

**Nevada Department of Education
Nevada State Board of Education
July 31, 2024
9:00 AM**

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

Draft Summary Minutes of the Board Meeting

Board Members Present

Felicia Ortiz, President
Dr. Katherine Dockweiler, Vice President
Tamara Hudson, Board Clerk
Joe Arrascada
Rene Cantu
Tate Else
Tim Hughes
Michael Keyes
Angela Orr
Mike Walker

Board Members Absent Excused

Maggie Carlton

Department Staff Present

Jhone M. Ebert, Superintendent of Public Instruction
Lisa Ford, Chief Strategy Office
Christy McGill, Deputy Superintendent for Educator Effectiveness and Family Engagement
Megan Peterson, Deputy Superintendent for Student Investment Division
Barbara Bidell, Education Programs Professional
Julie Bowers, Education Programs Director
Alicia Briancon, Legislative Liaison
Jeff Briske, Educator Licensure Director
Angie Castellanos, Administrative Assistant
Cindi Chang, Education Programs Director
Kathleen Galland-Collins, Education Program Supervisor
Felicia Gonzales, Consultant to the Superintendent
Christopher McAnany, Interim Director
Craig Statucki, Education Programs Director
Julie Wootton-Greener, Public Information Officer

Legal Staff Present

David Gardner, Senior Deputy Attorney General

Audience in Attendance

Francisco V. Aguilar, Nevada Secretary of State
Dr. Laura Davidson, Interim Chief Accountability Officer, Washoe County School District

Michelle De La Vega, Assistant Director of Early College Programs, University of Las Vegas, Nevada
Cecelia Heston, Public Information Office, Nevada Secretary of State
Brittany Martin, Vice President of Business Development, Pearson
Mary Pierzynski, Representing Nevada Association of School Superintendents
Jesse Welsh, Chief Executive Officer, Nevada State High School
Mark Wlaschin, Deputy Secretary for Elections

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

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

2. Public Comment #1

Michelle De La Vega, Assistant Director of Early College Programs, University of Nevada, Las Vegas provided comment regarding agenda item 6e.

Mary Pierzynski, Representative, Nevada Association of School Superintendents provided public comment regarding agenda item 8.

Dr. Laura Davidson, Interim Chief Accountability Officer, Washoe County School District, provided public comment regarding agenda item 8.

(A complete copy of the statements is available in Appendix A)

3. Approval of Flexible Agenda

Member Cantu moved to approve a flexible agenda. Member Hudson seconded. Motion passed.

4. President's Report

The president's report included several updates from board members and exciting developments. Recently, Las Vegas hosted numerous notable conferences, including the Unidos US conference, where the president participated as a host committee member. Unidos US is a leading Latino advocacy organization in the country. President Ortiz had the opportunity to meet with members of the Hispanic Commission on Education Equity and Advancement, where discussions included a new executive order aimed at increasing funding and opportunities for Hispanic-serving institutions and students in programs like GUP.

Additionally, there have been multiple professional development conferences for teachers within the state. The president expressed enthusiasm for the upcoming year, noting a strong focus on education. She also acknowledged the impressive speech delivered by the Secretary of State at the conference.

As the new school year approaches, with some schools starting as early as next week, the president observed increased community engagement, including school supply drives and shopping. She urged the community to remain vigilant for students, particularly around crosswalks and school buses, to ensure their safety and minimize accidents. The report concluded with a call for board member updates.

Board Member Updates

Member Cantu informed the Board that the JAG National Training Seminar had been held here that summer in July. JAG representatives from 35 states had converged in Las Vegas for a wonderful training event, with Janelle Dur, the new CEO, taking the lead of the organization.

Member Else thanked the Office of Inclusive Education for the opportunity to attend their annual Mountain Madness event, which he had previously attended regularly as a special education director. He noted that this year's conference, attended by their current special education director, was both enjoyable and insightful.

