NEVADA DEPARTMENT OF EDUCATION
NEVADA STATE BOARD OF EDUCATION
OCTOBER 7, 2026
9:30 AM

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

SUMMARY MINUTES OF THE BOARD MEETING

Board Members Present
Dr. Katherine Dockweiler, President
Tim Hughes, Vice President
Tamara Hudson, Clerk (arrived shortly after roll call and was noted present by the President)
Dr. Tricia Braxton, Member
Annette Dawson Owens, Member
Amy Carvalho, Member
Danielle Ford, Member
Jade Jow, Member (arrived shortly after roll call and was noted present by the President)
Angela Orr, Member
Susan Neal, Member
Dr. Victor Wakefield, Superintendent of Public Instruction
Christena Georgas-Burns, Deputy Attorney General
Board Members Absent Excused
Frankie Alvarado, Member.

1. CALL TO ORDER, ROLL CALL, PLEDGE OF ALLEGIANCE AND LAND ACKNOWLEDGEMENT

President Dockweiler called the meeting to order at 11:35 AM on Wednesday, October 7, 2026. Roll call was conducted by Andrew Orozco. Quorum was established with ten members present either in person or virtually. President Dockweiler requested that Member Danielle Ford be marked as absent excused.

2. PUBLIC COMMENT #1

The first period of public comment was opened by President Dockweiler for items on the agenda, with testimony limited to three minutes per speaker.

- **Carson City**: No in-person public comment was present.
- **Las Vegas**:
    - Becky Hall, Community Engagement Manager representing the Nevada Mining Association, spoke in support of the proposed Mining Technology Career and Technical Education (CTE) standards. She noted that industry professionals worked alongside NDE for nearly two years to build pathways connecting students to mineral resources, modern mining, and high-demand careers. She gave special recognition to Heather Steele, CTE Coordinator for Elko County School District, for her leadership in launching the initiative.
- **Written Submissions**:

- Matthew Miller & Henry Gonan (Nevada Gold Mines): Submitted a written letter of support and detailed memo urging approval of the proposed Mining Technology CTE standards. The memo highlighted applied learning, safe operations, environmental restoration, direct pathways to entry-level careers and skilled trades, and alignment with mining curricula at the University of Nevada, Reno (UNR) and University of Nevada, Las Vegas (UNLV).

- Jeff Church (watchdogf.com): Submitted a statement and a 27-page attachment criticizing school performance results and current district plans. He raised concerns that federal tax credit scholarships/vouchers will reduce public school enrollment, called credit recovery and restorative discipline failures, and advocated strict enforcement of attendance and drug discipline policies.

- Anna Marie Binder: Submitted a statement regarding student performance under SB 460 (2025), pointing to 45.2% ELA and 36.2% math proficiency rates for 2025–2026. She urged the Board to use district performance ratings as an honest diagnostic tool for directing resources and technical assistance rather than a mechanism for state takeover, state monitors, or governance penalties, citing research from Houston where state takeover resulted in accelerated student enrollment decline and drops in teacher retention to 58.6%.

3. APPROVAL OF FLEXIBLE AGENDA *(For Possible Action)*

President Dockweiler requested a motion to approve the use of a flexible agenda, allowing agenda items to be taken out of order as necessary.

- Motion: Member Braxton moved to approve the use of a flexible agenda.
- Second: Member Hudson seconded the motion.
- Vote: The motion carried unanimously
- Action Taken: The Board approved the use of a flexible agenda

4. PRESIDENT'S REPORT AND BOARD MEMBER UPDATES

President Dockweiler acknowledged the substantial work ongoing within Board subcommittees, noting presentations prepared for the meeting. Board members were invited to share updates from their communities or represented constituent groups. No member reports were brought forward, and the Board proceeded to the Superintendent's Report.

