for? What time frame do you need to be hired now? Do you want to be hired next fall? When do you want to start?

**Member Dawson Owens:** Thank you so much. And I appreciate having the mentors there because having been through it myself as well, it took quite a while and even though everything was lined up and you know person can be ready. So, streamlining that and have those mentors I think is great so people don't lose

interest and go elsewhere. So, thank you so much.

**Vice President Hughes:** Vice President Hughes. Thank you for being here presenting this great data. so two questions I have. The first one is super simple. I know at one point the board looked at a teacher dashboard that NDE created. Does that still exist or what's that like? Like we looked at it and then it kind of went away. So, is that still being utilized?

**KellyLynn Charles:** That is a great question, and I would have to refer to Lisa Ford for that answer.

**Interim Deputy Superintendent Lisa Ford:** Lisa forward for the record. The teacher dashboard is in the process of being redesigned and commuted to a different platform setting and reimagined. So, what existed in the past will be reinvented moving forward that will contain some of this information that Miss Charles discussed.

**Vice President Hughes:** Great. Thank you. And then one other question. I'm curious if this came up in all the conversations or sort of on the to-do list potentially. I'm sure I don't know if this is true for everybody, but lure is probably one of the top two things that people always have questions about and come to me about. and more so on the licensure requirements is being the barrier. And so I know some states have started to pilot competency based approaches and we've talked a little bit about this on this board where it's less about seat time and can you check all the boxes but can you actually demonstrate the skill and so I'm curious if that has come up in any of the conversations or if that's on sort of the future sort of to-do list where we would actually potentially look at licensure more in a competency way than like a checkbox kind of a way.

**KellyLynn Charles:** Thank you for that question. Kelly Lyn Charles for the record and again I would have to defer to our licensure director Jeff Briske because I know COPS does all the regulations the commission on professional standards does the licensing and the changes to that process.

**President Dockweiler:** Thank you. Great questions. We have member Orr and then member Braxton.

**Member Orr:** First I just want to say a huge thank you to KellyLynn and publicly thank her for running some of these really great programs that can highlight the good work that's being done in schools. , Miss Charles and I worked together as I nominated one of my employees for a support staff earlier this year and she was incredibly professional from the nomination process all the way through helping with the governor's call to my staff member and I just think it's so important that we do highlight the great work that's happening and that someone with so much passion helps guide that process. So, thank you. I would also like to just ask a question about it. It looks like the top reason for people leaving is around student discipline issues with increased student discipline in the classroom. I think that we hear this anecdotally all the spring as well and we've seen several surveys over the last few years that I've been on the board that point to this being a major problem. I was wondering in your role if you are you know working directly with people to get more of that qualitative understanding of that metric to better understand what that looks like on ground why it's such a problem for teachers and so that we can make better policy decisions.

**KellyLynn Charles:** Thank you for that question again great question KellyLynn Charles for the record. yes, and that my colleague Lexi Kovaleovich and I actually discussed this and I believe number 10, item number 10, it's her office and part of her role to follow up and do that work with the MTSS and the restorative practices and the student discipline. So again, I feel like I'm deferring all of your amazing

questions to other people. But yes, we do we do work to find out and drill down and then provide resources for assistance.

**President Dockweiler:** Thank you, Member Braxton.

**Member Braxton:** Thank you, Member Braxton, for the record. Um, so occasionally I come across people who say that they've gone through the whole system of getting licensed and they're so excited when they've moved from other states or they've transferred someplace and they believe they have a job and then something happens and their job is not available. Where can they be directed to get some of their questions answered as far as reassignment or repositioning there there's a number of individual issues I'm sort of lumping it generally right so my question is more of resources for individuals who've gone through the process they thought they had a job now they don't what's next

**KellyLynn Charles:** again great question Kelly Lynch trolls for the record one thing I believe that most of the ambassadors and myself have come to realize when talking to these firing educators is again like you mentioned during your office hours is a lack of understanding, right? that you need the state license before you can be hired at a district, right? So, a lot of times people reach out a district first or go to a school first instead of attaining that that license. So, if they have a license, I would direct them to the school district, right? to the school district recruiting office to help them find that position. If they don't have a license, if they didn't complete the process, then absolutely have them fill out that interest form and we'll get someone to mentor them. because we also do explain that hiring process, right? So, we're going to you get your fingerprints, we're going to connect you to the school district. The school district is going to have you go through their process and then once you're ready for hire at the district, then we're going to help you find a position in a school.

**Member Braxton:** Excellent. Thank you very much. Thanks for the distinction.

**President Dockweiler:** Thank you, Member Braxton. Member Carvalho.

**Member Carvalho:** Thank you, President Dockweiler. Vice President Hughes brought up a great point about the idea that within Nevada System of Higher Education, we call CPL, which is credit for prior learning. and that's something that we've been really looking into a lot recently. Um, and so I wonder if there's a place for that within education and fulfilling at least education requirements for a state license. Um, so that's something that I can pass on. I'd like to ask a question regarding the working conditions topic from best to worst. Um, one of the items near the bottom was mentor activities. and I have this vague recollection of something that I had heard about at one time that there was a possible like a micro credential for current teachers who have been who are who are who are aren't known as seasoned teachers but that didn't happen. And so I wonder if some and maybe you have a program of more formal mentoring opportunities because I also I'm assuming as an outsider that maybe some of those student discipline problems are really centered around maybe a teacher who doesn't have a lot of experience on different ways to address those issues and so mentoring might be something that that would be useful for our teachers.

**KellyLynn Charles:** Thank you for that question, KellyLynn Charles, for the record. And that is great timing. Um, we also convened a statewide educator support toolkit development team of interest groups and districts, teachers from across the state. And we are creating a toolkit to define mentoring coaching, strategy, induction and onboarding and provide source resources and support for a consistent effort. and conversation starting place across the state. We do have a mentor endorsement in the works. we kind of pulled it back a

little bit because we don't have a common definition of mentor and what a mentor's role is. and so once we define the toolkit and we have that up and running and we're done, then we will move ahead with the endorsement that follows that.

**Member Carvalho:** Great. That's great news. Thank you.

**President Dockweiler:** All right. Thank you. Any other questions? I see Deputy Superintendent McGill. Please go ahead.

**Deputy Superintendent Christe McGill:** I just wanted to close and really thank the public private partnership between Nevada Gold Mines and NDE. the work that KellyLynn and Discovery Ed did together was just phenomenal and we are very grateful. So, I wanted to end on that and also grateful for the work that our director Briske and coughs they do a lot of behind the scenes work but it's because of them that we have all these different pathways that have enabled different kinds of teachers to apply and to receive their license. So, I just wanted to bring attention to that those two pieces and thank you Kelly.

**President Dockweiler:** Thank you, Deputy Superintendent McGill. I will double down on everything you just said on Director Briske's work and the work of COPs. Thank you. And you, KellyLynn, thank you. Okay. Well, thank you so much. And we will move on to our next presentation, the Nevada Association of School Superintendent. And for all of the those of you following along, we'll take a convenience break after this agenda item. So next we will hear from Nevada Association of Superintendent regarding statewide work supporting learners learner centered future ready systems to lead this discussion. We have superintendent Fueling and Else and our speakers can please proceed when you are ready.

*(Proceeds with presentation: [NV BOE General Presentation](#))*

**Superintendent Else:** Good morning madame president, members of the board, thank you so much for allowing us to be here today. Superintendent Fueling is in the north representing us as well. So, good morning. He is referring to himself as the Superintendent AJ Fueling from the CCSD because he is the original CCSD allegedly. That's kind of a ridiculous inside joke, but anyhow in preparing for this, we kind of took a step back and it's a little bit more of a unique challenge presenting on behalf of 17 school districts as well as the public charter school authority. So, we don't have specific data, but what we wanted to really highlight was and then through the lens and focus of collaboration, highlighting bright spots and alignment of how we can continue the great work that's happening across the state of Nevada right now. so, NAS, I am the president of NAS this year. NAS consists of all 17 school districts, the state public charter school authority. We meet monthly usually to go over things, and we've recently just underwent a lot of work as far as like what our group represents, what we're looking forward to, what our goals are. and something that's very unique about our group is I believe over 50% of them have fewer than three years in their position. So, the leadership across the state. So, we've really taken a lot of time recently to look back at what our priorities are and what we can highlight in the state that is going well and of course things that we need to continue to work on. Next slide, please. So, what does it actually mean to prepare young people to thrive in life, work, family, and community? I wish we had the answer to that question, and it was easy, right? That would be that would make that would probably make none of this work necessary for all of us. Um, but I think this question is starting out over the past few years it it's been a lot more prevalent recently after the introduction of the portrait of a learner. What does that look like? What are districts doing differently? And how are they implementing that within their local context? And so, I think that that's been something really

important we've had to learn with NAS and work towards as far as what this what this really looks like across a statewide system that is very diverse. Next slide, please. All right, being future ready. Again, another million-dollar question that we would love to have. What does that actually mean? And what does that look like in our systems? And how do we do that? And um, how do we create systems and implement um, change when needed for our students at that moment in time without being held to things that maybe aren't necessarily the best practices anymore. So, um, being able to work on the fly and move throughout. Um, one other thing I forgot to mention, there was also a handout that went with this. We're not going to specifically address that. We're happy to answer any questions about that as well at the end of the presentation. Next slide, please. Um, considering a learning center future ready system. Um, if you just take a brief look at this slide and you look at the questions over to the side, um, I want to point out this is this is certainly um, a work in progress still. This is not a completed document. This is not a finalized thing, but these are a lot of the questions that we're using to guide what this looks like in our systems and what areas we can leverage and areas that we have for strengths and things that we really need to continue to work on. And again, this is a great starting spot on systems that have very different initiatives and goals and local context as well. Next slide, please. And I will turn it over to Superintendent Fueling.

**Superintendent Fueling:** Thank you, Superintendent Else. So, this slide is not a new one likely for most of you. It's been circulating for a couple years, I would say, but I think it really reinforces again it is a powerful slide in that this idea of preparing students to be future ready, that future is changing fairly rapidly. And so I think I think I think of myself in school getting in trouble because I had used the encyclopedia as a reference to do some work for a report and there there's a level of absurdity to that and I thought it was pretty absurd back then. but the pace we have been moving forward into we have kids that will never know a world without AI and the idea of how we prepare kids to deal with that to deal with that ethically to use it as a as an appropriate tool and really for all people in our workplaces to use it in the same way. it is an incredibly large question. It's a really fun question to talk about. it's complicated in terms of implementation, but I think for all of us, we are looking for ways and that's across all districts and charters. We are looking for how to do that right. I don't know that there is exactly a right answer yet, but it is one that will have some profound implications as we continue moving down the road. to prepare our students for their futures. Next slide. So, this is also a similar slide to one that has been shared previously except it has been updated. So, the World Economic Forin their future of jobs report from 2025 did some resurveying of current top skills that employers are expecting of their workforce. And again, these are all things I don't know that anyone would necessarily disagree with them. Maybe the industry they're in. there would be certain ones that are more important to them than others, but in general many I'd say most workplaces would love to have employees with really strong analytical thinking skills, the ability to break problems down. Um, one thing to note and this this isn't a judgment of importance, but I think one more of kind of just general expectations. If you look at number 21, you have reading, writing, and mathematics or as many of us call it the basics. And in the survey that was done in 2023, that was at number 16. Number 15 in that survey in 2023 was AI and big data and that is now in 2025 number 11. So, I think just the idea that the needs of the labor market are changing. and we need to be thinking larger than just the basics. Our communities, our businesses need and want more. And I think that's a really important thing to be listening to. Next slide, please. Um, an update from that same report on job demand changes. So, your fastest declining jobs generally are ones that either through really fancy computing systems that I have no idea how to develop or through artificial intelligence that I have no concept of how it works are replacing a lot of jobs that at some points in time were incredibly important. and what you've seen those fastest growing jobs really very tech heavy also very heavy in just

well I guess not heavy but there's there are a couple I think related to just the changing economy look at light truck or delivery service drivers and you know I think in education we don't always think about jobs like that which is not really okay at but there are definitely changes happening. One of the things I did before this presentation was I used AI to help me look at jobs that have really high demand for workforce labor. But specifically that is known that there is a very low supply of that labor available. one that came up within that for our jobs related to the trades and I think we all know and we all have suffered for that because there simply are not enough people in the trades to get around and meet all the needs that are out there. So changing economy is definitely impacting how we should be viewing what we are doing in our schools. Next slide please. So, this is a really fancy video that we are not going to play for the sake of time, but I believe this slide deck will be shared with you and please feel free to watch it. I think it's about a three-minute video. Um, and I don't think it will surprise anyone, but it just makes the point that what the workplace looks like, especially in the industrial light industrial space, has changed dramatically. There's still a need for people to do a lot of work, but those needs have changed over time. Next slide, please.

**Superintendent Else:** All right. And this wonderful slide of a giant dump truck is because we had to submit this presentation prior to completing our work on what we actually stand for because it's been a work in progress. So, I think it's a really exciting time in Nevada education right now. And as we kind of all call it, like the recalibration and it was very eye opening to me becoming a member of this board and seeing how little collaboration or communication was happening across each entity and just the the loss the just how inefficient and how ineffective it can be and what a what a great opportunity it is if we can get all of the team players included in those in those conversations. So last week at our NAS meeting of course we've been working on this it's always a work in progress but the statement that we came up with what we stand for and I can tell you it started significantly different and it changed a lot and it took several work sessions to work through with that but NASA is committed to equipping leaders to build learning systems grounded in trust, collaboration and high expectations. We align resources, foster professional growth, influence policy, and strengthen networks so caring adults can engage students in rigorous, relevant learning connected to real world challenges. A couple of the really important pieces out of this is professional growth. We feel like as our organization, we've been stagnant in that area and that's something that we need to continue to work towards and reshape potentially what our meetings look like, what our agendas look like, and what our priorities look like. The other piece is influencing policy and working collaboratively with people. I'm very excited that President Dockweiler and the board had approved the opportunity for us to have a voice in the legislative realm. I really truly do believe across this state, we are all wanting very similar things for children. And I think that what that looks like and how that can actually be implemented without all voices being heard is going to be much more challenging. And so, I really am excited about the ability and the opportunity to collaborate with everybody in the future so that we can create systems and create change that's meaningful and impactful and that's actually being implemented within the districts. Next slide please. So, these are just a few of the highlights that we wanted to hit on. And as you can see once we kind of started this was a really good idea and then as we started adding them this this this this graphic got pretty, we stopped adding. We could have added a lot more, right? But just to the point, there are so many great things happening across the state. and of course, I was one of the late districts to add to this party, so you won't see my district's name up there in the beginning of this scenario. Because we are all busy and we are all trying to do the best we can do. So, there are some really great things though happening across this state. Um, unfortunately some of them are in isolation, but I think that's an effort that all of us stakeholders need to continue to work on is what are our bright spots, what are our highlights, and moving

those forward. Do you have anything else to add on that one, Superintendent Fueling?

**Superintendent Fueling:** No, it was a great effort to add a visual. Next slide, please.

**Superintendent Else:** I know many of you have already received an invite to the convening that will be happening January 30th and 31st. Um, that's I think these are really crucial conversations that we need to have together as a group and I think it's been so much better recently as far as the right stakeholders being in the room and collaborating and it was it was wonderful to collaborate with so many board members at the at the NASBY conference last week. and it's really great to see the positive direction and the power that united we all have moving forward. So, , we look forward to seeing everybody there at the convening on the 30th and 31st in sunny Las Vegas. Um, in closing, it is our responsibility to create an environment where these systems can succeed, where educators, students, and communities feel supported and empowered to embrace change. Again, we're all just one piece of this puzzle, and I think that that's something that we really want to try and continue to work moving forward is that we're working together collaboratively, and we are, you know, going to continue to do the right things for the students in our state. And with that, we are happy to answer any questions.

**President Dockweiler:** Thank you, Superintendent Else and Superintendent Fueling. Do any of our board members have questions for these district leaders? Member Braxton, you said you weren't going to ask me any questions.

**Member Braxton:** I acknowledged the statement. So, the question is prior to COVID some Nevada, I believe that Nevada added required semester computer application courses as a high school graduation requirement. Has there been any changes to the curriculum knowing how quickly computer science has changed?

**Superintendent Else:** That is a wonderful question. I can answer that on behalf of my district. I can't answer that as a broad thing for the state. I don't know what's happening everywhere, but yes, every year we have these discussions and of course the skills needed are significantly different. So, in my district prior to the school year starting, we've had multiple trainings on AI, but trying to get trying to identify what that's going to look like for our students in the classrooms and identify things there. Um, as far as what what's changing for students in those computer classes, um, I can't answer for the entire state. I know there's work being done on that. I would imagine there's still a lot more work that needs to be done.

**Superintendent Fueling:** Thank you. Go ahead. Um, I would say to something one of the things I think that's really important with AI is that as soon as you train on it, it morphs again and there are new things it can do and there are bells and whistles that are added. And so, one of the things I think we've struggled with is the trying to keep up with it is pretty significant. So in that respect, as much as I think we can certainly train a lot on it and try to align to whatever those standard expectations are, where I think we are seeing value at least in Carson is our staff are organically playing with it and finding ways to integrate it into their instruction and to have kids use it and they themselves using it. I know we have kids down to the elementary level that are using it just down the road at Empire Elementary School and learning how to develop fairy tale stories and kind of interact with characters within these stories that they themselves are developing. Um, so there's some pretty neat applications, but I think that we're still because it is still relatively new, there's still a lot to learn in terms of how we fully engage with it. And I do know one potential topic for the superintendent academy that we have every June is going to be an AI 2.0. Last June it was based on AI and I

believe they're going to continue that as more in-depth AI 2.0 training this year. we were told to be expecting surveys coming out to each school district that explains what we're using for AI, the platforms that we're using, the different things just so they have a baseline of where each school district is at.