Nevada System of Higher Education (NSHE) Updates

Member Arrascada announced that Stephanie Goodman from Las Vegas would be the new representative for the Nevada System of Higher Education, replacing him after a two-year term.

He highlighted several achievements, including improved stakeholder involvement in the College and Career Readiness Assessment, the development of a data dashboard, and significant increases in student success rates for co-requisite math and English courses. Dual credit enrollment had also surged, with 96.3% of high schools participating.

Member Arrascada noted the approval of new academic programs and ongoing collaborative efforts to enhance transitions from K-12 to higher education. He concluded by expressing gratitude for the opportunity to serve.

5. Superintendent's Report

Jhone Ebert, Superintendent of Public Instruction mentioned a few key highlights: The Nevada Department of Education is working with Native American tribal leaders and the Nevada Museum of Art to revitalize native languages, preserve cultural heritage, and promote linguistic diversity. Significant funding, including \$1.6 million for the State Tribal Education Partnership (STEP), has been allocated to enhance coordination among tribal, state, and local educational agencies. The department has facilitated community engagement activities, such as language immersion programs and mentorship for Native American educators and is committed to integrating native languages into the curriculum and enhancing cultural competencies. Recently, the department held its first annual Summer Literacy Institute in partnership with UNR, focusing on the science of reading from pre-K through higher education. The event, which featured guest speakers and research presentations, energized participants. The department also hosted the Safer Schools, Healthier Students, Stronger Communities Conference in collaboration with the City of Las Vegas, addressing school safety, mental health, and transportation issues for over 20,000 students statewide. Deputy Superintendent Dickson was absent due to participation in a Competency-Based Education workshop with over a hundred educators from five school districts. Early Childhood Education efforts include a recent pre-K conference in Tahoe and a forthcoming convening with the Hunt Institute in September.

Superintendent Ebert concluded by expressing enthusiasm for the upcoming 2024-2025 school year and thanking everyone for their support.

6. Consent Agenda

President Ortiz pulled consent agenda item k and moved it to the September 04, 2024, agenda.

Member Hughes pulled consent agenda items b, c, d, g, and h for discussion.

A public comment was given by Michelle De La Vega, Assistant Director of Early College Programs, University of Nevada, Las Vegas provided comment regarding consent item e. *(A complete copy of the statement is available in Appendix A)*

Member Hudson moved to approve the consent agenda with the removal of item k. Member Walker seconded. Member Cantu abstained. Motion passed.

7. Information and Discussion Regarding the Nevada Secretary of State's Student Mock

The Board received a presentation from Francisco V. Aguilar, Nevada Secretary of State, the Deputy Secretary for Elections, Mark Wlaschin, and Andrew Cirincione, Representative from the Youth Advisory Task Force and regarding the student mock elections program available for teachers and school districts to promote civic involvement for our youth.

8. 9:30 AM Public Hearing to Solicit Comments on Proposed Regulation R099-23P Relating to the Adult and Regular High School Diploma *(Information, Discussion, and for Possible Action)*

The Board considered the proposed regulation relating to adult and regular high school diploma. Presented by Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options.

Regulation hearing started at 10:50 AM. Public comments were given by Mary Pierzynski, Dr. Laura Davidson, Desiree Mandeville, Kindra Fox, and Brenda Chavez *(A complete copy of the statements is available in Appendix A)*.

Member Hudson moved to approve the proposed regulation R099-23P relating to the adult and regular high school diploma. Member Cantu seconded. Motion passed.

Regulation hearing was closed at 11:18 AM.

9. 10:00 AM Public Hearing to Solicit Comments on Proposed Regulation R050-24P Related to the Identification of Pupils for Placement in More Rigorous Coursework *(Information, Discussion, and for Possible Action)*

The Board considered the proposed regulation related to requiring each public school to carry out a plan to identify pupils in grades 3 through 12 for placement in rigorous coursework in mathematics, English language arts, science, and social studies. Presented by Cindi Chang, Director, Office of Teaching and Learning.

Regulation hearing started at 11:18 AM. No public comments were received.