5. SUPERINTENDENT'S REPORT

Superintendent Wakefield provided updates on Department operations, fiscal stability measures, and NDE's policy Bill Draft Requests (BDRs) prepared for the 2027 legislative session:

- **Strategic Plan & STIP Feedback**: NDE continues to gather public comment and survey responses on the draft 5-year Statewide Plan for the Improvement of Pupils (STIP). Member Dawson Owens serves on the advisory committee reviewing submissions. Feedback will be incorporated into a revised plan presented to the Board in December for final action.

- **Emergency School Funding Regulation**: Effective September 28, NDE received emergency regulatory authority to calculate monthly Pupil-Centered Funding Plan (PCFP) payments using legislatively approved enrollment projections when projections exceed actual enrollment, while continuing to fund additional students if actual enrollment exceeds projections. This ensures 120 days of fiscal stability for districts and charter schools as a bridge through the start of the 2027 legislative session.

- **Literacy & Core Instruction**: Affirmed NDE's vision that every student deserves high-quality, grade-level core instruction daily. NDE launched the first of three statewide literacy convenings in Southern Nevada with district literacy leaders and RPDPs, with two additional sessions scheduled in Reno and Elko to operationalize evidence-based literacy practices.

- **Policy Bill Draft Requests (BDRs) Overview**: Framed across NDE's five core strategic priorities (noting budgetary BDRs remain under review):

    - **BDR 228 (Strong Foundations):** Modernizes curriculum and instructional material adoption processes, aligns instructional materials to academic content standards, recodes academic standards into the proper statutory section, and refines Read by Grade 3 provisions regarding alternate assessments and English Learner exceptions.

    - **BDR 230 (Empowering Pathways):** Expands access to CTE, dual credit, and work-based learning; establishes a single comprehensive Individual Plan of Study (grades 7 through post-graduation Year 1) developed with counselors and families; and adds a required middle school career exploration credit inspired by the Commission on Innovation and Excellence in Education (CIEE).

    - **BDR 231 (Graduation Success):** Directs NDE to conduct a comprehensive study during the first year of the biennium on graduation pathways, course requirements, and integrated academic/CTE coursework with implementation in Year 2, and transitions the State Seal of Biliteracy program from NRS to NAC.

    - **BDR 232 (Equipped Educators):** Establishes systems and statutory caps/limitations on mandatory professional development hours to protect educator time and respect local district needs, targets educator scholarship programs to critical shortage areas (Special Education, CTE business/industry, SISPs, and mental health professionals), and shifts the NEPF Educator Growth Goal requirement from a mandatory student test linkage to a flexible option.

    - **BDR 229 (Aligned Systems):** Establishes an integrated strategic improvement planning process aligning NSPF and DPF into a single comprehensive district plan; codifies reporting waiver authorities; streamlines state boards and commissions; and reforms the quarterly true-up funding mechanism to provide predictable, multi-year budget stability for districts experiencing declining or shifting enrollment while continuing to fund rural growth.

Questions Asked by Board Members & Detailed Discussion:

- **High-Quality Tier 2 and Tier 3 Intervention Materials**: Member Orr highlighted BDR 228 (Strong Foundations) and asked whether state efforts to adopt high-quality instructional materials for Tier 1 core instruction would also encompass Tier 2 and Tier 3 intervention materials, pointing out that districts statewide currently operate under an unaligned "wild west" of evidence-based interventions.

    - *Response:* Superintendent Wakefield and Dr. Palmer affirmed that alignment between core instruction and Tier 2/Tier 3 pull-out supports is critical. Superintendent Wakefield noted that research shows well-intended intervention programs fail when students receive disjointed, conflicting reading approaches across the school day, confirming that BDR 228 and NDE's broader policy focus aim to foster alignment across both Tier 1 core materials and intervention supports while maintaining local district ownership.

6. CONSENT AGENDA *(For Possible Action)*

Information concerning consent agenda items was provided to Board members for prior review. Member Hughes requested clarification on Item 6f before taking a vote.