**Member Braxton:** Member Braxton, for the record, that's wonderful. And during these changing times, it's good to know that we're attempting to understand the language of our younger cohorts here, our younger generational cohorts. I mean, as they use this technology, I mean, I see it as a different way of communicating, right, different modes. So, thank you so much for your work.

**President Dockweiler:** Thank you, Member Braxton, for that question. I love AI 2.0. Sounds great. We're going to need a 3.0 and a 4.0. There's going to be a lot of points and I love that we can explore it and not be afraid of it and just use it so that we can increase our own efficiency and effectiveness as educators as well as enhancing its use for our students. Um, and then like you said, onboarding new platforms or reevaluating as things become available. I think that's important. I see member lawn with her hand up. So, please go ahead.

**Member Lan:** This is member Lan for the record. I just wanted to make a comment since there's such a heavy emphasis on AI right now. I just wanted to say that from a student perspective, it feels like these standards regarding AI aren't very aligned because right now students are experiencing very conflicting experiences surrounding this AI is in our education. We have both teachers who are extremely against it and teachers who also encourage us to use it frequently. So having such a broad spectrum regarding this opinion on AI it's a little disorienting. So without like these clearly aligned standards regarding AI incorporation it's a bit difficult in my opinion to teach students to use AI responsibly if we can't clearly grasp you know how our education system use it if that makes sense.

**Superintendent Else:** That is such an amazing point, and we definitely have the full-scale spectrum of educators. Those that no matter what you do, as soon as you click on the button, it's cheating versus those that this is a resource you cannot live without. So certainly, that is something we're going to have to work through as an entire state and continue to do that. And I and I think the first step in that is just continue to educate people as much as we can on it. But it's an amazing point and a reality that we live with very much.

**President Dockweiler:** Thank you, member Lan. We have member Ford and then member Braxton.

**Member Ford:** Thank you. I'm really happy to see the conversation going in this direction. I have been, you know, very frustrated with the conversation only being like, oh no, how do we stop kids from cheating when it could be like how can we, you know, support kids in learning how to support their learning through the use of new technology. Um, I think they're, you know, we're talking about 2.0, it's going to go to 20.0 really soon. There are so many things, um, which is wild. But the one thing we should address is because there are a lot of concerns and the concerns have nothing to do with the tools or the platforms or education or academics or anything like that. that there should be some sort of baseline education that we give all students starting in elementary school about what AI really is and they and how it works before they we even give them the tools to run wild with it. because truly at its core it's meant to appease the user. Even though programmers and our ourselves we can engineer on the back end how a GPT might operate, the models are being trained to make the user happy. And so, adults should learn this too, but especially our students that it's not it's not a person, it's not a friend, even though it will tell you it is. It'll tell you and anything that you give it, you know, it's going to mirror that back to the user. And so, you know, the main

issues with for me with students is them relying on it as a peer and the detriments that could happen if they don't realize that that's not a human being that cares about them. So I think some sort of standard from the NDE training or lesson that goes to students about what it is and how it can help you and what it is not is going to be really important especially I don't want to go into details about of all the major concerns we have with students their mental health and things that happen when bullying and you know the friendships and things like that. So, I think before we progress on all the tools and all the cool ways that we can use it organizationally and creatively and innovatively, we should you know at a foundation think through those issues and put that into process for all of our students. Thank you.

**Vice President Hughes:** as member Hughes. just to jump onto that member forward and sort of combine what the presentation was. one thing that the board may want to consider is you know we often think about there's something new coming out and it's like an add-on right and it's like now we have one more thing and one more thing we're talking about the f you know future ready skills future of learning thinking about AI and what's necessary. One of the places the board does have a fair amount of jurisdiction on is around Nevada academic content standards and the ability to integrate these pieces into our existing standards. I don't know that we always think about that particularly like some of the durable skills are already embedded in our standards some are not right. So I think there's work we could do there, particularly around our STEM standards and really all standards and thinking about the overlap of AI could be something we decide to tackle.

**President Dockweiler:** Thank you, member Hughes. That's an excellent point. Thank you for reminding the board of that that they do have that we have jurisdiction over. Member Braxton, member Brax, for the record, I'm going to cosign on what member Hughes said. You know, there's this opportunity to look at our content standards and how we can enhance that necessarily. in addition to professional development, you know, for ourselves, right, for as State Board members, as educators, as teachers in the room, needing to use these tools. And this is somewhat of a serendipitous timing thing. You know, and there was a show Watson with one of my favorite actors, Morris Chestnut, who talked about on the show there was, you know, this this character, this character who relied on AI to communicate and the character was neuro divergent. So, you know, I know that that's a bit of fantasy into our reality, but you know, how often does art imitate reality, right? And so, looking at mental health concerns, looking at professional development, understanding content standard updates, all of those things. I'm really excited for our next chapter in this topic.

**President Dockweiler:** Thank you, member Braxton. Any other comments, questions for our speakers? Yes, member Orr.

**Member Orr:** Thank you for the record. I just wanted to thank NASS for coming so regularly to these meetings for providing a lot of for many presentations for feedback through public comment. I think it's nearly impossible for us as elected and appointed members to this board to always have our pulse on what the state needs. Even though I understand that every district is different and there certainly isn't uniform opinion on ways to move forward all the time, I appreciate the nuance and just background that spring stuff. I just think it's really important that we continue to collaborate whenever possible and make sure that we are talking about the same things and then using our unique abilities, and you know areas to make those things. So, thank you.

**Superintendent Else:** Well, we could not agree more, and we are very appreciative to be able to come to

the table.

**President Dockweiler:** All right. Thank you, Superintendent Fueling and Superintendent for your time and your presentation today. We will move on to our last presentation under this agenda item, and we will hear from Melissa Mackedon, executive director of the state public charter school authority, highlighting the work underway across Nevada's charter school landscape. So, please proceed when you are ready.

*(Proceeds with presentation: [20221118\\_SPCSA\\_NSPF\\_AcadPerfFrmwk\\_FINAL](#))*

**Melissa Mackedon:** All right. Good morning, chair, members of the board. For the record, my name is Melissa Mcadin and I'm the executive director of the SPCSSE. Next slide. All right. Today's presentation I'm going to kind of cover three things. Who are the students attending SPCSA charter schools? And that's going to be based on the most recent October one data. Then we're going to look back to last year to see who what the student outcomes of those students are. And lastly, we're going to look at the strategies and approaches that charter schools are using. Next slide. This slide represents displays recent annual SPCSA validation day enrollment counts. The official SPCSA enrollment for the 2526 school year is 70,534 students, which is shown at the far right of the chart. This is about a 10.8% 8% increase over the 2425 count of 63,69. This larger percentage increase from 24 to 25 is due to the transfer of six existing chart existing charter schools that transfer from Clark County School District to the SPCSA representing 5400 students. If you exclude those schools, the percentage increase from 24 to 25 is 2.3%. Which demonstrates control growth over recent years. Next slide. Let's now look at enrollment at SPCSA schools that have recently opened owing to recent initiatives and state legislation that have resulted in more strategic authorizing such as the incorporation of a demographic and academic needs assessment into authorizing decisions. The SPCSA is serving populations more representative of the state. This chart shows enrollment rates from the state in dark blue. the SPCSA in gray and in brighter blue SPCSA schools that have been approved postimplementation of the aforementioned needs assessment. These newer schools are displayed in the text below the chart as well. Overall, these newer SPCSA schools are serving a population more representative of the states. So, for example, newer SPCSA schools serve a larger proportion of Hispanic Latino students and a smaller proportion of white students than both the SPCSA overall and the state. In addition, the ELL rate at newer schools best the state and the SPCSA overall, while the free and reduced lunch rate free and reduced lunch rate is better than the SPCSA overall rate and almost at the state rate. Next slide. This slide displays a comparison between this year's students group enrollment rates at the SPCSA and the state. The state is shown in dark blue columns while the SPCSA is shown in the blue gray. In the data table at the bottom of the chart, we added icons to help compare SPCSA groups to the state. The up down triangle in green signifies the SPCSA student group enrollment rate is above the respective state group while down triangles in red signify a rate below the state group. Next slide. Actually, can you go back to that one? Sorry. I want to point out one thing. Actually, I'm going to point out a couple things on this. Let's start with race, ethnic, race, and ethnicity on the left. Compared to the state, the SPCSA enrolls proportionately more students identifying as Asian, black, African American, Pacific Islander, or two or more races. In contrast, the SPCSA enrolls proportionately fewer American Indian Alaskan Native, Hispanic, Latino, and white student. The SPCSA has made large gains over recent years regarding race and ethnicity, while enrollment rates are now relatively comparable to those of the state. Moving to the three student populations on the right, the SPCSA enrolls proportionately fewer English language learners, economically disadvantaged students, and students with disabilities than the state. The SPCSA is making progress towards serving a population representative of the state as many u as many differences versus the state have been steadily

closing over the last few years. Next slide. There is one additional note regarding the FRL rates. As you are all aware, when schools have the direct certification rates of 25%, they're eligible to apply for C where they can serve breakfast and lunch at no cost to all enrolled students without collecting household applications, which reduces paperwork and staff burdens. Many of our charter schools are also C eligible. At C schools, the entire student body is reported as FRL eligible even though not every student may technically be eligible for free and reduced lunch. When you have Clark County as an eligible school, it makes it look like every student in Clark County is free and reduced lunch. So, at the SPCSA we know that's sort of skewing reality a little bit. and so, we've really started digging in and looking at direct rates and that is what this slide represents. So, you can see that there that the SPCSA direct search rate is six points below the state average. eight below 10 below Clark County where the majority of our schools are. So, we do have work to do for sure. but the disparity is not as great as when you just look at that overall FRL rates. Next slide. I'm not going to get into this one too much. It just breaks down FRL direct surf rates by just a comparison of that a little bit deeper. Next slide. We're now going to move into how the students are represented in the previous slides. How are they performing on the NSPF? Here pie charts show overall star rating results for the 2425 school year for both the SBCSA shown on the left and the state shown on the right. Below the pie charts, we have also included information on the NSPF ratings on the 2324 NPF ratings for comparison. For the SPCSA on the left, the most frequent rating this year was five stars shown in blue at 49% of schools. About 85% of schools shown were at or above three stars, which are the yellow, green, and blue slices. Next slide. This slide shows the percent of schools with three star or higher ratings overall and by school level for the state and the SPCSA. You can see that almost 85% of SPCSA schools are at or above three stars. Next slide. Here we display NPF star ratings for non-title one and title one schools between the SPCSA and the state. As a reminder, title one schools serve a high percentage of students that are eligible for free prize lunch. The bottom two bars show the percent of title one schools that achieve at least three at least a three-star rating with almost 75% of SPCSA title one schools having a three-star rating or higher. While this is an admirable achievement and we are really proud of those schools, you can see that there is still a drastic difference in the performance of title one schools versus non-title one schools in both the state and the SPCSA. So we definitely recognize that we still have work to do. Next slide. This slide outlines star rating changes over last year. The top table shows data by star rating change. As seen in the two rightmost columns, almost 40% of SPCSA schools increased their star rating by at least one star and only about 7.5% experienced a decrease in star ratings. the six SPCSA schools with a three-star increase are displayed alphabetically by name in the second table. We wanted to highlight those schools for that significant accomplishment. Next slide. Moving beyond overall NPF rating results in identifications, we will now discuss certain measures included in the NSPF such as proficiency and growth. Proficiency is a significant component of the NSPF worth up to 25 points in elementary and middle school. This slide shows ELA math and science proficiency trends for the Smarter Balance Assessment. Overall, SPCSA proficiency rates for elementary and middle school students have increased in recent years. Next slide. An important component of the NSPF is growth with various measures worth up to 55 points in the elementary and middle school. growth is a some is somewhat complicated. So, I'm going to just briefly do a little refresher. NDE uses at least two consecutive years of student assessment data to calculate their growth. NDE then calculates how much growth a student has made compared to their peers via a student growth percentile or SGP, which ranges from 1 to 99. An SGP of 75 means a student has shown more growth than 75% of their peers. A percentile example is provided for illustration at the top right where all student performance is plotted on a graph. When we are looking at a specific student, one can determine how they did compared to other students. Here we display the SPCSA

median growth percentile for ELA and math overall at the elementary and middle school levels for the most recent three years. These data show that generally median growth trends by content area and school level are mixed over time. Next slide. NTD calculates an additional growth measure in the NSPF called the adequate growth percentile or AGP which is a growth target. If a student meets their growth target for the year, this means they have made enough growth to be on track to remain or become proficient. Here we show the percent of SPCSA students meeting their growth target or ELA and math overall at the elementary and middle school levels for the most recent three years. The percent of students meeting their growth targets increased over last year. Next slide. if you're wondering why we you know I think it's important for me to pause right here and sort of identify why at the PCSA, we take such a hard look at outcomes of our schools and largely that is because this is a very high stakes situation for charter schools. As you likely are aware, charter schools have to be renewed. They are not given a contract and can exist indefinitely. The length of that renewal is very much dependent on these outcomes. Their ability to expand, add additional seats, add new campuses, and move to other geographies in the state is again very much dependent on these outcomes. So, we end up looking at this data in a variety of ways. And this is one graph that ended up being helpful to not only our staff but our board as well where here we display an additional way to look at proficiency and grow data. We took each school's proficiency rates and plotted those versus their growth. When split into four quadrants, one can visualize schools that have low proficiency and growth in the lower left in red, low proficiency and high growth in the upper left in yellow, high proficiency and high growth upper right in green, and high proficiency and low growth lower right in yellow. Ideally, we want to see as many schools as possible in the upper right quadrant. High proficiency and high growth. This is generally the case for ELA as seen on the left visual where many SPCSA schools are plotted. For math, the results are more mixed where data generally trend to the left meaning lower proficiency overall. However, the majority of schools are in the upper quadrants, meaning schools have high growth. Although many schools have low math proficiency, their high math growth may lead to proficiency gains in future years. Next slide. All right, last and certainly not least, I know you asked us to focus on what schools and what strategy schools were implementing in these five areas and I obviously do not have time to talk about all 50 charter schools and what they're doing. but I do want to so I'm just going to report out on a few from each area. When it comes to literacy and early learning, many of our school strategies center around strong tier one instruction with the focus on the science of reading. That's the number one thing they point to that leads to their research. Additionally, we have doubled our pre-k seats this year, which is very exciting. When it comes to teacher retention, many of our school's report success with grow your own programs, which I know you're all familiar with. Some have pointed to their 4-day work week or 4-day student contact week with a fifth day being focused on support and development for teachers and many are pointing to being included in teacher raises this school year as being helpful for teacher retention. Regarding social well-being, some of our schools attribute their success to being part of a PBIS cohort or to partnerships with organizations like communities and schools as well as utilizing trauma-informed practices after providing PB to staff on those practices. Regarding learning gaps and chronic absenteeism, our schools point to shifting the focus to celebrating students who are in school. Laser focus on fidelity to all tiers of intervention, the establishment of early warning systems, and extended learning opportunities. At one school, every staff member is assigned to make at least one personal phone call daily to families of absent students. It should be noted that that school's chronic absenteeism rate was 7% last year. I saved AI for last because like many of you, I personally didn't really have a clear picture of how the schools were using AI. Um, and I was really eager to see what their responses were going to be myself. So those answers ranged from not applicable, which I

think means they're not really using AI in a meaningful way that they've identified to things like providing real-time feedback to student work. one school reported. We use AI as a starting point tool for grading essays in grades three through five in our LMS and it creates a lot more efficiency and ability to provide feedback to students individually much quicker. So ultimately, I would say like all public school's charter schools are all over the board when it comes to AI. Some are like still trying to figure that figure it out and some are actively using it to grade papers and provide interventions and individualized instruction. And so, with that, I'm happy to answer any questions.

**President Dockweiler:** All right, thank you for that presentation. Um, there we go. Beautiful. Now we can see you again. Um, any questions from the board? I see Vice President Hughes. Just go ahead.

**Vice President Hughes:** Sorry, I have so many questions today hearing all this great data. Try to keep it short. Thanks for presenting and just want to thank you. I know you've been here several times throughout the years and every time you always incorporate previous feedback that we ask for and then that's a new presentation. So, I really appreciate that. Um, one question I have for you, is, you obviously know this, but nationally, charter schools started as a way by teachers, by teacher associations as a way to sort of incubate new ideas, try new approaches, and then try to spread those best practices to the broader education ecosystem. So, I'm curious if you could share more like to what extent is that happening in Nevada? Are you all leveraging these lessons to share best practices or do they feel fairly insular to the charter world?

**Melissa Mackedon:** Yeah. Well, I would say two things about that. It is an impact, but it's a minimal impact. Like, we know I don't have the statistics right off the top of my head, but we know you know how many we've looked at how many seats Clark County was. I'm going to use Clark County because that's where the majority of our charter schools are as well. We know how many students they were under enrolled if you want to call it that versus how many came to charter schools and it is a really small percentage. That said of course it is part of it is part of the situation that they're facing. I don't want to undermine that, but I will also say because I think this is really important for everyone to consider, we have a lot like over 18 of our charter schools are under enrolled this year as well. So, this declining enrollment phenomenon is part is an issue within the charter school space as a

**Vice President Hughes:** Got it. Thank you so much. Super helpful.

**President Dockweiler:** Thank you, Miss Mackedon. That was some insightful information. Do any other board members have questions? Okay, seeing none, thank you so much for the information today and for being with us in Carson City. And with that, we will close out agenda item 7. And we will take a convenience break. It is 11:13. We will reconvene at 11:20.

*(Break)*

**President Dockweiler:** Okay, it is now 11:25 and we will reconvene our meeting. And I'll also I'd like to before we move on to agenda item eight, just circle back to agenda item seven real quick and provide an opportunity should there be any members from the public who serve on school boards either here in Carson City or in Las Vegas in person or online to share any comments updates, bright spots or celebrations from their districts or from their schools. So just wanted to open that a little open that up a little more broadly. Is there anyone in Carson City?