Member Orr moved to approve sending the regulation back for clarification on the language to ensure it can be implemented with Fidelity. The reports we receive on June 1st, 2025, should be limited to explaining to the Department of Education any limitations in the implementation. Beyond that, a plan will be developed, and in the following year, 2026, we will receive reports from school districts on how effectively that plan was executed. Member Keyes seconded. Motion passed.

Regulation was closed at 11:51 AM.

10. 10:02 AM Public Hearing to Solicit Comments on Proposed Regulation R131-22P Prescribing Requirements Relating to Planning and Monitoring the Education of Certain Children Who Are Admitted to a Facility Which Provides Residential Treatment for Mental Illness *(Information, Discussion, and for Possible Action)*

The Board considered the proposed regulation prescribing requirements around monitoring the education of children admitted to a residential treatment facility. Presented by Christy McGill, Deputy Superintendent, Educator Effectiveness and Family Engagement.

Regulation hearing started at 12:03 PM. No public comments were received.

Member Cantu moved to approve the proposed regulation R131-22P prescribing requirements relating to planning and monitoring the education of certain children who are admitted to a facility which provides residential treatment for mental illness. Member Hughes seconded. Motion passed.

Regulation hearing was closed at 12:08 PM.

11. 10:04 AM Public Hearing to Solicit Comments on Proposed Regulation R092-24 Pursuant to the change NRS 389.160 Amending NAC 389.488 (*Information, Discussion, and for Possible Action*)

The Board considered amending the proposed regulation to allow high school students to receive an exemption of one credit of physical education for a competitive individual or group activity or sport. Presented by Cindi Chang, Director, Office of Teaching and Learning.

Regulation hearing started at 12:08 PM. No public comments were received.

Member Keyes moved to approve the proposed regulation R092-24 pursuant to the change NRS 389.160 amending NAC 389.488. Member Hughes seconded. Motion passed.

Regulation hearing was closed at 12:23 PM.

12. Information and Discussion Regarding the Mechanism for Rural Support

The board received a [PowerPoint](#) presentation discussing the various assistance offered by multiple offices within the Department of Education and how those aid mechanisms are aimed at supporting teaching and learning in rural school districts. Presented by Christopher McAnany, Interim Director, Office for Student and School Supports and Julie Bowers, Director, Office of Inclusive Education

13. Information and Discussion Regarding the Teacher Exit/Transfer Survey (*Information and Discussion*)

The Board received a [PowerPoint](#) presentation providing an overview of the educator survey project including information about the Teacher Exit/Transfer Survey relative to participation, response rates, and a general overview of the responses. Additionally, the Board will receive an update on the status of the Working Conditions Survey being piloted in July. Presented by Kathleen Galland-Collins, Assistant Director, Office of Educator Development, Licensure, and Family Engagement

14. Future Agenda Items

- Successful outcomes achieved by the State Board of Education
- Commission on School Funding Tracking
- Dual Credit Programs by NSHE
- Emergency Special Education license
- Proposed Changes to the Developmental Delay Age Requirements
- Read By Grade 3

The Board added the following items to the future agenda: creating a subcommittee to review the curriculum process, the Clark County School District Exit/Transfer Survey, AB469, and STIP.

15. Public Comment #2

No public comment.

16. Adjournment

Meeting was adjourned at 1:33 P.M.

Appendix A: Statements given during public comments

1. Michelle De La Vega, Assistant Director of Early College Programs, University of Nevada, Las Vegas, provided public comment regarding agenda item 6e.
2. Mary Pierzynski, Representative, Nevada Association of School Superintendents, provided public comment regarding agenda item 8.
3. Dr. Laura Davidson, Interim Chief Accountability Officer, Washoe County School District, provided public comment regarding agenda item 8.
4. Desiree Mandeville, Director of Student Accounting, Washoe County School District, provided public comment regarding agenda item 8.
5. Kindra Fox, Director of Secondary Curriculum & Instruction, Washoe County School District, provided public comment regarding agenda item 8.
6. Brenda Chavez, Program Analyst, Washoe County School District, provided public comment regarding agenda item 8.