Questions Asked by Board Members & Detailed Discussion:

- **Missing Public Backup Artifacts for Consent Item 6f**: Vice President Hughes asked whether backup documentation or artifacts had been uploaded for Item 6f regarding proposed bylaw revisions for the Honors Academy of Literature.
    - *Response:* Tom Green (NDE) clarified for the record that the item pertains to a charter school bylaw change but noted that verification was needed regarding its presence in the materials packet. President Dockweiler confirmed that no public backup artifacts were available online for Item 6f and recommended pulling the item from the consent agenda to ensure full public access before action is taken.

President Dockweiler asked Member Neal if she would amend her initial motion to approve Consent Agenda Items 6a through 6e, excluding Item 6f.

- Motion: Member Neal moved to approve Consent Agenda Items 6a through 6e.
- Second: Seconded.
- Vote: The motion carried unanimously
- Action Taken: The Board approved Consent Agenda Items 6a through 6e; Item 6f was pulled for consideration at a future meeting once supporting documentation is posted.

7. LEGISLATIVE SUBCOMMITTEE REPORT *(Information, Discussion, and Possible Action)*

Board Member Dr. Tricia Braxton and Legislative Liaison Amelia Thibault presented the Legislative Subcommittee's progress, proposed policy evaluation rubric, and inter-agency engagement protocol ahead of the 2027 legislative session.

- **Subcommittee Activity & Purpose**: The subcommittee (Members Braxton, Dawson Owens, and Ford) has met four times since February alongside Amelia Thibault to build formal Board representation in the legislature, establish consistent communication channels with NDE, and finalize evaluation tools.
- **Draft Engagement Process**: Outlined a weekly workflow where NDE identifies education bills via its legislative tracking system, evaluates alignment with the Board's five strategic goals (Pre-K, 3rd-grade literacy, 8th-grade math, pathway expansion, efficiency/alignment) or statutory Board authority, and forwards a completed bill summary and initial alignment score to the subcommittee. The subcommittee meets to finalize the rubric and recommend positions (support, opposition, or comment) to the full Board.
- **Legislative Policy Rubric**: Captures core bill parameters (sponsorship, problem solved, fiscal impact) and scores policy alignment (general support vs. specific alignment).

Questions Asked by Board Members & Detailed Discussion:

- **Proactive Legislative Priority Communication**: Vice President Hughes commended the responsive tracking system and asked whether the subcommittee considered proactive front-end measures—such as releasing a proactive platform of Board priorities (similar to NASS) to influence legislative discussions before bills are drafted.
    - *Response:* Member Braxton affirmed that the Board's 4-page briefing document, previously approved by the Board, serves this proactive purpose. She noted it will be updated to reflect recent Board retirements/changes and distributed to legislators to put them on notice regarding Board priorities, oversight, and intent to be actively involved during session.

- **Automatic Advocacy Triggers vs. Emergency Meetings**: President Dockweiler and Vice President Hughes explored whether the Board could establish an objective scoring threshold on the rubric (e.g., scoring a 3 with specific positive indicators) that would automatically authorize designated Board representatives to deliver simple testimony of support/opposition, thereby bypassing the administrative burden of convening emergency Board meetings for fast-moving bills.

    - *Response:* Amelia Thibault outlined a streamlined structure where bills meeting a predetermined rubric threshold could utilize a pre-approved testimony template (stating alignment with specific Board goals) delivered by a designated member, reserving full Board hearings for complex or controversial measures.

- **Open Meeting Law (OML) Compliance & Walking Quorums:** Member Braxton asked DAG Christina Georgas-Burns what legal considerations under Nevada Open Meeting Law must be maintained when coordinating rapid legislative feedback and automated advocacy.

    - *Response:* DAG Georgas-Burns emphasized the necessity of avoiding "walking quorums". She cautioned that members must not conduct serial email exchanges or pass member opinions between one another through staff or liaisons that collectively reach a quorum of four or more members outside a publicly noticed meeting. All substantive deliberations on legislative positions must occur in open public meetings.

- **Statutory Caps on Board Meetings**: President Dockweiler asked whether Nevada statute imposes a legal maximum limit on the number of regular or emergency meetings the Board may hold in a year.