**Zach Khan:** Madame President, there are no more presenters in Carson City at this time.

**8. 10:00 A.M. Public Hearing and Possible Adoption of LCB File No. R131-22 – Residential Treatment Centers Regulation** (*Information, Discussion, and for Possible Action*)

Deputy Superintendent Christy McGill and Candace Bortolin presented LCB File No. R131-22, which aligns NAC Chapter 388 with SB 210 (2021) and SB 81 (2025). The regulation focuses on the education of children who are admitted to psychiatric hospitals or residential treatment facilities while in the custody of child welfare services. Key elements include requirements for early consultation between the hospital and school to create a continued education plan, strengthening requirements for a holistic team in placement appropriateness, and discharge planning. Deputy Superintendent McGill confirmed the team would develop a one-page guidance document for families.

**Public Comment on Item #8**

- **Carson City:** No public comments.
- **Las Vegas:** In person public comment were given by Sam Bogoff and Anna Binder. See appendix for full comments read into the record.
- **Online Submission:** Public comment was received via email from Washoe County School District (WCSD). See appendix for full comment read into the record.

**Board Discussion**

Deputy Superintendent McGill stated that the comments from WCSD were received at 9:00 AM that day and the team had not had a chance to go through them. Member Orr and Member Hudson expressed concern over the accountability and compliance aspects, particularly how a district could ensure special education minutes and goals are met within an external facility. Superintendent Wakefield highlighted that the conflicting language had been submitted to leg com previously and given back to NDE based on their judgment of the law.

**President Dockweiler moved to revisit this item. President Dockweiler offered to personally assist with revisions or be a resource to the NDE team, and requested that when the item returns, each member be flagged for an opportunity for a briefing. The motion was seconded by Member Else. The motion passed unanimously.**

**Verbatim Transcript**

**President Dockweiler:** Moving on to agenda item eight. And this is our public hearing. So, the time is now 11:27 and I will open the public hearing for the consideration and possible adoption of LCB file number R131-22 which proposes revisions to Knack Chapter 388 related to residential treatment centers. This regulation updates NAC 388 to align with Senate Bill 210 from the 2021 legislative session and Senate Bill 81 from the 2025 legislative session. The proposed changes outline procedures for educating K12 students placed in psychiatric hospitals or residential treatment facilities, clarify the responsibilities of both schools and treatment centers in developing and monitoring education and discharge plans, and establish requirements related to eligibility for state reimbursement of educational services. Presenting this item are Christy McGill, Deputy Superintendent for Educator Effectiveness and Family Engagement, and Candace Forlan, Education Programs Professional. All right, please proceed speakers when you are ready.

**Deputy Superintendent Christy McGill:** Thank you. This is Christy McGill, Deputy Superintendent. Good afternoon, President Dockweiler and

**President Dockweiler:** Deputy Superintendent, we cannot hear you. Okay. Can you hear me now? Can you hear me now? Stay tuned everyone. We are experiencing technical difficulties. Vegas, can you hear person? Yes, we can. Excellent. Okay.

**Deputy Superintendent Christy McGill:** Can you hear me now?

**President Dockweiler:** Beautiful. Yes, we can.

**Deputy Superintendent Christy McGill:** Good morning, President Dockweiler and members of the board. My name is Christy McGill. I'm the deputy superintendent. I'm joined here today by Candace Bortolin and also Director Battle. This regulation that you've seen is a compilation of many different forms. You've seen this before. But we finally have, I believe, a good product. And thank you to Miss Bortolin that has really engaged not only with the districts but also DCFS and our special education department here at NTE. So, thank you for the opportunity to present the key elements of proposed regulation 131-22. This regulation requires for the education of children who are admitted to psychiatric hospitals or residential treatment facilities. And this is very important while in the custody of child welfare services. So, you'll see that one through nine really describes the purpose. And the purpose of this regulation is straightforward. To protect some of our most vulnerable students, children receiving intensive mental health treatment who cannot advocate for themselves by ensuring that their education is planned for, monitored, and supported from the moment they enter treatment until the moment they return to school. First, in section 9, it really focuses on the psychiatric hospitals. If a hospital intends to seek reimbursement for educational services, it must begin consultation with the child's school or district within three school days of admission. This early consultation must result in a continued education plan that clearly identifies the credits the child is expected to earn that semester and the steps needed to ensure the credit is awarded for the work completed while the child is hospitalized. This is a critical safeguard that prevents academic regression. Second, the regulation outlines strengthened requirements for residential treatment facilities specifically in sections 10 and 11. When placement appropriateness is considered by their child or a child with or without a disability, the regulation requires a truly holistic team. This includes the child, the parent, the case worker, the child's attorney, victim kin or relatives and foster caregivers as well as every member of the IEP team when the child has a disability. This group is responsible for providing guidance to both the child web agency and the port about the facility that meet the child's educational needs. Schools and districts also have an explicit responsibility to revise IEPs as necessary, to monitor the child's progress while in treatment and to track credits earned and accepted by the local education agency. All of this is designed to ensure that the child is set up for a successful return to school. And then finally, in section 12, it focuses on the discharge planning. Before a child leaves the residential treatment facility, the school or district must prepare a written discharge plan along with the hospital. This includes a recommended safety plan, an academic schedule, and what else and any makeup missing work in order to graduate. The discharge plan must also address whether the child's disability status will be re-evaluated or whether an IEP revision. Copies must go to the educational decision maker, the case worker, the child's attorney, and the LEA's designated court context. In summary, R131-22 establishes a clear, coordinated, and practical framework that prevents these students from falling through the cracks during a highly vulnerable time. And we really hope to solve it. We really hope that this regulation and law helps solve the issue of students taking credits and then not getting their credit for it and not being able to graduate. With that, I'll be happy to Candace, and I are here to answer any questions that you may have.

**President Dockweiler:** Thank you, Deputy Superintendent McGill and team. This is a huge regulation. It will be incredibly powerful and helpful to students and their families. So, thank you for all of your collaborative work on this item. And I want to just confirm also that you'll be working towards a one-page document or some sort of guidance for families as was mentioned during public comment. Is that correct?

**Deputy Superintendent Christy McGill:** This is Christy McGill. Yes, that's correct. We think it's a great idea.

**President Dockweiler:** Wonderful. Thank you so much. Any questions from board members? Okay. Um, so I'll open up public comment for this item. Anyone in Carson City there to speak on agenda item eight?

**Zach Khan:** Madame President, there are no public comments in Carson City at this time.

**President Dockweiler:** Thank you. We do have one in Las Vegas. Please come up to the podium and begin when you are ready, Sam Bogaf.

*(For full public comment read into the record: See appendix)*

**President Dockweiler:** Thank you for your public comment and thank you for the question. So, I will turn to NDE staff what explain maybe what the process is or what that looks like.

**Candace Bortolin:** Thank you for the question and the opportunity. So, I want to make sure that we are separating two things. So, the regulations, these pertain specifically to our foster youth, right? So, this is not all youth. The regulations are written specifically to our foster youth. I think what you're referring to comes out of SB81 from this last session. So, these regs that are, you know, 131-22 come out of the '21 sessions, right? That requires the hospitals to work with our schools and our district liaison in creating that educational plan. What we unfortunately I think what students have experienced is going into a residential treatment center and then coming out and after an extended amount of time and not having earned any credits when they transition back. So, we're trying to put some safeguards in so that the students can receive the valuable treatment that they need but also at the same time continue their education. Right. So I think what you are referring to is the recent SB81 and the procedures that we're trying to put in place for the reimbursements, right? And we have not yet at this point written regulations for that. we're going with what is best practice and just for the edification of our board members and our public we've recently created the a treatment center portal and this is created to fulfill the requirements of SB81 that NDE is now the payer of that educational fee. Right. So, you are correct that we need to see that there is communication between our centers and our schools that you know a student has the opportunity to continue their education and that's where those transcripts come in. our interim superintendent had communicated with our district superintendent that each district needs to have a single point of contact. and that single point of contact is with each district is built into this portal to help with that communication. So and help with the transfer of the transcripts that you're talking about. very new process and there's you know definitely some bumps in the road and we need our districts to really identify that person so that the communication is more fluent. Does that mean does that help?

**Deputy Superintendent Christy McGill:** This is Christie McGill. I just wanted to add, so our districts are still under many of these students are under special education. So they're the accountability server I think is with the bringing appropriate education. That's the push mechanism. The pull mechanism is that these activities both on the district and your hospital sides are available by Medicaid. So those transition planning and the time it takes and that is our whole mechanism as well.

**President Dockweiler:** Thank you. We have one more in-person comment in Las Vegas. We have Anna Binder.

*(For full public comment read into the record: See appendix)*

**President Dockweiler:** Thank you. I turn to the NDE team to maybe provide some reflection on maybe there could be an accountability system or how those how these instances will get tracked and acted upon.

**Deputy Superintendent Christy McGill:** So, we are going to plan to monitor these regulations. Again, we will do absolutely what the law says to do and then we will also recommend best practice on top of that. So, we will be monitoring progress, so that you will also be working with us with director Bowers to ensure that you know the systems are aligned. And then the last piece is we do know about the large amount of young people that end up in hospitals from Nevada. And we hope that the next presentation on MTSS. really looking at focusing on the early intervention piece to reduce that number considerably. So, thank you.

**President Dockweiler:** Wonderful. Thank you. Moving on to public comments submitted online. Have any been submitted by email?

**Angie Castellanos:** We have one submitted via email.

*(For full public comment read into the record: See appendix)*

**President Dockweiler:** Thank you, Angie, for reading that into the record for us. And thank you, Washoe County School District, for submitting the public comment. Before we open it up to the board, because I know that member Neil and member Orr, there's several questions down here, I would like to hear from Deputy Superintendent McGill and team about it sounds like these recommendations for changes were submitted and were determined not to be included. So maybe the team could speak to why that was how that went.

**Deputy Superintendent Christy McGill:** This is the first time we're hearing these. So, I think they were submitted at 9:00 a.m. today, so we have not had a chance to go through them.

**President Dockweiler:** All right, great answer. So, I will have some thoughts, but I want to open it up. I know member Neil, you've had your hand raised for a long time. We'll start with you and then we'll go to member Orr.

**Member Neil:** Member Neil for the record. My question is that CASA is not mentioned specifically in the document and I'm just wondering if why they aren't.

**Deputy Superintendent Christy McGill:** Deputy Superintendent Christy McGill, we try not to get too specific because although CASA is extremely important in these cases, not all children have the availability of that. And so again, really trying to find that space where local communities can serve these children within the guidelines. So, we try not to put that much specificity in there.

**Candance Bortolin:** Thank you, Candace Bortolin, for the record. CASA would fall under the as far as being invited to those meetings to participate. The other persons as needed or wanted to be included. There are certain people that must be included by law in these meetings and then the regulations spell out people that can also be included if the educational decision maker deems it appropriate and CASA would certainly fall under that.

**Member Neil:** Thank you. So that that explains it. Thank you.

**President Dockweiler:** Thank you. member Neil making note of that. Member Orr

**Member Orr:** Thank you, Angela, or for the record. So, I've asked this for a few different meetings over

the past year, but if at all possible, when possible, it would be really great to be sent these public comments that are written in to our email. So, there have been a few that have mentioned in legal things, but I would like to have my eyes on the exact text and I appreciate Angie for reading those out loud, but I would like to be able to see them if at all possible prior to being asked to make a vote on something that the public input is so important on. So, that's my first comment. And then my second is a question which is how would a school or a district ensure compliance with all federal and state special education laws through a facility?

**Deputy Superintendent Christy McGill:** Christy McGill for the record. I'm going to give you a really high level. Director Bowers is not here today because she is in her special education director's meeting. So, I apologize but the high flyovers that's what the plan is for to discuss things like that like how is the interaction between the hospital and the districts and for that plan to

**Member Orr:** I just would like to follow up with compliance is more than a plan right so in any individualized education plan there is a written plan and then there is of course all of the work that goes into making that thing happen. And so, I'm just wondering how a district could ensure that minutes are being met and goals being accurately followed and explicit instructions and speech in the way that it would be written into a plan. without understanding what's happening outside.

**President Dockweiler:** Thank you member Orr I had similar a similar thought and question. I'm looking down here in our room. Member Hudson, please go ahead.

**Member Hudson:** Member Hudson for the record. I think I had the same question especially since the students will be having IEPs like would there be guidance to the district one of my concerns is accountability and then to make sure we're ensuring that when they do come in how does the standardized testing and those transfer credits is going to look like because are those teachers licensed to even do the curriculum or are we going to also have to provide training to them. So, not only are we going to be providing training to our own teachers to make sure they're able to do the paperwork or keep that line because me personally being a spare teacher, but it is also really hard to get in touch with those facilities and ensure that they're eating what we have. So, it's like we're trying to I understand we're trying to merge the two, but then they have their way of doing things and then we have our bylaws and things of going away. So just making sure that I don't know some guidelines for special teachers and then I'm just thinking of just the testing and the transfer is though their curriculum going to transfer to what we want or we think that is high rigorous for our students and then how are those kids like is it going to be a liaison to actually see those kids be transferred because we could say one thing on paper and then that person at the district or the school have for that student is not trained to even cope with that student.

**Deputy Superintendent Christy McGill:** Deputy Superintendent Christy McGill. All of you guys have really good questions and we have been grappling with these questions for probably about two years now. What these kids represent are kids who are in our system, probably three different systems with different ways, different adults, and trying to get processes in place to make sure those children are safe is difficult. And so, yes, what you're saying is trust, right? And what we hope is that the plan, although not perfect and probably won't move mountains, is that the adults in the room can develop a relationship where that child can be a little bit more safe. So this is the problem of these regulations and why this will be I think the fourth time fifth time around they were kicked back from the leg com. the recommendations that Washoe County has made are pretty much the regulation that went to Leg com and was kicked back because not enough bell safes were in there on the hospital and district side and the and the advocate side. So again, I

know this isn't perfect. This is the first step of trying to note down of how to get three very difficult bureaucracies to work together. And all I can leave you with is this. If us as functioning adults are having trouble creating a plan, a transition between hospitals and schools, I can't tell you what it's like for student or the stories of a student's moving between hospitals, foster care, and our districts. So, yes, you're right. It is difficult.

**Superintendent Wakefield:** Superintendent Wakefield, for the record, I want to build on one thing that Deputy McGill just said. Um, I'm not going to comment on some of the technical specifics of this and I'm going to continue to route those answers to our expert, Deputy McGill, um, and our team, but she did highlight something that I think might have been lost in the presentation, which is that we had submitted language to legislative commission that was more consistent with what we were hearing from the Washoe County School District and their comment, but it was given back to us because of their judgment around what was within the law or not. So just as we're learning how to collaborate here and as I am coming into the seat and hearing why are you know how do we handle conflicting input I do want to highlight that there's a history to this regulation we do drafting which we submit for review and sometimes that is actually given back to us because the legislative commission has a judgment around what is and isn't with an intent so I in so far as from process and learning and listening here for board members I did want to make that point because I heard Deputy McGill share it but I think that can be easily lost when are trying to ask the question, why do why is something looking one way and we're hearing something else from a district and so there's a whole number of bodies involved in these processes. Thank you.

**Member Ford:** Member Ford, thank you. I kind of just wanted to follow up on that because this is the kind of thing that I believe in kind of operational here at the state board. this kind of thing would have required in my opinion like a briefing for the state board and I know that we have optional briefings before the meetings and you know we could do that and just get a gist of what's coming a couple days before but for something like this where we weren't really brought this information and I'm super confused and I've been trying to piece it together for several days the I'm sorry I can't remember your name but you know the people who are running the institutions. I agree like I or I empathize. That's a hard task. I've had family members go into them and it's difficult to like that's the purpose of their facility, not necessarily education, but we also can't like to let the kids slip through the crack. Um, so I don't want to dismiss that side of it and be like, you know, only supporting our the school districts either. Like there needs to be a middle ground. I have one question that I know my good friend, assistant, advisor, Anna Binder here I know wants to be brought up. Is where's the data or how do we determine how many students don't yet have IEPs but have probably already fallen through the cracks when they enter a facility versus who has already has the IEP. I don't think that show My point is I think we need to revisit this conversation and I would like that data included. And I think that we need a more thorough briefing as to the history of this proposed policy and why it keeps getting kicked back because I've been on the board about a year now and I haven't heard of this specific instant before. So, I think we need to know even though it's very important topic and we need to do something, I think the state board needs to be a little bit more informed about this before we vote on anything. Thank you.

**President Dockweiler:** Thank you, member Ford. I share a lot of your concerns, and I think that we're 95% of the way there. I think some of the comments raised by Washoe County School District are very important and warrant further investigation and I especially see their concerns relative to the evaluative pieces and I think there's an actual typo in section 12 regarding if a student has if they are not identified as a student with

a disability they therefore need an initial an initial evaluation had too much coffee. Not a re-evaluation. So, I think that's a typo that needs to be updated. My thoughts on this is that we address go through the concerns that Washoe submitted, the concerns of the board, the concerns of public comment for the audience, and then also bring this back ASAP because it is important that we get this passed. And I do believe that we're very close that some of the like minor tweaks can have significant impact. So, we want to make sure that we get it right. Thoughts from the board on that mindset.

**Member Braxton:** Member Braxton, Member Braxton for the record. I believe you know what I'm hearing is that additional time briefing time would be helpful and a timeline of things. You know, this is my first year on the board and this public workshop opportunity is really important and the engagement is also very important and to make an informed decision that that affects our students is essential. You know, I hear u McGill and her concerns about making sure that we're doing the best, you know, all of us are making sure that we're doing the best for our students. But more time for briefing would be helpful for those questions that we have. A timeline or a visual of what has transpired. This comment from Washoe County School District, you know, provided at 9:00 a.m., but you know, I know that that took place today, but if this was presented previously and then kicked back, I'm a very visual person. and I need to see it. And so there are just a number of questions that I have about the timeline of things and what has been presented and then you know if something like this is approved at whatever point and we look at opportunities for improvement later, right? Will that process begin again? So, I just wanted to add that part. Thank you.