Appendix A, Item 1: MICHELLE DE LA VEGA

Good morning. My name is Michelle De La Vega, and I'm from UNLV. We are here representing the College of Education. We are requesting that EDU 107XPA, a three-credit course on the UNLV side, be approved as an A05 elective credit within CCSD. Additionally, it will count as our Humanities and Cultural credit for EDU 200X in the general education space.

EDU 107XPA is an education apprenticeship course offered in the summer. It carries three credits and will be considered a 05 elective at the CCSD level as well. During the summer, students will be required to complete 90 hours with their mentor, who will be paired with them at the elementary level. This experience will provide them with an understanding of what it's like to be an educator in the workforce.

Thank you.

Appendix A, Item 2: MARY PIERZYNSKI

Good morning, Madame President, and members of the board. For the record, my name is Mary Pinski, here representing the Nevada Association of School Superintendents. I just wanted to make one comment on item number eight.

The superintendents throughout the state are urging the State Board to make any changes—if any changes are made, I should say—in graduation requirements effective with the incoming freshman class of 2029. No changes should be made for students who have already started their high school careers.

Thank you.

Appendix A, Item 3: DR. LAURA DAVIDSON

President Ortiz, Superintendent Ebert, and members of the board,

For the record, Dr. Laura Davidson, Interim Chief Accountability Officer for the Washoe County School District, is providing public comment on proposed regulation R99-23P relating to adult and regular high school diploma requirements.

First, we greatly appreciate your responsiveness to districts' feedback to begin any changes to graduation requirements with the incoming 9th-grade cohort. 9th graders need to know the credit requirements to achieve the future of their choice the day they begin high school, if not earlier. At a systems level, changes to graduation requirements require training of staff, recruitment of new teachers, and reallocation of staff in buildings. They require redesigns of painstakingly constructed master schedules, time to the minute, and tailored exclusively for the needs of the student body. They require notice to families, and they require massive changes to our data tracking systems to ensure we directly flag students off track for graduation so we can swiftly intervene. These are big shifts, and we are thankful to our state board for acknowledging that they take time to implement.

Second, in the June board meeting, there was a very healthy debate about the inclusion of Arts and Humanities and a concern about reducing elective options to maintain it. We're here to advocate for an expanded definition of flex credit that could include Arts and Humanities. You could then remove separate Arts, Humanities, and CTE requirements and keep the elective count at six. The intent of the flex credit, we believe, is to ensure students complete rigorous coursework in a way that prepares them for postsecondary success. Expanding the flex credit definition to include Arts and Humanities would allow more district flexibility to define the course requirements that align with district strategic plans, acknowledging the variability and availability of teachers and curriculum offerings across our diverse state. Most importantly, an expanded flex credit definition allows students to pursue coursework that aligns with their career and college goals while also permitting them to take multiple electives to learn about what may interest them in the future.

Graduation requirements reflect the values of our state. They communicate to our students what's worth learning and what's not, and what careers are worth having and not. We have long included Arts and Humanities in Washoe County School District and believe these courses support a well-rounded education. Arts and Humanities uniquely provide some of the best settings for students to build qualities like curiosity, balance, collaboration, and empathy. Many of our students go on to pursue careers or college degrees in the Arts and Humanities. The expanded definition of flex credit will allow districts the autonomy to best adapt the flex credit to meet the local needs of their community and students and allow us to communicate that we believe students

should have the opportunity to pursue coursework aligned with their goals and future career interests while earning necessary credits to graduate.

Thanks for your consideration of this new option.

Appendix A, Item 4: DESIREE MANDEVILLE

To the State Board of Education:

Esteemed members of the state board of education, thank you for taking the time to hear our concerns regarding agenda item #8, proposed regulations for RO99-23P relating to the adult and standard high school diploma.