    - *Response:* DAG Georgas-Burns and staff clarified that while statute mandates a minimum meeting threshold (meeting at least nine times per year), there is no statutory maximum cap. The Board President has full authority to call and agendize emergency meetings as needed to respond to rapid legislative developments.

- **Designated Legislative Representation**: Member Braxton outlined potential options for authorized Board spokespersons (President only; President or designee; President, Vice President, and subcommittee members). President Dockweiler agreed that a flexible structure such as "President or designee" is practical, noting that formal operational policies governing who speaks and under what circumstances will be agendized for action in November.

President Dockweiler requested a motion to approve the proposed legislative tools and authorize seeking presentations before legislative committees.

- Motion: Member Braxton moved to approve the two tools (Legislative Policy Rubric and Process of Engagement) and seek an informational presentation before each of the Nevada Assembly and Senate Education Committees.

- Second: Member Alvarado seconded the motion.

- Vote: The motion carried unanimously.

- Action Taken: The Board approved the Legislative Policy Rubric and Process of Engagement and authorized seeking presentations before the Assembly and Senate Education Committees.

8. EXECUTIVE ORDER 26-03 AND NEVADA DEPARTMENT OF EDUCATION GUIDANCE MEMORANDA 26-16 *(Information and Discussion)*

Legislative Liaison Amelia Thibault presented an update on Department efforts to conduct a comprehensive review of Nevada Administrative Code (NAC) regulations pursuant to Executive Order 26-03 and Guidance

Memorandum 26-16.

- **Scope & Outreach**: Building upon EO 2023-03, August's EO 2026-03 directs state agencies, boards, and commissions to engage stakeholders in reviewing existing regulations to improve clarity, remove contradictions, and eliminate obsolete requirements. NDE presented at CPSE, TLC, and public workshops to solicit feedback.

- **Public Comment Timeline & Authority Breakdown:** The public feedback portal remains open through October 29, 2026, via superintendent@doe.nv.gov. Following the deadline, NDE will sort recommendations based on governing authority (State Board, Commission on Professional Standards, or Department) and return to the Board with proposed regulatory workshops.

- **NAC Tracking Resource**: NDE published an index tracking all education regulations acted upon since 2018, explicitly distinguishing between *enacted* regulations (approved by Legislative Commission and filed with Secretary of State, making them active law) and *encoded* regulations (updated into the official online NAC text). This tool prevents stakeholders from expending effort reviewing outdated online text that has already been repealed or amended in enacted law.

Questions Asked by Board Members & Detailed Discussion:

- **Embedding Automatic Cleanup Language in New Legislation**: Vice President Hughes asked whether NDE is embedding proactive cleanup mechanisms into upcoming statutory BDRs to prevent future regulatory backlogs—referencing an earlier discussion regarding test provider changes (such as ETS paraprofessional exam updates or WIDA assessments) where minor administrative vendor changes currently require lengthy regulatory hearings.

    - *Response:* Amelia Thibault confirmed that NDE is proactively evaluating statutes and regulations to replace overly prescriptive language with flexible wording (e.g., specifying that updates by official test vendors automatically apply), while pre-identifying corresponding regulatory cleanups that will follow the passage of 2027 legislation.

9. NEVADA EDUCATION PERFORMANCE DATA PRESENTATION FOR SCHOOL YEAR 2025-2026 *(Information and Discussion)*

Deputy Superintendent Dr. Torrey Palmer and Administrator Peter Zutz presented statewide student achievement, Nevada School Performance Framework (NSPF) star ratings, and preliminary Nevada District Performance Framework (NDPF) ratings for the 2025–2026 school year.

Statewide Assessment Data (ESPBAC & ACT)

- **Math Trends**: Continued three-year upward trajectory statewide, reaching 36.3% proficiency (up from 35.5% in 2024–2025 and 32.6% in 2023–2024), now within 1.2 percentage points of the pre-pandemic peak (37.5% in 2018–2019). Grades 6 and 7 posted the largest single-year gains. However, proficiency drops sharply as grade levels advance, falling from 46.8% in Grade 3 to 28.0% in Grade 8.