**Member Carvalho:** Thank you. I did not get an opportunity to have a briefing. So, I at least feel good that I wasn't the only one that came into this meeting feeling like I wasn't completely aware of everything regarding this agenda item. But I and I'm sorry if this has been discussed previous to my time on the board. I just I'm certainly sensitive to the experiences of children who have been treated for mental illnesses. But in this case is I wonder first of all do we have regulations already for foster children who are with you know also public education students who are getting services that are just medically needed as well. I think about those students as well and I'm not sure I see that this is specifically for students who are being treated for mental illnesses, and I just wonder if there's any regulation for like I said students who are being treated for other medical issues like long-term health issues or serious medical issues. if there's something that's similar to that. I am just curious if there's why this is specifically for this population and if we have regulations that already define how we ensure that students get what they need in in other areas if we need to it feels like we're in uncharted territory in a way right here. So, I'm just curious about that as well. Thank you.

**Candace Bortolin:** Candace Bortolin, for the record. the reason that this is specific to the foster youth with entering treatment for mental illness is because this is what is written in law. So, what was passed and written into law in 2021 that came out of SB210, was specific to foster youth, that need residential treatment.

**Deputy Superintendent Christy McGill:** Yeah. And this is Christy McGill. Just one add-on to that is what makes this law in this regulation very unique is not only it's just the needs being met. So yes, there is a regulation in law around foster care students having their needs met medically, but this is an and not an or. This is having their needs met because they're going into a hospital, their mental health needs while maintaining their educational journey. and the reason why this law came at a head is because we have several students who are unable to graduate because they are going into hospitals and they are taking some classes, but those classes aren't transferring. So, you can imagine the angst of a young person coming out of

a hospital and thinking that they were continuing in their educational journey and not being able to graduate after all. So, this law and these regulations were meant to were meant to do that. So, it's an and not an or both the services and the educational attainment.

**Member Carvalho:** May I just ask for a follow-up? Yeah, thank you. So, I from the medical side. I had a child who wasn't able to go to school for a time and got services outside of it while she was a junior in high school. So, I understand the need for that. I'm just wondering if so just to understand so is there a lack of regulation on the educational services that residential treatment centers are providing to our students. I just would like to understand that.

**Deputy Superintendent Christy McGill:** Great question. I think the complexity of this child is also in foster care. So, the institutions are in some ways having to work together to cover that piece. So, this particular regulation is specific for that group only because there isn't a guardian or those kinds of things really making sure that those types of activities happen. So yes, it is first in its kind. Thank you.

**President Dockweiler:** Thank you, member Carvalho. So based on all this information, I would propose or make a motion that we revisit this item. I would like to personally assist with making any revisions or being a resource to the team. And also, at when this comes back, I do want to come back as soon as possible that each member specifically be flagged that this is an opportunity for a briefing because we want to make sure, we have all of our understandings together so that when we come back we can we can address this in a comprehensive way. That's my motion.

**Member Braxton:** Second.

**President Dockweiler:** Okay. Um, all in favor say I.

**Board Members:** I. I. Any opposed? Abstentions.

**President Dockweiler:** Okay, motion passes. Thank you everyone. Thank you NDE team for all of your work on this. All right, now we'll move on to agenda item nine.

## **9. Information, Discussion, and Possible Action Regarding an Appointment to the Board of the Education Service Center** (*Information, Discussion, and Possible Action*)

Dr. Steve Canavero, Executive Director of the Nevada Education Service Center (ESC), provided an update on the ESC and requested the Board appoint an elected member to serve on its Board. The ESC is an independent entity whose charge is to provide support for school and district improvement. The elected members eligible to serve were Member Braxton, Member Ford, Member Orr, and Vice President Hughes.

**Member Ford nominated Member Braxton. Member Braxton respectfully declined the nomination, citing capacity issues. Member Ford retracted her motion.**

**Vice President Hughes motioned was made to nominate Member Orr for the position. The motion was seconded by Member Else. The motion passed with one abstention from Member Orr. The Board appointed Member Orr to serve on the Board of the Education Service Center.**

### **Verbatim Transcript**

**President Dockweiler:** This item concerns the education service center which was established by the 83rd Nevada Legislative Session through SB 460 section 56.5. Today, the board will receive an update on the cent's initial activities, a review of the statutory composition of its governing board, and a request for the

state board of education to appoint one of its elected members to serve on the cent's board. So, as a reminder, the elected members of this board are member Braxton, member Ford, member or Vice President Hughes. So, presenting this item is Dr. Steve Canavero, executive director of the Nevada Education Service Center. And I believe that Superintendent Wakefield is going to kick us off.

**Superintendent Wakefield:** Yes, I get the real privilege and honor of introducing Dr. Canavero to you all or reintroducing him. I wanted to share a very high-level set of thoughts. So, what we're going to hear now is one of the pieces related to SB460. And I want to remind the board that SB460 has a focus on accountability, but also on support. And this item is in that support column. really giving capacity and resources to our school districts and schools. By requirement, this board will appoint one board member onto that board. And it will be one of your elected board members. You are also joined in that appointment authority both the governor's office and the legislature that have appointment authority for the board. and then from a strategy perspective, from a needs sensing perspective, I just want to highlight that we are really thinking about practitioners and education leadership perspective for that board in addition to other things like school finance experience or governance experience. But we, as you can imagine there's specific pieces where the governor's appointments, the legislator's appointments all have to work together to create a board that's highly functional and has all the right perspectives. And so, as you all make this decision, I just wanted to highlight, I believe the importance of practitioner or education leadership experience related to what this wonderful new entity that Dr. Canavero will speak about. I won't steal his thunder by talking about the charge or the vision of it. But I wanted to highlight those things. So, with that, I'll pass it to Dr. Canavero.

**Dr. Steve Canavero:** Good. Thank you. to President Dockweiler, Vice President Hughes, members of the board, Superintendent Wakefield. So, just first tremendous gratitude to Superintendent Wakefield for his collaboration. The suggestions, as you can read in the regulations, go through the superintendent. I've been interacting with the field a lot to talk about individuals with those perspectives that the superintendent just referenced and working with the superintendent to convey to the appointing authorities their particular suggestions that he might have for them to choose from. So, I really appreciate your partnership, Superintendent Wakefield, and your collaboration. I think I'd just do a couple of things and then perhaps go into some Q&A for you all. I thought I'd just talk a bit about what the education service center is, what I've been working on. and that means the whole team is working on me. and a little bit about the road ahead and some specifics about the road ahead that might help you think through who might be the who might bring the right perspective or the best perspective to the table knowing of course that the superintendent the ESC will continue to provide to you updates over time. So, the board is a seven-member board. Just to sort of, just to put the number to the superintendent's overview on the board members. State board has one, and the governor has two appointments. Legislative leadership, minority and majority in both houses have one. So that's four. That sums up to seven if my math is good. What the education service center is, it's generally known as an education service agency. That's what they're described nationally. What they have in common across the nation is that they are constructed by state law. They serve as a regional intermediary organization and what that means is they have a regional footprint, a geographic footprint and as an intermediary they sit between the state department of education and school districts. Nevada did. There's an it it's up for some debate apparently about how many states have education service agencies. The association for education service agency has that number at 39 with Nevada being the 40th. I believe the superintendent association has that number at 44. So, Nevada would be the 45th. Um, basically the vast majority of states

have claimed this entity or this opportunity to have these intermediate organizations sit between the state and the school districts. Um, additionally the sort of ethos of these across the nation is that of service. It is to provide service and support to the districts that they serve either regionally or across the state. If you're the education service center, they are a function of state law. So, some states have their education service agencies call different things across the country doing different things. Some direct schools operate. some are very specific around special education. That's sort of the flexibility of these intermediary organizations as they're responsive to district needs or in some cases in addition to district needs state initiatives as well. So, the education service center in Nevada as the superintendent said has the sort of support mechanism in addition to accountability in 460. Um, it is like Alaska in that the geographic region for the education service center is co-terminus with the state's boundaries. That's the same way it is in Alaska. So, we're a little bit unique in that way with our education service center. Um, it carries with it a service and support orientation and specifically in law. It is called out to provide school and district improvement supports. So that is the thing it has to do. But in addition to that there are things that it could do. It's not prescriptive in the sense that it only can do that, but it could also add some other activities in the support of districts. So, what is it that I'm working on all of the education service center staff are working on? We have a memorandum of understanding with the department of education who currently serves as the fiscal host for the education service center. And that memorandum has basically three main items. It has a need sensing item. It has second what we call a situational analysis and I'll kind of go into these in a little bit of detail. And then lastly, it has like an operational plan to be delivered. So that is like really the road over the next four months is to empanel the board, get their support and their engagement in the work and those three things are the principal aspects of the work for the education service center in order for it to reflect the actual needs of our districts. So, the first one needs sensing. I've been engaging with district superintendents, and they've been inviting one or two members of their boards and members of their cabinet to a conversation where we had a great discussion. I've done three so far. I have two more this week and I have six next week. but the idea through that need sensing in direct with the district superintendent members of their cabinet and board is to begin to create a sense of a shared understanding of district needs. Addition to in addition to that, also outlines a survey and it also includes the potential use of focus groups in order to at the end of this to clearly identify the particular needs, actionable needs of districts that the education service center should prioritize as it launches. To answer the question that you might be having, which is a question I answered earlier this week when I was meeting with the district, a trustee asked, "We have to wait till December or 2027." I said, "No, we can we can start to roll on supports." And in fact, the superintendent has asked the ESC to tackle a long-standing need that the districts and the department of education have around reporting burden for school districts. and it is one that we will roll on into the into the activities before the comprehensive needs assessment is complete. The second activity then is once those needs are arrayed and then categorized the second activity around a situational analysis is to understand who else is in this field of play in order to provide supports for districts. The education service center should create should clearly have a lane of support it's an additive entity. It's not one that needs to take the take responsibility away from another enterprise. Um, just to answer the question, I've in lovely engagement with the RPDS thus far to really talk through the how the two entities interact, how we can continue to collaborate, ensure that the customer, the district, the charter schools, they have a coordinated aspect of support rather than they feel like they've got to go to different entities to get different support. So that's just an example of sort of the situational analysis and then ultimately all of that leads to a strategic or operational plan for the education service center in advance of the 2027 session obviously in advance or concurrently with the state's budget

build as well. So, like what does that look like perhaps for your service on this board? I appreciate the superintendent highlighting the different what we anticipated in the different skills or expertise or perspectives that we think would be necessary on the board to help blueprint this organization as the founding board for the education service center. Then I get this question fairly often from prospective members. I said I anticipate meeting once a month. As soon as we get quorum, we'll start and it can take a little bit of time for the appointments to come through the legislative bodies. That's okay. That is what it is. But once we get quorum, we'll begin meeting monthly. There will be homework. I will need some support in helping to make sense of the needs individual district needs to then that up into what is an actionable or accessible categorization and prioritization continue to work with NAS and others to frame that up for the board but we'll need the board's engagement in in that process the board's engagement in helping understand the field when we talk about the situational analysis what's available principally in first blush what is sort of state funded versus the sort of marketplace of services that are provided so your optics into that world to help then array the lane that the ESC will then occupy and then ultimately be a great thought partner and critical friend as the sort of plan is built for the education service center moving forward for. So hopefully that was a reasonable highlight but succinct enough to give you a sense of the education service center what it is what we're working on and ideally the role that one of you will play on its board. So, with that president Dr. Weller back to you.

**President Dockweiler:** Thank you Dr. Canavero for that detailed explanation. It's exciting work that this new center will be endeavoring toward. So, of our four members who are elected who would be eligible to serve in this capacity, I'm curious if anyone would is interested in in fulfilling that role, even interested in serving. I see member Ford raising her hand. Oh, well, I Oh, yeah. No, we can. I just don't, I don't want to give the impression that anyone has to do anything. This is a voluntary thing. And if you do not want to be considered, please let us know that during this discussion portion of this agenda item. All member Ford, go ahead.

**Member Ford:** Sure. So, I'm just too tired to go into details about this at this exact minute but just going to put it out there. Then we can't do anything about this because it was made law for this department to exist. But the education service agency is essentially just another or education service center. What are we calling it? Education Service Center is just an education agency like the Texas Education Agency and other state agencies that I've been watching very closely for several years about 5 years now that essentially every time these are developed they just centralize power basically neuter both the state boards and the local school boards mandate certain governance structures bring in consultants contract with multi- you know, mandate certain curriculum and vendors and testing and it's a whole thing. I've talked a bit a little bit in my podcast. Obviously, I'll be talking more about it in the future. Um, I'm definitely going to bow out of this because I have no intent of being part of it. I don't want my name to be associated with it. I don't want to be on that when things are going to happen. And I also intend to vigorously fight it and its existence in Nevada. So, I'm going to go ahead and pass hard pass and leave that up to the rest of the three of you.

**President Dockweiler:** All right. Thank you, member Ford. She is removing herself from serving in this capacity on this with the center. Any other board members want to say anything? yes, Vice President Hughes.

**Vice President Hughes:** thank you president Dockweiler. So, I just wanted to share a quick thought and then I had a question about sort of the structure. So, what the perspective I would share is I might be on the

opposite side of the spectrum of member forward where I do think this is a good idea for us to build. In a previous role I spent many years supporting district improvement work and many of that was many of those times was working directly with their service center equivalent. Um, and I actually did see it could be really helpful. And the most helpful thing I saw from them was, you know, I think it's tough as a department to both serve as the accountability mechanism and the support mechanism fully simultaneously, right? Because you sort of it's like the quality of your support is also determining how effectively the improvements happen. And so it's kind of hard to serve both. And so, I really appreciated models that I've worked in where we've seen that intermediate intermediary be really helpful and a true support to help districts move the needle. I've seen that particularly in rural districts who I think don't always have the capacity. and so I'm personally excited about this. I also just wanted to note that I think it is important and I'm glad to see particularly in the Senate and assembly appointments that there was a real emphasis on practitioners. And so I think all the assembly and senate appointments are sort of mentioned like teachers or leaders who have a track record of success. So, I also am glad that that was included. So, I'll stop sharing my opinion now and get to my question. Dr. Canavero I'm wondering I did see that I think my understanding is this sort of came through an executive order from the governor that then led to emergency regulations which I think is first time I can remember that sort of thing has come to the board or at least that I that I recall. Um, so can you just walk us through for our own learning like what is the process to establish permanent regulations because I'm just mindful that everything you described is sort of in the emergency I think temporary world and all of that could change potentially when you go through a process to establish full-time sort of long-term regulations. So what does that process look like for the long term of this?

**Dr. Steve Canavero:** Steve Canavero, the process of the emergency regulations are good for 120 days I believe is the number I apologize that's 120 or 180, and so behind that we will start the and the department is empowered to have the workshop for the regulations and then ultimately goes through to the hearing. So, the re the rationale behind an emergency regulation and for the executive order is to get this entity stood up as quickly as possible to provide the supports that are necessary as all of 460 is being implemented so that it wasn't an afterthought. It was actually part of the structure.

**Vice President Hughes:** Got it. That is helpful. And then the regulatory hearing is that come to the state board of education or that goes to this new established board who then are approving their own parameters.

**Dr. Steve Canavero:** Thank you for that. It is not a body with regulatory authority, the education service center and it would have no sort of regulatory or compliance authority u in it. I think to your point around getting the roles correct and aligned and your recognition that in some ways the department has been asked to do really in some ways too much or conflicting or hold two things in in in in a role that sort of naturally conflict with each other and that be the one that can render judgment around compliance but then also being asked to provide professional development. So, this entity does not have the regulatory authority. the department of education that would have the regulatory authority in in I think a similar way in other entities across the state to ensure that the state has coherence across the top and that the different entities that are serving the across the state in its interest and or the district supports are aligned rather than having the education service center become something unique or different or perhaps in some of the ways that member Ford had characterized it there are some safeguards against that.

**Vice President Hughes:** Got it. Thank you. But it would not come back to the state board of education for approval of those full-time regulations. It just ends at the department.

**Dr. Steve Canavero:** Steve Canavero, let me check. I forgot who has the final regulatory authority, whether it's invested in the state board or the department, but let me I'll get right back to you on that one after some questions.

**Vice President Hughes:** Sure. Thank you. Um, okay. I think that is it for me.

**President Dockweiler:** All right. Thank you, Member Braxton.

**Member Braxton:** Member Braxton, for the record, , thank you for the presentation. Um, first question, where does the I'm going to use this acronym here because there are so many acronyms, right? Let's add to another one. But where would ESC fit on the org chart of this organizational structure? You know, when I think of NDE, I think of the different departments within NDE. I visualize the state board sitting as its policy arm sort of standalone. No arrows drawn to or from NDE, but in a policy position. So, where would ESC fit?

**Dr. Steve Canavero:** Steve Canro. The ESC would fit probably with a dotted line back to the department. it would it's an independent state entity. It would not be within or underneath or inside the state department of education. So as just a matter of law and consistent with other education service agencies across the country it is independent so that it can perform functions for the school districts but also be responsive to particular state initiatives or priorities so it's not a part or within the department of education.

**Member Braxton:** Member Braxton and for the record, so would it be a middleman, if you will, between NDE and let's say the CCSD school board?