Thank you for taking time over the past year to really delve deep into your understanding of the impacts this proposal has for students and school districts. Changing graduation requirements is a large undertaking with huge ripple effects and not done appropriately can have extremely adverse repercussions for students.

With that said, thank you for the adjustments already made to the graduation requirements proposal. We agree with the adult diploma changes. For the standard diploma changes, again, thank you for recognizing that districts will need ample time to make the necessary changes and having these changes go into effect with “the class of 2027 or 2028” as currently proposed provides districts and schools time to inform their communities and students. As a former high school principal, this also provides necessary time for schools to build appropriate graduation pathways regarding the changes and hire the correct staff to meet the requirements. None of these large changes could occur within 1 or 2 years.

The adjustment of moving from 6 elective credits to 5 and adding Arts and Humanities back in as part of those elective options are key to help districts develop a whole student learner and continue to offer many different course offerings for students.

To further this end, the expansion of what constitutes flex credit should also be considered. We ask the state board members to review and widen those requirements in addition to the adjustments already made. The intention of the flex credit was to expand a student’s course work while maintaining high expectations toward students being career and college ready. Limiting the flex credit to only three of the core classes and 2nd year CTE courses goes against this broader ideal which inclusion of the higher-level arts and humanities would help expand.

Thank you for your consideration and time.

Desiree Mandeville, Director of Student
Washoe County School District

Appendix A, Item 5: KINDRA FOX

Dear State Board of Education,

My name is Kindra Fox, and I am the Director of Secondary Curriculum & Instruction in Washoe County School District.

I am writing regarding agenda item #8 - specifically, the standard high school diploma.

Thank you for your thoughtful review of the changes over the past year and listening to our input thus far.

I have also appreciated that Director Craig Statucki has reached out to the districts for input and idea sharing.

My comments on the current proposed plan are as follows:

I appreciate the time given to implement the standard diploma changes for our students. This gives us additional time to work with our schools, students, and families to plan their schedules accordingly.

The arts and humanities are important to a well-rounded student and this addition is welcomed. Additionally, I believe it is important to have the arts/humanities as a standard diploma requirement if it is going to remain as part of the advanced diploma.

However, after listening to the last State Board Meeting and hearing the concerns from some members, I wonder if it would be possible to expand the scope of the flex credit to include the arts and humanities? You

could then remove the separate arts/humanities/CTE requirement and keep the elective count at 6. This might solve the concerns from districts who were worried about the ability to offer sufficient arts/humanities opportunities for students. Thanks again for your work and consideration of my comments.

Thanks,
Kindra

Appendix A, Item 6: BRENDA CHAVEZ

Dear State Board of Education,

For the record, my name is Brenda Chavez, Program Analyst at the Washoe County School District.

Thank you for taking the time to listen to our concerns and the comprehensive dialogue to ensure that changes to R099-23 aligns with the best interests of our students and the achievement of our shared goal which is to provide students with high-quality education.

I would like to support the proposed implementation timeline, as it will provide our District with ample opportunity to adopt the anticipated changes and offer comprehensive support to our students and families.

I also would like to advocate for the inclusion of Arts and Humanities as part of the Standard Diploma requirements. The value of these subjects extends far beyond academic enrichment; they play a vital role in the students' social and emotional development, cultural awareness, critical thinking, and many other valuable skills. Including Arts and Humanities in our curriculum ensures that our students receive a comprehensive and well-rounded education, essential for their development and future success.

I recognize some of the difficulties other districts may encounter if Arts and Humanities are required as part of the Standard Diploma. In this regard I would like to ask if the definition of Flex Credit could be revised to include Arts and Humanities as one of the eligible credit categories. This adjustment could assist districts across Nevada adopt the proposed changes while also offering a flexible and supportive learning environment for our students. Expanding the Flex credit definition of qualified credits by including Arts and Humanities will provide a more personalized learning experience for our students by allowing them to choose courses that align with their career goals while also fostering a more engaging environment leading towards their academic success.

Thank you for your time and consideration.

Brenda Chavez