- **ELA Trends**: Statewide proficiency plateaued at 45.2% (down 0.4% from 45.6% in 2024–2025). Grade 5 demonstrated the highest proficiency (52.7%), while Grades 6 and 8 posted the lowest (41.6%). Grade 7 dropped 5.3 points.

- Science Trends: Grades 5 and 8 plateaued or declined below pre-pandemic levels (Grade 5 at 17.5%; Grade 8 dropped from 36.6% to 33.4%).

- High School Performance (Grade 11 ACT): Demonstrated strong three-year growth, with ELA up 5.2 points and Math up 3.3 points since 2023–2024.

- Opportunity Gaps: English Learners (EL) and Students with Disabilities (SWD) remain furthest from proficiency (EL at 13.5% ELA, 13.1% Math, and 2.8% on Grade 11 Math; SWD at 14.8% ELA, 12.2% Math). While Black and Hispanic students achieved steady math gains over three years, an achievement gap of approximately 30 percentage points remains compared to Asian peers.

Nevada School Performance Framework (NSPF) Star Ratings

- Distribution & Year-over-Year Movement: 14.2% of public schools earned 5 stars (down from 17.0% in 2025, but up from 11.2% in 2024); 18.7% earned 1 star (up from 16.3%). Statewide, 130 schools improved star ratings, 445 maintained their rating, and 183 declined. Overall, 16.9% of Nevada schools gained one or more stars.

- Distribution Across School Levels: One-third of elementary schools earned 2 stars; high schools showed the largest proportion of schools earning 3-, 4-, and 5-star ratings. Administrator Zutz noted that NDE has initiated a comprehensive review of the NSPF structure, with revisions planned for implementation in Fall 2027.

Nevada District Performance Framework (NDPF) Preliminary Ratings

- Design & Methodology: Phase 1 includes District Support Indicators (in-field educator coverage, Title I equity, high-quality materials adoption, CCR access, financial ending fund balance) and School Outcomes (NSPF rollups and reduction of 1- and 2-star schools). Performance is categorized into three levels: Level 1 (below expectations/needs support), Level 2 (progress/wide middle), and Level 3 (exemplary).

- Preliminary Results: 2 districts rated at Level 1, 13 districts at Level 2, and 3 districts at Level 3. These preliminary ratings serve as a baseline for feedback and carry no statutory intervention penalties.

Questions Asked by Board Members & Detailed Discussion:

- District Feedback on Preliminary Ratings: Member Orr asked whether school districts provided formal feedback or commentary after receiving their preliminary ratings under the newly launched system.

    - *Response:* Superintendent Wakefield explained that Nevada statute provides a 30-day review window for districts to review preliminary school and district data to identify discrepancies. He noted that the System Accountability Redesign (SAR) committee is holding eight public meetings across the year to review feedback and refine indicators before the framework is codified for formal accountability next cycle.

- Transparency of Individual District Support Indicators: Vice President Hughes asked whether underlying data for each of the five district support components are published, or if only the aggregate level ratings are released.

    - *Response:* Superintendent Wakefield confirmed that all underlying data are fully published and transparent. Districts receive detailed 2-to-3-page reports showing exact percentages and levels for each metric (e.g., licensed in-field teacher rates, ending fund balance percentages), accompanied by downloadable statewide Excel files.

- **Parent-Accessible DPF Reports and Dashboards**: Member Neal shared that during a local school board meeting in Elko, trustees and parents asked how families can navigate complex NDPF data without being overwhelmed by raw technical metrics. She asked if simplified cheat sheets or public-facing dashboards are available.

    - *Response:* Administrator Zutz explained that district reports are available directly on the Nevada

Report Card portal via a dropdown menu above school ratings, supplemented by a technical scoring manual. Superintendent Wakefield acknowledged that while technical transparency exists, NDE must improve public communication under its "Informed and Connected Families" priority, noting that local media and state dashboards are being leveraged to translate data into accessible formats for communities.