**Dr. Steve Canavero:** Steve Camro, I think a middleman's a fine way of describing it. it the it and this is becoming really clear in the last couple of meetings I've had with the districts in at first I thought it was sort of like unidirectional where it provided supports to districts and then I started to hear needs from districts about the ability of the education service center to also be a good between the district and the state department of education. So a good example of that is really understanding rules and requirements from the state level. If a did and this was also mentioned that might be key helpful that the answers that the answers to the typical questions that are answered at the state department of education are can I so they're permissive questions in terms of interpretation of statute of regulation and then the education service center then can answer questions about how do I and so what we what I'm beginning to learned from the districts is that having and the intermediary the sitting between the state and the district isn't just primarily to support the district in providing services and professional learning or supports but it's also helpful to have a relationship with the department of education, so I don't so I think your characterization is correct it's at the detail here as some additional context

**Member Braxton:** Next and remember member Braxton for the record. So, it sounds as though this entity was created to relieve some of the pressures from NDE. This is work that was being done within NDE but there needs to be more attention specific attention and effort on these matters. Now, as it pertains to SB460, you know, there are many areas in SB460 where there may have been reference to the state board and now there's going to be reference to NDE. So is in those areas where the responsibility was removed from the state board and then placed to NDE, would that pertain to ESC or EC ECS? Sorry. Okay. No, I can call it I'm used to getting it and call lots of different things at this point. No, I don't think so. I think that I'll give you an example. Maybe that might be helpful of where some of the districts are expressing some needs that the ESC should consider it begins its service. There's a huge area and there's a huge need around efficiency

and professional support. So, um, on like the professional support side, I've heard from a few superintendent that it would be ideal to have the education service center hold have a chief financial officer with lots of experience in public school finance in order to support the folks within their district to become familiar with if They're unable to hire a former district CFO, but they have a fantastic private school or private industry CFO that the education service center could network across the CFOs and provide like a CFO academy or some supports and training for CFOs where they the education service center knows intimately how the state operates the school funding formula, the state rules, the different requirements and then is able to then work with the districts to support the development of CFOs across the across the participating districts. These aren't mandatory things. but that kind of gives you an example of some of the sort of emergent needs that the districts are beginning to see in how the education service center would provide these direct supports. You're completely right on the and especially as you all read the efficiency assessment. I sort of read the efficiency assessment. It resonated with me from my prior service in the state. where there just needs to be some role clarity about what the department has to do and what it can do and then that role clarity would also translate to what the ESC's lane is in supporting the districts. I don't anticipate taking over anything other than just providing supports across the state to the districts that are both responsive to their needs consistent with the statute around school improvement, district improvement. and then if there are particular state initiatives that the districts need support on that as well. Does that I hope that provides a little bit more shape to the what the ESC might be doing.

**Member Braxton:** It does provide additional information. I am going through scenarios in my mind in which a matter would be considered for the department NDE to address and there are sever there are several departments within NDE and then when that when would that situation be handled then by ESC and you did provide a good scenario regarding funding Um, so that's where I'm at. I'm processing.

**Dr. Steve Canavero:** Yeah. You know, um, the concern specifically regarding SB460 and those responsibilities that would go from the state board to NDE. And now I'm considering what responsibilities would then go from NDE to ESC.

**Superintendent Wakefield:** Superintendent Wakefield, I'll share one thought based on the question and then Dr. Canavero can elaborate if help is helpful or needed. So in SP 460 in case, it's helpful. It's just one section 56.5 that is about this ESC. Anything else in that bill that speaks about a change from State Board authority to ND authority is not relevant for the ESC. That's relevant to conversations with me and the department. But just in case that, you know, if that's a helpful piece that this is that part of the bill, section 56.5 I'm happy to have ongoing conversations as I learn where certain things have shifted or moved. and that could be something we can speak about, but just for clarity's sake, this is a very this has the ESC has a very specific charge and it's articulated in that one section subsection of the bill.

**Member Braxton:** Thank you, Superintendent Wakefield. Dr. Canavero, go ahead.

**Dr. Steve Canavero:** and then member or and then member Hughes. I was just going to circle back to say that the superintendent of public instruction is empowered to adopt regulations for the ESC just to close out the question that was asked prior.

**Member Orr:** Thank you for that member or please go ahead. We think that there's a lot of promise and potential for this new agency and I think supporting schools across the state is something that the department and state board have been talking about for a long time. What are those ways to have better

system alignment? And so I think it's just a really amazing opportunity for us to build something from the ground up with a new superintendent of public instruction at the helm of the department and I think some really laser focused goals to help schools. I also really want to thank Dr. for beginning his term by talking with districts about their needs and really trying to work from a needs-based assessment coming from the district. So, it feels like a collaborative opportunity to offer service rather than something top down. So that being said I would be happy to serve on this but I think that there it's also important to note that Vice President has a lot of experience already in this in this realm of supporting school districts and so that might be really helpful.

**President Dockweiler:** Thank you member or member Hughes.

**Member Hughes:** Member Hughes the record appreciates that member or I think you would also be amazing so feel free to put that on the record. so one other question I had Dr. O was I was curious. We heard from listen the charter authority earlier. I know that they also are charged with this dual kind of purpose where they do some assistance work. Again, it's probably more limited in some ways but and also accountability and approval and all those things. So, and I know that the law emergency rags specifically call out like representation from charters and districts. So, does that mean that some of those functions of the charter authority also move to the service center and they also become more of an accountability function is the counterbalance to NDE or yeah just what what's the interface there with charter authority?

**Dr. Steve Canavero:** Yeah, I don't know that I have an answer to your question. I have not met yet with the charter authority or individual charter schools. My I mean just logistically my first effort was within a day's drive from Carson City and then I'm going to do the loop the 8050 loop and then head down south and do that loop. So, I have not had that conversation yet with them. From my perspective, the education service center would want to be a good partner and understand how best to support the charter sector without with within I think SBCSA within their view of the role that it could play. So, we want to be responsive to them. I haven't yet had that discussion, but there's nothing that precludes providing those same exact services to charters or that requires it. It's sort of neutral in the language of the law or the regulations. That's correct. That's correct.

**Vice President Hughes:** Thank you.

**Member Dawson Owens:** Member Dawson Owens. Yeah, I just wanted to add to that conversation that I like the handout we have on page four and five, I think, of 98. that shows the difference between you know what the service center is and I think it would be great for charters to have the opportunity when they are struggling and they even though they they're creating their plan again they can have this support so that they don't need to shut down because I think capacity sometimes is limited and I think it's important to remember too that Henderson and North Las Vegas have both also just been authorizers and you know Henderson's opening their first charter school So, um, Henderson and I think, um, I can't remember, North Las Vegas or city of Las Vegas also have community education advisory boards that kind of do the same thing, right, to help provide some of these supports. So, I think interfacing with those CABS. Um, I think MOA has one too will be important. But I really like the idea of the cross collaboration that we was mentioned in this meeting today and the possibility for support and professional development and just really our schools getting the things that they need and sharing their best practices. So, I'm excited for this.

**President Dockweiler:** Thank you, Member Dawson Owens. Those are some excellent points to keep in

mind. Thank you, member Ford.

**Member Ford:** Thank you. I'm really happy to see the conversation going in this direction... however, this board for the education service center is a governing board and it's even though only one of the four elected members can serve on it, it's going to be a vote of the seven voting members of this 11 body board to determine who will represent us on that board. I believe that I would prefer to have somebody who is going to be there in an oversight role and who's going to ask the questions to make sure that the state board is represented and is not handing over any authority or regulatory decisions. So I would like to, if she'll accept it, I would like to move to nominate member Trisha Braxton for the seat on the education service center.

**President Dockweiler:** All right. Thank you. Member Ford, um, we have a motion. Should she accept? Um, member Braxton, you did not raise your hand to pull out, so I assume you would still be in.

**Member Braxton:** Well, is there a question? Can I add a motion? I mean there is a motion on the floor but yes you can make a comment. Okay. I'd like to thank member Ford for that consideration very much. There is a somewhat of a capacity issue with a number of things that I'm working on at the present time. I do appreciate your insight. I appreciate your support tremendously. I would like to consider, or I would like to know what are the time constraints for a member and as I consider other members that I would like to nominate. What does the time constraint look like? What are those responsibilities specifically? And is this something that's iterative as you're working through developing a robust center? I guess that question is for our superintendent of public instruction.

**Superintendent Wakefield:** If, with your permission, I would ask Dr. Canavero to maybe go a little deeper on the time commitment, piece of that. Would that be appropriate?

**Dr. Steve Canavero:** Steve Canavero, interim director for the education service center. I anticipate asking the board to convene monthly. It'll be a representative from across the state. So those meetings will be virtual. Their public meetings would be just like your meetings. So, they'll include an opportunity for folks to make comment at those meetings. The workload I think will be fairly robust. I'm going to need a critical perspective from the board as an example as I coalesced the need sensing. Just yesterday, I had a meeting with the district and there's probably more on that list than the education service center could do in two years. So, there needs to be some prioritizing. There needs to be some sense making. There ideally some sort of past professional experience brought to the table to say oh this have you thought about this approach to professional development or support for governance if that's a need that's coming from the districts. So, there will be some homework in between the meetings. and then at the meetings they'll be working through the material, providing feedback, reorganizing and then again homework as more data comes in. So, it's a fluid work plan that will have multiple sorts of information streams coming in. There'll be need sensing. They'll be surveyed likely be focus groups while then launching at the same time this sort of situational assessment to understand who's doing what across the state. taking that in consideration and then ultimately developing the operational plan for the education service center. All of that I hope to accomplish in six months. So, if you're a bit concerned about time commitments of being stretched too thin, the founding board will be asked to do more than less.

**Member Braxton:** Thank you, Dr. Canavero. In light of that information, Member Braxton, since we do have a motion on the floor, would you like us to move forward with this motion or would you like member Ford to reconsider her motion? I respectfully ask for member Ford to reconsider the motion. I want to make

sure that I am effective and not just a body on the board. it's very important to me that if I do give my time for anything that it is impactful and I want to make sure that if I'm able to participate that I can do my homework that I can do the research that I can reach out to community I believe I can still do that and encourage community engagement in through the work that I currently do. but I appreciate you. I would have to respectfully decline. Thank you.

**Member Ford:** Thank you, Member Braxton, for that thoughtful consideration of the position and the commitments and your own capacity. So, thank you. I turn to you, member Ford. Would you like to amend or retract your motion? Um, I'll just retract. I'll leave it up to whoever wants to do it. I just felt like member Braxton would be good, especially since I know there are I don't know that their school districts begging the education service center for help with their governance, but I'm certain a unified governance model is coming down the road for all of us. So, whoever wants to see me arguing during the meeting, go ahead and volunteer yourself.

**President Dockweiler:** Thank you, member Ford. Motion is retracted. Would any other board member like to make a motion?

**Vice President Hughes:** Member Hughes. Um, I appreciate member Braxton also. I think you would be great. That since you took yourself out of the running, I would like to make a motion to nominate member Orr for this position.

**President Dockweiler:** Okay, member or is it okay if we move forward with this motion?

**Member Orr:** Um, thank you, Member Hughes. I also believe that member would be great in this role. So that I get a number one might have been faster to the nomination process than myself. I am open to serving but also, I do believe that member has the most experience and in in this particular role. So, I think it makes the most sense to send the person from this board who would be able to bring a lot of experience to the founding of this role. And I again like I am very humbled and appreciate the nomination, and I do think that an educator on the ground in the position I'm in would be an asset to the board. But I do think that member brings quite a bit of experience that could be helpful in shaping the new agency. So, I would love to find the position at this for this board.

**Vice President Hughes:** Thank you, member, or all right, member Hughes, back to you for a comment, motion, retraction, or amendment. I mean if hear me out member or so I'm always happy to serve but also believe in shared leadership and so I think again you would be great if it's helpful I'm happy to provide perspective insight along the way if I can be of use if that helps you to reconsider if not I of course will defer to your own personal wishes and in resin but again happy to sort of provide whatever support behind the scenes to you if that makes you more inclined to accept but totally understand if not going to force you.

**Member Orr:** If the board feels that I could serve in this capacity, I will accept the nomination.

**President Dockweiler:** Okay. So, we have a motion accepted. We can move forward. Is there a second on the floor?

**Member Else:** Second.

**President Dockweiler:** All right. Member Else. Very good. All in favor say I.

**Board Members:** I I I

**President Dockweiler:** Any opposed? Abstentions.

**President Dockweiler:** All right, that was a one abstention from member or okay, this was an excellent example of the democratic process. Good job, governing board. Um, with that, we'll move on to agenda item 10.

**10. Information and Discussion Regarding Multi-Tiered Systems of Support and Collaboration with Districts to improve Discipline Data** (*Information and Discussion*)

Deputy Superintendent Christy McGill and team presented on the application of Multi-Tiered Systems of Support (MTSS) to improve statewide student discipline data. Data showed that exclusionary discipline practices had not changed significantly over the last four years, showing disproportionality in almost every student population. Dr. Ashley Greenwald explained that MTSS is a prevention framework, and that for the first time, Nevada has transitioned to state dollars for this work. Data showed that schools implementing MTSS with high fidelity reported statistically significant better outcomes in disciplinary behavior incidents, including bullying and racial discrimination, compared to low-fidelity schools. Dr. Brandy March highlighted that 41 schools in CCSD had received State MTSS Recognition for 2024–2025, which has been linked to improved student outcomes and NSPF index points.

**Verbatim Transcript**

**President Dockweiler:** And I request also that in the meantime if anyone has any needs to take care of please go ahead and excuse yourself and we will not be taking another formal break. Item 10 is this item provides the board with an update on the department's work to apply multitiered systems of support or MTSS as you will be hearing it referred to as a framework to improve statewide student discipline data. This presentation will outline current collaboration with districts ongoing implementation strategies and the department's efforts to strengthen data quality consistency and support for schools. Presenting this item are Christy McIll, deputy superintendent for educator effectiveness and family engagement, LaNesha Battle, educator programs director, Lexi Kavalovich, education program professional, and Dr. Ashley Greenwald from UNR Nevada PBIS Technical Assistance Center and Dr. Brandy March, director with the Clark County School District. So, thank you everyone for being here with us today and please proceed when you are ready.

(*Proceeds with presentation: [2023-24 Discipline Data-SBE Meeting](#)*)

**Deputy Superintendent Christy McGill:** Christy McGill, Deputy Superintendent and really just excited to share with you this partnership and just a real quick we're going to quickly discuss the problem of practice. you'll hear from the data point of view. We're not going to spend too much time on that. We're going to move immediately into the collaborative response and then also give you a little slice of what's happening in MTSS in Clark County and then some graph with some next steps. Next slide, please. All right, Director Battle, we turn it over to you.

**LaNesha Battle:** Good morning, Madam Chair and members of the board. I am LaNesha Battle. We're going to take a quick look at some of our exclusionary discipline practice data. we have two slides here. The first slide is going to show suspension rates over the last four consecutive school years. And then if you look at the column on the far right, we have the enrollment percentage sorry for the 2425 school year. So that you can compare, if you will, the enrollment percentage with the percentage of students who have been suspended over the last four school years. if we're looking at those, we can see that the data has not changed

very much. So, it's another reason why we're not staying on it too long. It hasn't changed very much over the past four years. We are down somewhat in some areas and then some it's been pretty stagnant. So, what we want to kind of I guess present or go forward with kind of looking at the engagement level of our students in our districts in these different population categories. Next slide. This slide reflects expulsion. So, in the same way that we just looked at that suspension data this data goes into expulsion data we can see in almost every population category listed in disproportionate or approaching disproportionality. We want all students to feel as if they are in safe and respectful learning environments and fully engaged when they are attending school. Now I'm going to pass this over to my colleague Lexi Kovalovich who will walk us through a look at other data which could be influenced by our expulsion and suspension data.

**Lexi Kovalovich:** Thank you. Good morning board and superintendent Wakefield. I wanted to just give you a look at that we touched on earlier a tad bit on the exit transfer survey. The top reason on there is personal reasons. that's not something we can touch on, right? But the next one is behavior concerns and the one after that is school culture, which could still reflect some of our behavior concerns going forward. So, that is something that we're looking at. And as you're going to hear in our next part of our presentation with our MTSS team where we're going for this, but I did want to pause before I hand it over to MTSS, were there any questions on the data that you did see?

**Member Hudson:** member Hudson for record. Are those numbers like for I think it's repetitive offenders or is it just like that one kid?

**LaNesha Battle:** It can be duplicative data. It could be one student causing 20 incidents on there. It is from our Nevada report card. everything that's turned in, every suspension, every expulsion.

**Lexi Kovalovich:** Thank you. With no other questions, I'm going to hand it back over to Deputy McGill for a moment.

**Deputy Superintendent Christy McGill:** Thank you. Next slide, please. So, my new boss really challenged me and our team to describe MTSS, so that my grandmother could understand it. And so, here's a theory. So, clearly you saw very briefly the problem of practice. And really our theory of change has been what kind of system brings out the best in our adults because discipline and these kinds of things really are an adult issue and how we how we work with our students. So really what we found is that by looking at empowering our districts in database decision making in working together in looking at evidence-based practices what works what doesn't work and then ideally are the interventions they're doing actually making student progress. So that's our theory of change really looking at the system that brings out the best in the adults in our system. we have been working with UNR for over eight years now and MTSS and I have Dr. Greenwald with me and she's going to go into some depth with our implementation over the last four years.