10. READ BY GRADE 3: ALTERNATIVE ASSESSMENT CONSIDERATIONS *(Information and Discussion)*

Deputy Superintendent Dr. Torrey Palmer presented options, diagnostic frameworks, and decision timelines under NRS 392.780 regarding the required alternative standardized reading assessment and portfolio exemptions for third-grade promotion.

- **Statutory Role & Decision Timeline**: The Board is charged with setting the uniform assessment passing score (i-Ready / MAP, scheduled for late Spring/Summer 2027 following receipt of full-year data), selecting an approved alternative standardized assessment, and reviewing NDE draft portfolio guidance during 2026–2027. This provides a trial year in 2027–2028 before mandatory retention takes effect in 2028–2029.

- **Instructional Framework (Scarborough's Reading Rope)**: Emphasized that skilled reading requires integrating Word Recognition and Language Comprehension. While uniform screeners (i-Ready/MAP) provide scalable scale scores, they fail to measure oral reading fluency, accuracy, or prosody, and cannot diagnose whether struggling Level 1 students face word recognition or language comprehension deficits.

- Review of Potential Assessment Options:

    - *Option 1 (Cross-Administration):* Administering MAP to i-Ready users or vice versa. Not recommended because scores correlate closely and provide no new instructional diagnostic data.

    - *Option 2 (Summative Assessment):* Utilizing the state Smarter Balanced (ESPBAC) exam. Dependent on score turnaround timelines and offers limited diagnostic insight.

    - *Option 3 (Recommended Task Force):* Convening a task force to examine open-source, standardized tools already used by Nevada districts (such as DIBELS or FastBridge) that provide 1-on-1 diagnostic data on fluency and word recognition at low or no cost.

    - *Option 4 (Vendor RFP):* Issuing a formal RFP for an alternative computerized assessment. Not recommended due to state budget constraints and duplicative testing.

Questions Asked by Board Members & Detailed Discussion:

- **Approving Multiple Assessment Measures**: President Dockweiler and Member Hudson noted that Nevada districts currently use a variety of diagnostic tools (e.g., FastBridge, DIBELS) aligned with state dyslexia and MTSS practices. They asked whether the Board could approve a menu of multiple vetted standardized alternative assessments, so districts are not forced to purchase and implement entirely new systems.

    - *Response:* Dr. Palmer and Superintendent Wakefield indicated that NDE's BDR 228 contemplates transitioning statutory language from a singular examination to examinations, confirming that NDE is open to multiple approved assessments provided they remain standardized, valid, reliable, and diagnostically sound.

- **Preventing Over-Testing & Utilizing Student Portfolios**: Vice President Hughes expressed concern that offering multiple alternative assessments sequentially could subject struggling students to excessive

testing and administrative burden. He asked whether the good-cause portfolio exemption could serve as the broader, flexible container for diverse district assessments and student classwork, while keeping the alternative examination standardized and distinct.

    - *Response:* President Dockweiler and Dr. Palmer agreed with this approach, noting that the portfolio guidance allows districts to demonstrate standard mastery through classroom work and diagnostic tools that may not meet the rigid legal definition of a standardized examination.

- **Scoring Reliability and Implementation Fidelity of Observational Tools**: Member Orr expressed support for Option 3 but urged NDE to examine how other states (such as North Carolina) manage DIBELS implementation. She cautioned that one-on-one observational assessments introduce potential human scoring error and require clear administration rules—such as ensuring assessment probes are not used for routine classroom practice—to prevent inflating scores or compromising data reliability.

Board Direction: Board consensus supported pursuing Option 3 (convening a task force to evaluate existing, standardized, open-source diagnostic assessments).

11. EDUCATION SERVICE CENTER PROJECTS AND SERVICE DELIVERY *(Information and Discussion)*

Dr. Steve Canavero, Executive Director of the Education Service Center (ESC), presented an operational update on service delivery, CFO capacity-building, strategic planning cohorts, and reporting efficiencies.

- **Statutory Role & Alignment**: Established under NRS 391A as an independent state agency governed by a 7-member board, the ESC serves as an implementation arm for state priorities directed by the State Superintendent. Dr. Canavero analogized NDE to a physician diagnosing system needs, while the ESC acts as the physical therapist partnering with districts to strengthen specific operational capabilities.

- **Key Strategic Initiatives**:

    - *Reporting Efficiency Project:* Coordinating with NDE under the STIP to systematically review, waive, and eliminate redundant district compliance reports, returning time to teaching and leading.

    - *CFO Network & NVASBO:* Convening 30 district financial leaders monthly (achieving a 109% increase in attendance from August to September) and establishing an independent Nevada chapter of the Association of School Business Officials (NVASBO) to support long-term budget alignment and ending fund balances.

    - *District Strategic Planning Cohort:* Launched with DETR grant funding supporting Storey, Churchill, Douglas, and Eureka County school districts, with NDE offering to fund participation for the two Level 1 districts identified in the preliminary DPF.

Questions Asked by Board Members & Detailed Discussion:

- **Delineation Between NDE and ESC Service Delivery**: Vice President Hughes asked how NDE and the ESC determine which supports are held internally within NDE divisions versus assigned to the ESC.

    - *Response:* Superintendent Wakefield explained that core vision-setting, academic standard setting, curriculum reviews, and statewide convenings (such as the literacy initiative) remain led and held by NDE's Teaching and Learning Division. The ESC serves as the right-hand partner within the Implementation Success space, helping districts localize and execute state expectations into district systems and budgets.

- **Long-Term Governance and Shared Staffing Models**: Vice President Hughes asked whether long-term configurations of the ESC—such as transitioning into an independent non-profit or quasi-public entity (common in other states)—had been evaluated to provide greater operational nimbleness.

    - *Response:* Dr. Canavero explained that while state agency status limits speed and agility in procurement and hiring, it maintains critical alignment to state strategic goals rather than splintering into disjointed local demands. However, he highlighted that addressing acute rural shortages in highly specialized certificated staff (such as school psychologists, occupational therapists, physical therapists, and nurses) through regional shared-staffing models would benefit from expanded legislative flexibility in the future.

12. PUBLIC COMMENT #2

The second period of public comment was opened by President Dockweiler for non-agenda matters within the Board's jurisdiction, limited to three minutes per speaker.

- **Carson City**: No in-person public comment was present.
- **Las Vegas**: No in-person public comment was present.
- **Written Submissions**: No written public comments were received prior to adjournment.

13. FUTURE AGENDA ITEMS REQUESTS

Board members submitted requests for future meeting agendas and confirmed upcoming topics:

- **Legislative Subcommittee Policy & Designated Authority**: Member Braxton reminded the Board that a formal Legislative Subcommittee report and action item must be scheduled for the November agenda to finalize Board engagement procedures and vote on designated representatives authorized to deliver testimony before the legislature.
- **School Improvement and DPF Integration Follow-up**: Deputy Superintendent Palmer noted that NDE will return in November for the second part of its three-part assessment presentation, focusing on how 2025–2026 data drives school improvement planning, DPF support frameworks, and CSI/TSI/ATSI school designations, followed by specific state intervention supports in December.
- **Instructional Materials & Curriculum Review Process**: Dr. Palmer and staff noted that NDE will present a comprehensive briefing on proposed revisions to state criteria for reviewing and adopting high-quality instructional materials at a future meeting.
- **Pulled Consent Item 6f**: Item 6f (Honors Academy of Literature bylaw amendment) will be re-agendized once public backup artifacts are posted online.

14. ADJOURNMENT

President Dockweiler thanked Board members, Department leadership, presenters, and the public for their active participation. The next regular meeting of the Nevada State Board of Education is scheduled for Wednesday, November 4, 2026, at 9:00 AM. The meeting adjourned at 2:13 PM.