**Dr. Ashley Greenwald:** All right. Well, thank you. I will share some good afternoon wishes because you all have been meeting for quite some time and thank you for allowing me the opportunity to present. I know that we're last on the agenda and everyone's probably exhausted and hungry but thank you. I will try to be as quick as possible. I also wanted to share that my grandmother is 95 years old and so if I were trying to explain this to her, what I would say is that we are building the system that operates behind the practices. So, sort of the equivalent to like Microsoft runs all of the applications on your computer. That's what MTSS is to schools evidence-based practices and academics and behavior and okay. So that's my grandma pitch. What I wanted to share with you is that when we're working with schools and districts, so we work with

administrators, we work with school building administrators, and we work with school district administrators. So, we're not working direct with teachers. But when we work with those different levels of educational leadership, what we're working on is developing understanding of an MTSS framework. It is a prevention framework, and I will share with you a little bit about that in a moment. We work on improving the effectiveness of poor instruction at tier one. So, you heard a few districts come up today. You heard Clark County sit here and they said to you, you know, you asked, you know, what has been something that's been so effective in increasing your student performance and they said improving our tier one instruction, right? And that's through the work that we have done together with our county and we're really proud of the work and excited to hear Dr. March present next. So, instead of waiting for challenges to arise, we talk about screening at the universal level from a prevention perspective. Right? That's a really big prevention component similar to public health that happens inside of schools for MTSS. We work on the development of progress monitoring. So not just taking a look at the data at the end of the school year to see how overall we did looking at data from the systems perspective the whole system and also the individual student in specific interventions on a regular recurring basis. We talk about learning to analyze data and engage with problem solving processes through using data. We work on building effective evidence-based multi-level systems interventions inside of schools. NTSS, I should also say, is practice agnostic, meaning that we do not ever come to a school and say these are practices that we recommend you adopt. That is a decision for the local level. We support them in selecting those practices through national implementation research network tools. And then we also work on creating coherent systems that prioritize equity. Okay. So now please advance the slide. Thank you. Okay. So how do we do this? Right? That's a great question. So, these are the seven core elements of MTSS. You'll see on the left. These are the specific elements that have been adopted by the state of Nevada and have been in place for about close to seven years and so we start with the red see that teaming and that is really essential. So, we build teaming structures at the building level at the district level and at the state level at this the probably the most important components of those teaming structures are going to be at the state level around systems development at the district level around systems development and selection of evidence-based practices across the tiers including core curriculum. And then at the building level, we're looking more at student level data and practices. Okay, that's kind of that hierarchy. Um, we engage in that problem solving model through database decision-m. We work on systemic improvement and quality improvement process that people go through with us. Um, through ongoing progress monitoring, we do build that tiered continuum of support. And I will say here's a little myth buster about MTSS. What I want you to notice is that the tier continuum of support or that lovely triangle that people are so familiar with when you think about MTSS is just one of the seven core elements. Right? So, a school only has a pyramid of support. That's not MTSS. I really want to be clear on that. the use of regular screening at the universal and the advanced tier targeted levels. Selection and implementation of evidence-based practices. And one of the interesting things that I want to share with you today too is what we like to call de-implementation. Meaning there are schools and districts in our state that through the process that we walk them through notice that the practices are either not evidence-based that they've adopted, they are not effective for their students, they're not being implemented with fidelity, or they're not working for the cultural contextual needs of their population. And so, we talk about how do we engage in de-implementation to reimplement something that we know would have a better chance of effectiveness and monitor that process or that component of effectiveness. And of course, we work on the high-quality instruction across what you see on the right which is academic supports, behavior support and social emotional supports to focus on that whole child component. Next slide please. So, this is just a very quick

snapshot. I wanted to share an example of what this looks like. Sometimes NTSS feels very theoretical, very high level, but I wanted to show you something like an actual implementation document from NTSS. So, this is one screen of an LEA, a local educational agency's implementation planning tools. And so what you can see here is that they engage in a district leadership teaming. They have site information where they enroll and monitor their cohort for participation. We have coaching structures in place at the local level in the districts that we provide coaching too. So, we build the capacity of the local level to engage in MTSS. We have a coaching plan. We have a training plan that is unique to every district. So every district selects what practices they would like to focus on. Like I said, MTSS is practice agnostic because MTSS is the system. The districts select the practices. All of the districts participate in the systems training and then we also offer practice trainings. If districts want to opt in, then they have an evaluation plan. And so, the evaluation plan also dictated by the desires need strategic plan of the district. and those evaluation plans are set also based on fidelity assessment. So, to monitor fidelity at minimum twice a year, some of our districts do three times a year at every participating school site. They engage in validated fidelity tools for MTSS, and we use that fidelity tool to inform their district watch. Okay, next slide please.

**Dr. Ashley Greenwald:** Wonderful. So as Deputy McGill was sharing, we've been partnering with the NDE for almost 10 years at this point and it's been a really wonderful journey. We just published a five-year longitudinal report. So those are the data that I've brought here today to share with you. What I want to share is that we have relied on competitive federal funding for these efforts up until this year. So very thankfully Department of Education requested through the legislative process funding from the state to support MTSS. So this is the first time in the state's history that we have transitioned from competitive federal dollars to state dollars for this work and we're very very grateful for the opportunity to do this in partnership with the Nevada Department of Education and let the Nevada Department of Education and the districts guide the work that we do in MTSS as opposed to relying on the federal priorities from those competitive fronts. Um, one additional thing that I want to share is that um, the data that you're about to see are associated are all from that period of time in which we had federal competitive dollars. And as many of you are probably well aware, when you have federal competitive dollars, you often need to um, use that money to support the districts and the schools with the highest needs. Okay? So, the data that we're going to see are from some of the state's highest needs schools. So, we are not able to compare MTSS implementation to non-implementation at this point because what you would see is a big skew in the data. You would see that the schools that were implementing MTS probably had lower scores in a lot of areas because those were the schools of highest need. What you will see today is a comparison. We do have stats statistical data to share with you today. You'll see a comparison of high fidelity compared to low fidelity implementation and that's the best way that we're able to kind of assess to see is the work that we're doing actually having impact in the schools and the state. Next slide please. Okay. So here you can see these are the aggregated district fidelity. So, from the previous slide, I'm sorry I didn't even share. There are 11 participating districts as of the last school year. The current school year's data, I'm sorry, the 2425 school year's data are currently being aggregated and will be available for us to share with you towards the end of January. So, you're seeing data the latest data sets are from the 23 24 school year and at that point there were 11 districts participating. So, this is the aggregated district fidelity data. So just like the schools do fidelity assessments, so do the districts. And so, what you can see is that in all domains of MTSS, policy, leadership, teaming, coaching, training, funding and alignment, evaluation, stakeholder engagement, local implementation, demonstrations, and workforce. We have made gains with the exception of workforce, which is probably not coming as a surprise to any of you. But we are proud of the gains that our aggregated

districts have made across so many areas and probably some of the largest gains they've made have been in the teaming and the coaching and the training and the evaluation which we're very pleased to see. Next slide. Okay. here is the MTSS recognition. So, this is just this is kind of fun celebratory data if you will. But one of the things that I want you to notice is that in 2021 we had 20 schools that received recognition and this is a peer review process that schools apply for. They use their fidelity assessment. They use their schoolwide data. They have recommendations from administrators of their district because of the implementation work of MTSS. So, in '21 we had 20 schools. In '22 there were 33 schools. '23 there were 35 schools. '24, 50 schools received recognition and in 2025 very pleased to say 73 schools were just reviewed and more than 73 schools are reviewed but 73 schools are receiving recognition, those are our state implementation demonstration sites. So, while there's about 700 schools in the state of Nevada and there's only about 10% of schools that are considered high the highest fidelity local implementation demonstrations. This is really good growth in progress, right? It takes a long time to engage in systems change. MTSS is not one training. MTSS is years of training and coaching at the school level and at the district levels, next slide, please. Okay. Oh, this is very tiny. My apologies. But what you'll see here these are now we're getting into the student outcome data. Okay. So, I know we're very focused today on the beginner data, and that's what I wanted to share with you first. I also want you to know that in those competitive federal dollars that this state relied upon for the last 10 years to launch the MTSS initiatives, those competitive federal dollars were specific to behavior. So, we focus very heavily on getting schools built up in their systems and also built out in their behavioral practices. So, what you anticipate in that regard is that you'll probably see the most robust change inside of the pursuits. So, this is not a surprise to me, but I'm pleased to share this with you today is that across all of the domains inside of the Nevada report card, schools that have high implementation of MTSS report better outcomes from their discipline data across all of the big factors that Nevada watches from a statistically significant perspective. And this is a test analysis that is done by external data evaluation company. We actually contracted an external evaluator to do this work so that we remain really objective in our reporting. they ran statistical analysis for us based on the battery report card data and the fidelity scores and you can see in with alcohol beverages, substance use, bullying, cyber bullying and racial discrimination incidents we have statistically significant outcomes so that we can say in our state for those people who implement emphasis with high fidelity we can expect better outcomes in the space of disciplinary behavior incidents. Next slide please. These slides just kind of show a little bit more of that data set. So instead of just saying yes and no and here's difference, you can see sort of what the actual change looks like. So, these are aggregated by the average number of incidents per 1,00 students here. We're taking a look at the bullying data and we're looking at the bullying incidents reported, those that were confirmed and the bullying suspensions. And you can see across the board our lower I'm sorry our higher implementing schools are outperforming our lower implementing schools. Next slide please. We see the same trends in cyber bullying. So again, our higher implementing schools are outperforming our lower implementing schools. Next slide please. And again, here's the racial discrimination data. Again, our higher implemented school sites are outperforming our lower implemented school sites. Next slide, please. Now, we'll take a look at some additional metrics that were not specifically targeted inside of those competitive grant dollars, but we have seen some statewide outcomes to begin with. So, these are very promising results knowing that we've not engaged in any specific targeted interventions for these activities. Right. So, while we were very focused on behavior over the last 10 years, we're just starting to build out more robust supports for the school level of practices in academics, chronic absenteeism, attendance, and mental health. Okay, so here you can see our again by small percentages but

still promising to see that our higher implementing sites are outperforming our lower implementing sites in average daily attendance. You see the same trend. Next slide, please. in chronic absenteeism. So, our higher implementing sites are outperforming our lower implementing sites. And next slide, please. This is this is an academic outcome summary. A little out of order and that's no problem. I could just advance one slide and then we'll come back to this one in a moment. Thank you very much. here's the math proficiency data that I'll share with you. So again, we see the same thing. Our higher implementing sites in green are outperforming those lower implementing sites in orange. Now, if you could advance up, we'll take a look at the summary table. Thank you. What I want to share with you again, while we did not specifically focus on these interventions during that period of evaluation, we started within the last school year. So, I anticipate we will see more robust outcomes once we have that analysis that's coming forward in January. And I anticipate continued or less outcomes inside of the academic domains. What you see is that statistically significant we have data from the chronic absenteeism category. So those sites that are implementing ants with high fidelity have statistically significant better outcomes in with respect to chronic absenteeism and with average daily attendance and the ELA proficiency we are approaching statistical significance. I'd also like to share that these data are like I said sent from the Nevada report card. These are school level data that were aggregated. We are currently working with the NDE to engage in data sharing agreements to get student level data and once we have larger ends we'll have more sensitive metrics and we may actually see that these we anticipate not may we anticipate that we will see even more robust outcomes once we get down to actual student level data as opposed to the aggregated school level data. And I believe that concludes my presentation. Brandy, I would love to introduce my colleague, Dr. Brandy March, she is Clark County's MTSS director and who's been absolutely wonderful a wonderful champion of this work and we are so grateful to have the opportunity to work with Clark County in their MTSS implementation.

**Dr. Brandy March:** Thank you so much. I appreciate that Dr. Greenwald said, my name is Dr. Brandy March. I'm the director of the multitiered system of supports department in the Clark County School District. Within our scope of work, we work to support schools with systemic and systematic implementation of evidence-based practices within a tiered framework to support staff and meet student needs across academics and social, emotional, behavioral well-being. I'm excited to be here with you today to share with you some of our successes around MTSS implementation within our district. Next slide, please. In Clark County School District, we support implementation fidelity through the use of the tiered fidelity inventory or TFI. The TFI is a fidelity tool that many schools use to evaluate their tiered systems, practices, and data processes. As a valid and reliable tool, the TFI allows school teams to accurately assess the implementation of their tiered systems and structures, including PBIS or positive behavioral interventions and supports, which is the social emotional behavioral component of our MTSS framework. Using this structured framework for evaluation, the TFI encourages schools to have robust problem-solving conversations that directly inform and drive their action planning. This makes the TFI an integral part of the school's action plan, which aligns seamlessly with their ongoing continuous improvement process that all schools engage in. Next slide, please. As a way to strengthen tier one PBIS or positive behavioral interventions and supports implementation, our district offers the elementary school support model and the middle school support model. These are opt-in collaborative programs for our elementary and middle schools. They are designed to positively support all students throughout our MTSS framework. These programs promote a schoolwide comprehensive, tier one approach emphasizing high quality culturally inclusive systems and structures at each of these schools. At the tier one level, schools develop their own expectations and practices to address their school's needs and to fit within the community's culture. They

implement positive and proactive social, emotional, behavioral instruction and create flexible classroom support and practices. These supports might be something like a classroom kit with reflection sheets and cool down spaces which help facilitate short breaks or self-regulation strategies for our students who might need this type of support at times. These models include dedicated time for principal collaboratives. These collaborative meetings provide a space for our leaders to share their challenges, solve problems together, and exchange best practices, working ultimately to improve student outcomes. Next slide, please. The elementary and middle school support models are strengthened through regular collaborative meetings facilitated by our district's MTSS team. The meetings are held every six weeks for both principals and staff who support their implementation. The principal collaborative meetings are held in person to foster a safe space for our school leaders. This format received highly favorable feedback as it facilitates powerful networking and collaboration opportunities allowing principals to openly share best practices, challenges, and solutions. It functions as a professional learning community for our school leaders. Separately, the supporting staff collaboratives are also facilitated by the MTSS team. They're held virtually and include those staff members who directly support the school's tier one implementation, such as specialists, interventionists, administrators, counselors, or safe school professionals. While these meetings typically begin with slated discussion topics, participants often end up organically leading the conversation to address their most pressing problems and collaboratively generate solutions. Ultimately, this focus on tier one PBIS at these schools has resulted in a reduction in office discipline referrals at a majority of the schools. In addition to the benefits these collaborative meetings offer our participating schools, they also provide an opportunity for our MTSS team to learn from school practitioners identifying and high and to be able to highlight examples and exemplars that can be shared throughout the district. Next slide, please. We are extremely pleased to report a significant increase in the number of schools achieving the state of MTSS recognition for the 24-25 school year. A total of 41 schools in CCSD received prestigious recognition representing a substantial improvement over the previous three years. This success highlights our focused efforts in implementing MTSS. It also demonstrates a significant growth in our progress considering that three years ago in the 22 23 school year only seven of our schools were recognized. The big jump in this upward trend is a direct result of our collaborative work and dedicated partnership with the UNR Nevada PBS technical assistance center and Dr. Greenwald. Next slide please. This positive trend in MTSS is directly linked to improved outcomes for our students. The majority of these 41 schools also demonstrated an increase in their Nevada school performance framework ratings since the 2223 school year. Additionally, the Nevada school performance framework index points for these schools moved in a positive trend with nearly all schools showing positive growth over the three-year period. This data affirms that our focus on MTSS implementation is yielding sustained success across schools. Today, I mentioned a few of the processes we're using, including evaluating the fidelity of implementation using the TFI, as well as the utilization of our elementary and middle school support models. Helping our schools really demonstrate a high level of MTSS implementation, which is translating to student improved outcomes, improved student outcomes. Thank you for allowing me the opportunity to share just a snapshot of a few of our recent successes in MTSS. I really appreciate your time today.

**Deputy Superintendent Christy McGill:** Thank you, Dr. March, and congratulations on becoming Dr. March. I heard that it was an amazing endeavor. So, great work there as well. To end the presentation, I just want to put forth a few recommendations based upon the data also based upon conversations with the districts that we would continue in creating systems that bring out the best. So, to continue on with the implementation of MTSS and actually expand the scope to additional schools and additional districts.

Again, we have some state funds for the next year and for next year to do that. And our recommendation is to continue and to kind of help all of us come together and find creative ways to continue to fund the system. Systems work is always a little bit difficult because again it's more about how we work together than about the what. But it it's really, I think one of the takeaways here is focusing on the how and really focusing on the trust of the adults in our system to make the appropriate decisions and then also to make sure that we have a way to ensure to progress monitor those decisions to result in positive student outcomes. So, with that if you have any questions for any one of us we'll go ahead and conclude this presentation.

**President Dockweiler:** Thank you, Deputy Superintendent McGill and team. um, any questions, comments, reflections from the board? Member Braxton. Please go ahead.

**Member Braxton:** Absolutely. So, thank you for the presentation and scaffolding supports to address issues of attendance and racial discrimination, cyber bullying and all the things does take a lot of a lot of work. Where can I find more data on how MTSS was impactful, or I'd say impactful for mitigating racial discrimination.

**Dr. Ashley Greenwald:** This is Dr. Greenwald for the record. I'd be happy to share with you our annual report. So, what I shared today is just a very small snapshot and highlight reel of the data. We have a I think it's about 50-to-60-page report that goes along with it. So, I'm happy to share that with you. I would also probably direct you to director Battle's office who they are now doing some really wonderful work inside of disproportionate rates of discipline.

**Member Braxton:** Sure. And are you also reaching out to some of our local agencies, not agencies, but support organizations for scaffolding supports around these issues.

**Dr. Ashley Greenwald:** Dr. Greenwald again, we work pretty closely with the community coalitions inside of the communities. Um, we also work with many of the Native American tribal liaison inside of the local communities to help create more equitable culturally contextually relevant sports. But if you have additional recommendations of who we might collaborate with, I would love to hear that.

**Member Braxton:** Absolutely. And that's something that perhaps we can continue with an email or is that something that I would share now? Is that something that I can continue later?

**Dr. Ashley Greenwald:** Both you can share some now you can follow up later.

**Member Braxton:** Sure. So, there are organizations such as no racism in schools. There are other organizations that are student centered by students for students and so we can continue this conversation. I look forward to it in the future near future.

**Dr. Ashley Greenwald:** Wonderful. I look forward to it as well. Thank you.

**President Dockweiler:** Thank you. Okay. I see member or and then member Hughes.

**Member Orr:** Thank you, Angela. For the record, I want to thank your team for this amazing work. It's great to see you launch the data that stacks up all of this. I also really appreciated your willingness to talk about de-implementation. I think that it might be one of the most important aspects of professional learning and growth for educators who are often given so many things that seem to pile on and then they are unable to make great choices about what to do or they're doing a million things but not them as well as they would like. So, we really appreciate that. I'm wondering as you do move from federal funding, it seems like you're

at a crossroads. So, you're making such amazing headway in the area of discipline in schools and maybe the culture of those schools. So, do you think that you and you will now be able to work with more schools those schools that aren't as impacted necessarily? So, you have decisions to make like will you continue kind of a laser focus on discipline because you are seeing results and so many more schools need to be served or will you start to work on academic MCFS or social emotional health in MCFS. so just kind of wondering about your future trajectory what your thoughts are about that.

**Dr. Ashley Greenwald:** this is Dr. Green for the record I'll start with and then I'd love for you all to chime in as well. At this current juncture we really leave it up to the districts. So, it's a local level decision at this point. meaning that we have we have started to really build our ability to support academic integration. one of the things that we don't want to do I see shared this earlier is to replace what's already available. So, we don't want to replace the work of the RPDPS inside of this space. But what we do want to do is to bring on specific training, coaching and evaluation around those four features of NTSS and aligning academic practices. And one of the things that you know you sort of touched on is the sort of like process of selecting something a practice for implementation or the process of selecting a practice for de-implementation like I had shared very briefly but we rely on national implementation research network which is implementation science to walk through a process. We use something called a hexagon tool and Dr. Marcher welcome to comment on this too. I know Fox County just went through a big process with their executive cabinet leadership team using the hexagon tool with us walking around the this tool to say like is this a practice that is going to make a difference for us and do we have the capacity to implement it so that it will be effective. Similarly, we do an annual what we call an initiative audit with every school district that participates with us. So, we can see what practice they have in place and they can see it too. Because often times what happens is that as you add in new practices, if something else great comes along and someone goes to a conference and you learn about something new and our students aren't performing, so we add something new, you add and then nothing actually gets implemented correctly or to the full fidelity that's meant to. And so, you never actually see the outcomes that you're hoping to see. So, we go through that audit process with all of our districts every year. So, part of that process is identifying what are the needs of our district and students and how does it align to our strategic plan. And once they start to think about what practices we need to fill in, maybe what practices we need to revise or what practices we need to remove, they select where they opt in. whether that be behavior, whether that be a focus on academic integration, or whether that be more practices inside the states. So, I hope that that answers your question, but you know, we're also open to feedback on this. And so, you know, for the first time, like I said, we have the authority in our state to really kind of steer the initiative to be what we want it to be for Nevada as opposed to what the federal funding has sort of dictated. So, um, I'll pause and let my colleagues respond, too.

**Deputy Superintendent Christy McGill:** No, you did a great job. Um, the exciting part about the state funding is that there is no mandated focus and so districts really get to choose based on their data where they want to prioritize their effort. So, that prioritization may look different in Nye than it does in Clark County. And, you know, to really have those discussions in the team level, what's going to give you the biggest bang for your buck? What is it really going to be here at the local level. And when you have systems in place that review the data, teamwork and progress monitor, the trust that this team is going to be able to make changes based upon that data and really ensure that students make good progress. I think it starts to evolve and hopefully we'll have the data to even start to strip back some of the requirements in other areas.

**Dr. Ashley Greenwald:** Dr. Green, again for the record, I did also want to share most of our districts do

choose to start with a heavy emphasis on behavior and I think that what you saw in the very beginning of the presentation that that is some of the biggest concern of the educators inside of our schools is behavior management. and the high range of student discipline data that are happening inside of the school. So once we get those foundational components of tier one behavior supports in place, as you can see in the data sets from the last five years, we actually start to see improvements in some of the academics without even targeting academic practices, right? And so that leverages up more time for the administration if they're not constantly dealing with discipline referrals inside of the office. that leverages their time to sit down and take a look at their academic content and curriculum and make revisions to it to make sure that they can be more successful and support the students. And if the students are inside of the classroom, not in the office or intention obviously they're more likely to make progress.

**President Dockweiler:** Wonderful. Thank you, member Hughes.

**Vice President Hughes:** Thank you. Member Hughes for the record. Um, one I wanted to spend a minute on I think it's slide 18 and just learn a little bit more about sort of what you just were alluding to around academics and relationship. Obviously great results as you think about discipline and some of these other challenges and the ways in which these supports can mitigate that. I think I was a little surprised there weren't bigger differences in academics. And so, I guess I'm wondering like how you all are making sense of like what's causing what. like one hypothesis might be like they're slightly better academics because those schools are just better at using data more generally and have nothing to do with the actual supports that are being provided or there could be particular supports that are more or less conducive to supporting academic outcomes. So I just yeah I'm just curious like I guess the question is like how do you all think about that or how could we better understand the relationship between academics and these supports because it seems like there was very minimal difference I mean certainly positive so I don't want to negate that but anecdotally you hear from a lot of educators just the role that social emotional and challenges and discipline how that's such a key barrier to academics but when I look at this it seems like even when those things are strongly in place it doesn't actually lead to much of moving the needle and academics.

**Dr. Ashley Greenwald:** Sure. This is Dr. Greenwald for the record. We do know from decades of national research that you know focusing on behavior interventions, focusing on social emotional components does have impact in academics. Um, you are correct though. I mean that the impact inside the academic space is small. It's not insignificant. Um, it is like I shared, we also are using aggregated school level data. If we were to drop down to the student level data, we probably anticipate seeing much more robust academic outcomes because we'd have much larger ends. Um, however, what I do want to point out is that this is the start, right? These five years of data that you're seeing was an emphasis on behavioral practices. So, the systems components are the same for MTSS whether you focus on academics or whether you focus on behavior or whether you focus on mental health practices. What's actually implemented inside of the school? So, the practices are what actually touch the students. The system is what supports the administrators and the educators. Okay? So, we build the system and then the practices are selected at the local level. Some districts select at the district level. Some districts allow schools to select the practices. The practices that have been focused on in the state of Nevada for the last eight years have been dictated by our federal funds which were specific to behavior practices. So, the schools started to implement more specific behavior strategies inside of their schools primarily at that tier one level. That's really where you get the biggest bang for your buck is at universal level. So, as we start to work on those behavior components, we just automatically start to see some of these academic improvements now, for the first time really as of this

last school year, we have schools that are starting to intentionally focus on their academic practices. So, I do anticipate that these differences that we see inside of our high implementation versus low implementation will really start to change in the academic space within the next few years. But let me also share, having done this work for a long-time systems change takes time. This is not necessarily something that you're going to see the data shift in a year in two years. This is you know the really where you start to see the outcomes is within sort of these longitudinal analyses over multiple years once you really get those tiers one practices in place once you start to get those advanced tier practices in place. So, I'm pleased to see that we have a small change inside of the academic space without even addressing academic practices now that we're starting to address academic practices. And like we saw from Clark, I mean Clark showed the data from last year where they saw some really nice changes in their academic focus because they were really focused on their academic core tier one practices last year. That's fantastic. So, I do anticipate that the state will start to see those larger changes within this next cycle.

**Vice President Hughes:** Great. Thank you so much for sharing that. And then just one more question about the data. I'm curious, are you all able I know that it's oftentimes a combination of factors that is leading to students, you know, being able to overcome some of these challenges. And so, I'm sure the data and the research part of it's very hard to disentangle. But are we able to think about which practices seem to have the most impact? Like you're able to get down to that level or it's like too complicated to do that. I'm just trying to think about what we can learn from this data in terms of implementation, and do we have it that granular or we just know like you're implementing a whole bunch of practices and then in aggregate here's what we see.

**Dr. Ashley Greenwald:** Yeah, Dr. Greenwald again for the record. What we can currently look at is we have the tiered fidelity inventory which is disaggregated by sub items and so we can actually take a very granular look into the sub items of the fidelity assessments to see which components of the systems fidelity have the biggest outcome. That's not something we've done yet, but it's something that I want to do. I'm actually really curious to do that. Especially when we talk about some of our special population's special education as an example. So, I really like to start doing that. I've already had some preliminary conversations with some other researchers in our state who are interested in maybe taking a look at these data and doing some analyses with it. as far as like the evidence-based practices that you select for you know math curriculum or English language curriculum or you know behavior or curriculum. We don't currently collect data at a state level around the implementation of those practices. That data collection is left up to the districts. Now, what I will say is that some of our advanced MTSS districts, Lion County, comes to mind, um, do a beautiful job of tracking student progress individually based on exact interventions that they are in. So, inside some of the local communities, yes, we could probably answer that from a state level. We do not currently have a mechanism in place to track that. However, one thing that we've been talking about at length within the last few weeks is really trying to create a data dashboard specific to MTSS so that schools and districts can use real time data that aggregates all the different data sources that they are collecting academic data you know practice data behavior data social emotional data mental health data there's lots of different platforms you all know this and be able to aggregate those together so that they could make more decisions based on student level data, school building data, district level data, and then we at the state could also make some state level decisions. So that's something in you know in the pipe as a dream. we're having some pretty significant discussions about it currently.

**Vice President Hughes:** Great. Thank you.

**President Dockweiler:** Thank you everyone. Alright, seeing no other questions for presenters.

## 11. Public Comment #2

No Public Comments

### Verbatim Transcript

**President Dockweiler:** This is public comment two which is for non-agenda items within the board's jurisdiction. Each speaker will be limited to three minutes, and time will be monitored by Vice President Hughes. Written public comment may also be submitted to the board secretary at [nvboarded@doe.nv.gov](mailto:nvboarded@doe.nv.gov). Our secretary will read public comments into the record with a time limit of 3 minutes. If the comments exceed that in length, the full text will be entered into the record and circulated to the board. Please note that public comment submitted after the board meeting has officially adjourned will not be included in the record. I will begin with any members of the public who have attended to provide comments in person. Are there any public comments in Carson City?

**Zach Khan:** Madame President, there are no public comments in Carson City at this time.

**President Dockweiler:** Thank you. Seeing none in Las Vegas, have any been submitted online?

**Angie Castellanos:** We have no public comments submitted online at this time.

## 12. Future Agenda Items (*Information and Discussion*)

The following topics were suggested for future agendas:

1. President Dockweiler requested reviewing how the board could begin incorporating Artificial Intelligence (AI) into content standards.
2. Member Braxton requested revisiting the timing of briefings to allow for more review and constituent engagement.
3. Member Hudson requested receiving dates and information about upcoming workshops.
4. Member Orr requested receiving information about the future state assessments.

### Verbatim Transcript

**President Dockweiler:** Okay, this concludes our final period for open comments. Moving on to agenda item 12. Board members are now invited to suggest topics for future agendas. Board member requests will be reviewed by the board president and superintendent who will determine the most appropriate format for addressing the topic, whether as a formal agenda item for discussion or action, an informational update or a memo providing additional context and responses to any questions raised. This one is not necessarily a future agenda item, but I wanted to provide some additional information to the item that Superintendent Else had brought up. The convening in Lake Tahoe jointly with the board and NAS is June 8th and 9th, correct? Of 2026. So, mark your calendars and I'm sure we will be receiving more information about that. So that's a future item for the board relative to the agenda. I based on what we heard earlier about the Nevada content standards and AI, I think it might make sense for us to review or consider how we could begin incorporating some of that into our content standards or not based on what we what we find. Any other recommended agenda items?

**Member Braxton:** Member Braxton, for the record, go ahead. So, you know, I know that a lot of time and effort and organizing goes into briefings and it is very important. Um, you know, I did attend the briefing for this meeting. But it's I think we need to as a board to revisit the timing of things so to allow for review

and an opportunity to engage with our constituents, if you will. So, this is just hypothetical. For example, if in preparation for a meeting, if the agenda is made available, not so much the materials having to be made available 10 days in advance. I mean, I know that that is a process, but as much information can be provided 10 days in advance to the members of the board so that we could potentially have a briefing, let's say 7 days before our meeting that would allow a bit of processing, understanding, reaching out to other individuals if we need to gather more information or just look at data.

**President Dockweiler:** Member Braxton, that is a great idea, and we are currently in the process of getting our agenda setting meetings on the calendar for 2026. So, in doing that, we can make sure that we put in some extra time to get those out earlier than they have been.

**Superintendent Wakefield:** Yeah, Superintendent Wakefield, I'd hoped to make a comment about meeting efficacy and as I learned the role and get into seat based on things that I heard today. So, I'll just share two things. The second one I think is going to be most relevant. Um, first is when the board receives written comments stay of so member or you had mentioned this earlier today. Um, I'm committed to figuring out what barriers stand in the way of us being able to share those, especially if they're at length. Um, for example, when we get something at 9:00 a.m., you know, figuring out what that would take to be able to share that in writing with the board. I don't I don't know that I'll all the barriers I'll find because there are reasons why that has been a challenge, but I'm committed to exploring that. Secondly, in terms of improving briefings, member Braxton, member Ford, member Carvalho, others may have also mentioned this, so apologize if I left somebody out. I'm excited about improving the premeeting sequence with you all and making the briefings stronger in whatever way is possible. I am a little bit worried though based on what I saw today that we might not be solving for some of the root causes, and I'll explain what I mean there. I watched a number of board meetings as I was preparing interview with you all and experienced today. It's not the first time that I've seen what should be a hearing feel like more like a workshop or a regulation process. Right now, the board has not been engaging in the workshop process in your meetings. You're engaging in the hearing process in the meetings. That's a choice that we could make to have the workshop pieces agenda-zed and part of your meetings. It would add it would add substantial time commitment to board meetings. So, there are considerations, but I just want to make sure that we aren't we should solve all the problems, but I don't want to mislead to say we will improve some of the briefings and then all of a sudden, we still have the exact same thing happen next month and month after. and this is just part of public meeting process, right? So the example today there had been we hadn't gotten that feedback in the hearing the workshop meeting we got it today for the hearing that is fine that is within the right of that district but we also had substantial engagement with LCB around that particular regulation so I just I do want to make sure that if as we consider all of our options to make these as effective as possible we probably want to consider that because you know again I just I to try to put it as succinctly as possible at this hour. I don't want to ask the team to do even more and more on one problem and then we still repeat the same challenge when we're live. So just wanted to name that piece as something that I hope to speak with leadership about here for the board for future agenda-zing. And the real question to repeat it is do you want to have all of the hearings as well, excuse me, all the workshops as well as the hearings part of your public agendas? Right now, the department's empowered to do the hearing part. Excuse me. The department is empowered to do the workshop part the state board of course has to hold the hearing part so that's a choice that we can discuss further thank you

**President Dockweiler:** Thank you superintendent Wakefield always welcome to ideas for improving our

efficiencies and being more effective so thank you

**Member Hudson:** member Hudson for the record just for the workshops I would like to like know like dates like I wouldn't mind instead of me trying to search for things because not trying to be rude. The new website is kind of it's a lot. It's like when you go in it's a rabbit hole and I could get lost. But if I could get a like a calendar or email, I don't mind going to them beforehand so we could actually have the hearings. It's just we don't know when the workshops are occurring at this moment.

**Superintendent Wakefield:** Superintendent Wakefield, so that it sounds like something very possible. And just to be clear on what I was also offering is you we could make the choice for anything that that comes to you for final authority to move those workshops to your meeting. So, then you wouldn't even have to know a different date. It would be something that would add agenda items to meetings, but then they would always be part of your standard SB meeting. So just sharing that to clarify my last comment and also even if we don't make a change or if we consider a change we should also do what you're asking which is to share information about when the workshops are for any item, we know you'll hold ultimate authority over for the regulation setting. Thank you.

**Member Orr:** I just know that we will be heading into a time when we will be looking at future state assessments. I just want to make sure, and I don't know how to word this, but I would like to have as much information along the process as possible. just so that it doesn't feel like we are having to make decisions during crunch time without being fully informed of the process and that they're appropriate we can be involved in that process.

### 13. Adjournment

Meeting was adjourned at 2:07 P.M.

#### Verbatim Transcript

**President Dockweiler:** Excellent idea. Thank you. All right. Okay. With that we will adjourn our time today. Our next scheduled board meeting will take place on Wednesday, January 14th, 2026, at 9:00 a.m. Wish everyone a happy holiday season. And we'll close this meeting at 2:07pm.

#### **Appendix A: Statements given during public comments**

1. Jorge Alvarado, Public school teacher in East Las Vegas, curriculum and instruction leader, currently West Coast role at Instruction Partners - a non-profit organization, provided public comment regarding item 7 during public comment period #1.
2. Anna Binder, Chair for the Nevada Governor's Council on Developmental Disabilities, provided public comment regarding item 10 during public comment period #1.
3. Sam Bogoff, Executive Director of SunArch Academy, provided public comments during the public comment period for the public hearing on Agenda Item 8 (LCB file no. R131-22).
4. Anna Binder, Chair for the Nevada Governor's Council on Developmental Disabilities, provided public comments during the public comment period for the public hearing on Agenda Item 8 (LCB file no. R131-22).
5. Washoe County School District, provided written public comments during the public comment period for the public hearing on Agenda Item 8 (LCB file no. R131-22).

#### **Appendix A, Item 1: JORGE ALVARADO**

Good morning to President Dockweiler and Superintendent Wakefield and thank you also to doctor Braxton for inviting me yesterday to this event and also the rest of the members of the state board. Thank you for having this public comment today. My name is Jorge Alvarado, and I live here in Nevada. I've served Nevada's

education community for over a decade now. As a public-school teacher in east Las Vegas as a curriculum and instruction leader. Supporting districts across Las Vegas and now the West Coast, right now my role is in instruction partners which is a nonprofit organization focused on supporting strong teaching and strong learning systems. So, I just wanted to offer a brief comment aligned to 2 of today's agenda themes which are just improving student achievement and also strengthening implementation systems across district and schools so over the past year I've had the opportunity to work alongside. Nevada school leaders who are or navigating a lot of major instructional shifts right now, especially in literacy and math and multilingual learner supports and the MTSS structures that that are being implemented a consistent pattern that I'm seeing across the districts up there. They're obviously super committed to the work. But that work definitely as you know it feels very heavy and it can feel very isolated very quickly especially for our smaller rural school systems without full curriculum and instructional leadership. Teams like Clark County you know up in in Winnemucca and Elko they have much smaller systems to work with one of the ways that my organization has tried to be responsive is by making several state agnostic completely free resources available to districts. Around curriculum implementation observation systems high quality instructional materials multilingual learner supports and strategies for strengthening tier one instruction before relying on any other intervention. So many Nevada educators are already using these tools that I've shared with them they offer step-by-step guidance for adoption for implementation on curriculum for continuous improvement. I just want to say I'm not. I'm not trying to sell anything to the board Michael 's just to like I'm Nevada resident I just want to extend support to the state that has honestly shaped me as an educator. I just want to say it's helped me shape my work and I would love to help shape it back so as the board discusses MTSS on dual credit any of those regulatory updates in the state 's overall student achievement goals. I really just want to focus on prioritizing the implementation, not just like the goals that we're getting to because Nevada educators are incredibly talented. Again, I know they're deeply committed, and I think they just need more clear more coherent support structures so that that guidance coming from the state can land in classrooms in ways that feels. Doable sustainable and right for our kids. Happy to share any of those free tools or may I think you already have my information but thank you for your time and for your ongoing commitment to serving our kids. So, thank you.

#### **Appendix A, Item 2: ANNA BINDER**

Thank you. Good morning. Is that on OK president Dockweiler Superintendent Wakefield members of the board. Anna binder for the record. So, I'm going to begin with agenda item number 8 because this is a family issue family are experiencing in real time when a child enters residential treatment program whether short term stabilization or long-term placement their education often becomes fragmented and consistent or stops altogether parents frequently receive. No road map, no rights information. And no assurance that instruction or IEP supports will continue as many of you know I am the mother of a child who has spent many years of his education in and out of institutions I didn't know he had rights when he was being denied his education. Those are things that I have come to learn over time but because nobody told us he missed out. He's now a junior in high school but he's still feeling the repercussions of that lost instruction time. I requested the development of a one-page rights notice for parents upon admission to a facility in the required districts to coordinate promptly so that curriculum communication and IEP services follow the student and the state has already communicated that they are in agreement to create that so thank you for that. Turning to agenda item number 10 the Nevada governor 's council on developmental disabilities, we submitted written comment with.8 research exhibits where the evidence consistently shows that MTSS improved school climate and reduces behavioral incidents. Overall, however, students with disabilities and children of color continue to experience disproportionate discipline outcomes unless MTSS implementation includes Intentional equity safeguards. I gave you guys California 's model and it demonstrated improvement only where systems were paired with public discipline reporting equity benchmarks and restorative practice expectations Nevada can lead by doing the same to support equitable implementation we made several recommendations that were outlined in our letter Nevada is not behind Nevada is at a decision point with transparency accountability and disability affirming practices built in MTSS can be a mechanism for belonging not another structure That unintentionally leaves vulnerable children behind. Thank you for your time commitment to Nevada 's children thank you.

Emailed statement:

Dear President Dockweiler and Members of the Nevada State Board of Education,  
The Nevada Governor’s Council on Developmental Disabilities submits this letter in support of strengthening Nevada’s Multi-Tiered Systems of Support (MTSS) framework through the addition of equity safeguards, disability-inclusive accountability measures, and transparent public reporting. Across eight exhibits attached (A–H), research finds that MTSS improves overall school climate and reduces behavioral incidents; however, students receiving special education services—particularly autistic students and Black students with disabilities—remain disproportionately disciplined without intentional equity mechanisms built into MTSS. Federal civil rights findings (Exhibit G) demonstrate that exclusionary discipline contributes to academic regression, loss of instructional time, dropout risk, and juvenile justice involvement. Research focused on autistic and neurodivergent students (Exhibit D) shows that without disability-affirming implementation, students may not benefit equitably from tiered interventions. Equity-centered PBIS frameworks (Exhibits B–F) show improvement only when districts use data transparency, restorative practice integration, and continuous monitoring.

California’s MTSS model (Exhibit H) offers relevant comparison. While disparities persist, progress has occurred in districts where MTSS implementation was paired with reporting requirements, restorative practice expectations, and equity benchmarks. Nevada is well positioned to adopt similar accountability structures. Our demographics—particularly within Clark County School District—mirror conditions found in large urban regions studied, and improvements made in California demonstrate what becomes possible when accountability and transparency operate alongside MTSS, rather than after it.

The Council respectfully requests the Board consider the following actions to support disability equity within MTSS:

- Require discipline data to be publicly reported disaggregated by disability category and race
- Establish MTSS implementation fidelity benchmarks related to equity outcomes
- Integrate restorative and behavior intervention approaches into MTSS guidance
- Create measurable progress indicators for reducing exclusionary discipline for students with disabilities
- Provide a one-page rights notice for families when a student enters a residential treatment or institutional placement

Nevada is at a critical decision point. With clear research, growing community awareness, and state-level focus on MTSS expansion, Nevada has an opportunity to become a leader in equitable MTSS implementation. These recommendations strengthen—not replace or undermine—existing MTSS work and offer a path to measurable improvement for students receiving special education services.

Thank you for your leadership and for your commitment to improving outcomes for Nevada’s students.

Respectfully,

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Catherine Nielsen  
Executive Director  
Nevada Governor’s Council on Developmental Disabilities

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Anna Marie Binder  
Chair  
Nevada Governor’s Council on Developmental Disabilities

**Appendix A, Item 3: SAM BOGHOFF, AGENDA ITEM 8: PUBLIC HEARING (R 131-22, RESIDENTIAL TREATMENT CENTERS)**

Thank you for the sorry thank you for taking the time to let me speak Madam President, Dr. Wakefield, members of the board. My name is Sam Boghoff. I'm the executive director at SunArch Academy. I do have one issue as we all know these kids are coming to us with multiple with a multitude of problems and our job is to sit there and help them therapeutically keep them in school, make sure they don't have any setbacks when they leave and so on and so forth. But the one thing I can't wrap my head around is the accountability factor for

the schools. So we have to work with the school to get you know lesson plans or whatever it may be transcripts this that whatever and there's zero accountability to the school and we have a very hard time obtaining what we need in order to do our job and in return the only people that are going to be held accountable is the various RTC 's across the state. Where obviously from a reimbursement standpoint and without that reimbursement we can't grow our schools? So, what is the accountability piece for the schools to supply the information that we need.

**Appendix A, Item 4: ANNA BINDER, AGENDA ITEM 8: PUBLIC HEARING (R 131-22, RESIDENTIAL TREATMENT CENTERS)**

Thank you Madam President Superintendent Wakefield members of the board and so some of you may or may not know the state of Nevada has a settlement with the Department of Justice over the unnecessary institutionalization of our children with severe behavioral mental health and or special needs and so as I just looked back through the letter that we provided there is a list of some questions for clarification. I won't regurgitate those because they were submitted but I just want for the public listening that hasn't seen that I am very curious if we are going to have like a reporting system for families that are navigating that system outside of the child 's attorney. They potentially have an attorney as well but there should be if we're creating a portal like a report your issue here that is guidance that we've received from federal OSAP is to create systems. For reporting no matter where you're at in a system even though that guidance was directed at special education. And then I just am unsure if the state is going to be relaying any of that data to our compliance monitor for that settlement as well because it could be an extra data point to catch because sometimes not all institutionalizations are reported in that way and so that could be another avenue for the compliance monitor to actually see real time data of the children and the number of children that are institutionalized within the state and or removed from the state thank you.

Emailed statement:

Dear President Dockweiler and Members of the State Board of Education,  
On behalf of the Nevada Governor's Council on Developmental Disabilities (NGCDD), thank you for the opportunity to provide comment regarding LCB File No. R131-22, scheduled for public hearing and possible adoption on December 10, 2025. The Council supports the adoption of R131-22 and recognizes its importance in aligning NAC 388 with SB210 (2021) and SB81 (2025) to protect the educational rights of children placed in psychiatric hospitals or residential treatment centers. Students receiving mental health treatment — particularly those with disabilities — often experience educational disruption, loss of academic credit, and fractured reintegration planning upon discharge. This regulation is a critical step toward ensuring continuity of education, compliance with IDEA and NRS 388 requirements, and strong transition planning to prevent academic regression or dropout risk. We respectfully request that implementation include clear accountability expectations, transparent reporting, and measurable requirements for timely education delivery, ensuring the regulation functions not only as policy guidance but as a lived protection for students in care. Recommended Implementation Consideration — Educational Rights Handout To support families, treatment providers, and school districts in understanding responsibilities under R131-22, the Council requests that the Department develop a one-page rights and obligations document that is provided:

1. Upon admission/intake at psychiatric or residential facilities, and
2. By school districts when notified by a parent or guardian that a student has entered treatment, including students with and without disabilities.

This document should clearly summarize:

- The student's educational rights under IDEA/NRS 388/NRS 432B.60847
- Timeframe requirements (including the 3-day planning window)
- Expectations for credit transfer and IEP/504 continuity
- Parent and LEA points of contact
- How discharge planning and reintegration must occur
- Where families can report noncompliance or delayed services

A simple handout will reduce confusion, improve compliance, and empower families to advocate for timely services — especially during moments of crisis when they are least able to navigate complex systems.

#### Questions for Clarification

#### Implementation & Accountability

1. What mechanisms will be used to monitor compliance with the 3-day planning requirement?
2. Will NDE establish reporting intervals or review procedures to ensure continued adherence?
3. Will compliance data — including service delivery and credit acceptance — be reported publicly?

#### Credit Transfer & Reintegration

4. How will NDE ensure automatic acceptance of credits earned during treatment?
5. Will timelines be defined for post-discharge evaluation or IEP review?

#### Reimbursement Compliance

6. Will reimbursement require documented proof of instruction and credit monitoring, beyond attestation?
7. How will the state enforce corrective action if facilities fail to comply while ensuring student access is uninterrupted?

#### Equity & Outcomes

8. Will outcome tracking include students with disabilities, disaggregated to monitor disparities?

Nevada's children receiving psychiatric or residential treatment deserve uninterrupted learning, thoughtful transition planning, and the dignity of academic progress. R131-22 lays the framework for that protection, and with robust monitoring, transparency, and the addition of an educational rights handout at intake, this regulation can meaningfully improve outcomes for some of our state's most vulnerable youth.

Thank you for your thoughtful consideration and your commitment to Nevada's students. The Council is ready to collaborate in implementation, monitoring, and supportive material development.

Respectfully,

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Catherine Nielsen  
Executive Director  
Nevada Governor's Council on Developmental Disabilities

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Anna Marie Binder  
Chair  
Nevada Governor's Council on Developmental Disabilities

### **Appendix A, Item 5: WASHOE COUNTY SCHOOL DISTRICT, AGENDA ITEM 8: PUBLIC HEARING (R 131-22, RESIDENTIAL TREATMENT CENTERS)**

Dear Members of the Nevada State Board of Education:

Please allow this letter to serve as Washoe County School District's (WCSD) written public comment to alert the Nevada State Board of Education (SBE) of a few issues with the proposed amendments to the regulations for NRS 4328.60847 (LCB File No. R131-22) which is listed as agenda item #8.

In October of 2022, when LCB File No. R131-22 was first noticed for hearing for the adoption of regulations, WCSD reached out to the NDE to express concerns about the proposed revisions. WCSD and the NDE had a collaborative meeting and WCSD provided the NDE with suggested redline edits. WCSD wants to thank the NDE for incorporating a number of those suggested edits into this amendment. However, in reviewing the proposed language in the most recent version of LCB File No. R131-22 which is before you today, WCSD still has a number of concerns that the proposed regulation goes beyond the authority set forth in NRS 4328.60847(3) and that the proposed regulation would create unnecessary and unreasonable liability for school districts who do not control or oversee the operation or services provided by treatment facilities. First, WCSD is concerned with additions made to Section 10, subsection 4 (on page 5), which states:

At an individualized education program meeting convened pursuant to paragraph (a) of subsection 3 of NRS 4328.60847, the public or private school or school district described in that subsection shall revise the individualized education program to: (a) Facilitate the monitoring required by paragraph (c) of subsection 3 of NRS 4328.60847; and (b) Ensure compliance with all applicable federal and state laws prescribing the educational rights of the child.

This language requiring that the school or school district "shall revise the individualized education program" to "facilitate the monitoring" and "ensure compliance with all applicable federal and state laws prescribing the educational rights of the child" goes beyond what is contemplated and required in 432B.60847(3)(a). The NRS merely requires an IEP meeting be "[convened] to consider the appropriateness of a residential placement under federal law as it relates to the child's education needs" (NRS 432B.60847(3)(a)) and "[m]onitor the child's progress while the child is admitted to the facility" (NRS 432B.60847(3)(c)). Beyond a requirement that schools and school districts "monitor a child's progress," the proposed regulation would require that schools and school districts "facilitate the monitoring." Since the legislature drafted NRS 432B.60847(3)(c) to require school districts to "Monitor the child's progress while the child is admitted to the facility," it appears the NOE is trying to figure out a way to create a regulation to implement the NRS, but the phrase "facilitate the monitoring" is not clear and could create confusion about the role of school districts (who according to the Legislative Counsel's Digest are required to be invited to these meetings; however, this language is not included in the proposed revisions). This new language is problematic because it isn't clear what facilitation looks like, especially when school districts have no control over such residential facilities. WCS D is concerned that progress reporting and the lack of control that school districts have over the operations of facilities particularly when the school district has not made the placement determination (these determinations are made by the agency and the courts). Even more concerning, the proposed regulation would place a new obligation on schools and school districts to "ensure compliance with all applicable federal and state laws prescribing the educational rights of the child," which improperly places responsibility and liability on schools and school districts when they neither control or oversee the operation or provision of services by treatment facilities. As such, WCS D respectfully requests that the SBE not approve these proposed revisions which exceed NRS 432B.60847(3){a)-(c). WCS D instead proposes that this section should read:

At an individualized education program meeting convened pursuant to paragraph (a) of subsection 3 of NRS 432B.60847, the public or private school or school district described in that subsection shall consider: (a) monitor the child's progress while the child is admitted to the facility, as required by paragraph (c) of subsection 3 of NRS 432B.60847 and discuss the child's educational progress and the facility's compliance with all applicable federal and state laws prescribing the educational rights of the child.

Second, WCS D is concerned with the additions contained in Section 10, subsection 5 (on page 5) which states: When performing the duties required by subsection 3 of NRS 4328.60847, a public or private school and any other persons involved in the performance of those duties shall consider any measures necessary to facilitate the return of the child to the school upon discharge from the facility which provides residential treatment for mental illness.

Initially, this language appears repetitive and redundant of Section 12. Additionally, upon closer review, it appears that Section 10, subsection 5 which states that it is "to facilitate the return of the child to the school" is more narrow than NRS 432B.60847(3){d), which requires participation in transition planning for the child "into a school or any other educational setting in which the child will receive instruction after discharge." (Emphasis added). Other than this section containing redundant and more restrictive language than the NRS permits, WCS D only other concern is with the phrase "any measures necessary." It is unclear what is meant by this and what measures would be contemplated and required, which in turn may create more obligations on schools and districts beyond those contemplated in NRS 432B.80647(3). Therefore, WCS D respectfully requests that the SBE not approve these proposed revisions which exceed NRS 432B.60847(3)(d). WCS D instead proposes either that Section 10, subsection 5 be deleted in its entirety as it is addressed in Section 12 or in the alternative, that this section should read:

When performing the duties required by subsection 3 of NRS 4328.60847, a public or private school and any other persons involved in the performance of those duties shall consider measures necessary to facilitate the

return of the child to the school upon discharge from the facility which provides residential treatment for mental illness.

Third, WCSD is concerned with some of the additions contained in Section 12, subsection 1 (on pages 7- 8), which states in pertinent part that:

Before a child is discharged from a facility which provides residential treatment for mental illness, the public or private school or school district described in subsection 3 of NRS 4328.60847 shall: Prepare a written discharge plan for the continued education of the child after the child is discharged. The written discharge plan must include, without limitation: (a) A safety plan, if recommended by the facility or otherwise deemed appropriate by the school or school district; (b) The academic schedule of the child, which must be appropriate for the child based on the clinical needs of the child; (c) If the child is a pupil with a disability, a statement of whether, upon discharge: (1) The child will be reevaluated to determine whether the child remains a pupil with a disability; or (2) The individual education program of the child will be revised; (d) If the child is not a pupil with a disability: (1) A statement of whether the child will be reevaluated to determine whether the child is a pupil with a disability; and (2) A plan to evaluate the child for any services for which the child may be eligible; ...

WCSD is concerned that the proposed regulation requires that "[t]he academic schedule of the child" must be appropriate for the child based on the clinical needs of the child" because clinical is very different than educational needs and as such, WCSD would recommend that the word "clinical" be removed. Another concern WCSD has with this section is that subsection (l)(c) assumes that if a child is a pupil with a disability, that the child would have an individualized education program. It is possible, that such students would have a Section 504 Plan and that is not contemplated in the proposed revisions of the NAC. Additionally, WCSD is concerned that subsection (l)(d) assumes that if a child is not a pupil with a disability, that a determination will be made whether the child will be "reevaluated" to determine whether the child is a pupil with a disability. However, the student may or may not have been evaluated to determine if the child has a disability prior to this juncture. Moreover, just because a child has a disability does not mean that the child would qualify as a pupil with a disability under the IDEA and require an individualized education program, as the student's needs may be better served through a Section 504 Plan. As such, WCSD respectfully requests the SBE to consider revising Section 12, subsection 1, in pertinent part as follows:

Before a child is discharged from a facility which provides residential treatment for mental illness, the public or private school or school district described in subsection 3 of NRS 432B.60847 shall: Prepare a written discharge plan for the continued education of the child after the child is discharged. The written discharge plan must include, without limitation: (a) A safety plan, if recommended by the facility or otherwise deemed appropriate by the school or school district; (b) The academic schedule of the child, which must be appropriate for the child based on the needs of the child; (c) If the child is a pupil with a disability, a statement of whether, upon discharge: (1) The child will be reevaluated to determine whether the child remains a pupil with a disability; or (2) The individual education program or Section 504 Plan of the child will need to be created or revised; (d) If the child is not a pupil with a disability: (1) A statement of whether the child will be evaluated to determine whether the child is a pupil with a disability; and (2) A plan to evaluate the child for any services for which the child may be eligible; ...

Thank you for your consideration.

Kind Regards,

Jennifer Van Tress

Chief Academic Officer - Student Development & Success