

**Nevada Department of Education  
Nevada State Board of Education  
January 8, 2025  
9:00 AM**

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Meeting</b>
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	<a href="#">YouTube Link</a>

**Draft Summary Minutes of the Board Meeting**

**Board Members Present**

Dr. Katherine Dockweiler, Vice President  
Tamara Hudson, Board Clerk  
Tricia Braxton  
Maggie Carlton  
Tate Else  
Danielle Ford  
Tim Hughes  
Michael Keyes  
Angela Orr  
Mike Walker

**Board Members Absent Excused**

Stephanie Goodman

**Department Staff Present**

Jhone Ebert, Superintendent of Public Instruction  
Ann Marie, Deputy Superintendent for Student Achievement Office  
Lisa Ford, Chief Strategy Officer  
Christy McGill, Deputy Superintendent for Educator Effectiveness and Family Engagement  
Megan Peterson, Deputy Superintendent for Student Investment Division  
Elysa Arroyo, Education Programs Professional  
Barbara Bidell, Education Programs Professional  
Candance, Bortolin, Program Officer  
Angie Castellanos, Administrative Assistant  
Patti Oya, Education Programs Director  
Susan Ulrey, Education Programs Professional  
Julie Wooten-Greener, Public Information Officer

**Legal Staff Present**

David Gardner, Senior Deputy Attorney General

**Audience in Attendance**

Daniel Archer, Vice Chancellor for Academic and Student Affairs, Nevada System of Higher Education  
Amanda Binder, Community Member  
Chris Daly, Deputy Executive Director of Government Relations, Nevada Stated Education Association  
Aaron Francher, Director, Clark County School District  
Ed Gonzalez, Community Member

Jeff Horn, Executive Director, Clark County Association of School Administrators and Professional-Technical Employees  
Kellie Kowal-Paul, Chief Strategy Officer, Clark County School District  
Dr. Brenda Larsen-Mitchell, Interim Superintendent, Clark County School District  
Alex Marks, Deputy Executive Director of Field and Communications, Nevada State Education Association  
Ryan Reeves, Chief Operating Officer, Academica Nevada  
Pam Teel, Superintendent, Lincoln County School District  
Nathan Trenholm, Founding Partner, Data Insight Partners

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

Meeting called to order at 9:00 A.M. by Vice President Dockweiler. Quorum was established. Vice President Dockweiler led the Pledge of Allegiance and provided a land acknowledgement.

**2. Public Comment #1**

- a) Ryan Reeves, Chief Operating Officer, Academica Nevada, provided public comment regarding agenda item 16.
- b) Ed Gonzalez, Community Member, Hickey Elementary School Organizational Team, provided public comment regarding agenda item 10.
- c) Alexander Marks, Nevada Stated Education Association, provided public comment
- d) Kyle Kemp, Accountability Coordinator, Washoe County School District, provided public comment regarding agenda item 14.

*(A complete copy of the statements are available in Appendix A)*

**3. Approval of Flexible Agenda**

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

**4. Vice President's Report**

Vice President Dockweiler acknowledged that the school year is now in its second half and that 2025 marks an exciting and hard-to-believe milestone. She welcomed everyone to this new chapter and expressed hope that the remainder of the school year goes well for all districts and students.

**Board Member Updates**

Member Hughes provided two updates. First, the curriculum subcommittee remains in motion. Due to Member Cantu's transition off the board and holiday scheduling, the December meeting was paused, but plans are in place to resume this month. New members are welcome to join. Second, the Innovation Excellence Committee has finalized its recommendations, which will soon be sent to the legislature. Individual members have the option to sign on, while those representing boards may prefer to agendize it for discussion. Hughes expressed hope that it could be included on the next agenda to consider adding the board's name in support. This phase is nearly complete, with the next step being legislative action.

Member Keyes shared that in December, they attended the NASB annual conference alongside many fellow board members. At the conference, they had the opportunity to meet superintendents and board members from across the state, learning from their experiences and gaining a deeper understanding of how local school districts operate in Nevada. Keyes also presented on behalf of NSBMA, the National Student Board Member Association, to raise awareness about their position and advocate for adding student members to school boards. Additionally, Keyes announced that the application for their position opened on December 13 and is due by February 14. They encouraged board members to inform any interested students involved in student council to ask their advisor for the application. Keyes expressed excitement about welcoming a new student member.

### **Nevada System of Higher Education (NSHE) Updates**

NSHE report was emailed to Vice President Dockweiler, since Member Goodman was unable to make the meeting. Vice President Dockweiler read it into the record.

The Nevada System of Higher Education (NSHE) announced the launch of the inaugural Nevada FAFSA Challenge, a statewide initiative running from January 1 through March 31, 2025, aimed at increasing FAFSA completion rates among high school seniors.

The University of Nevada, Las Vegas, and Las Vegas Sands have established the Sands Institute for Chinese Language and Culture at UNLV, formally approved by the NSHE Board of Regents on December 5, 2024. This initiative, funded by a \$15 million donation from Sands, reflects a shared commitment to enriching education in Las Vegas and beyond.

A new study led by Desert Research Institute's team, published on January 6 in the *Proceedings of the National Academy of Sciences*, links atmospheric lead pollution to IQ declines in ancient Rome. The research has gained significant media attention, including coverage in *The New York Times*, *Newsweek*, and *Popular Science*.

NSHE is currently conducting three major leadership searches for the presidents of the College of Southern Nevada and Truckee Meadows Community College, as well as a new chancellor.

Additionally, NSHE has launched an initiative to streamline math pathways for nursing students' system-wide, aiming to improve accessibility and effectiveness. While starting with nursing, the goal is to expand these pathways to benefit more students across disciplines.

Finally, NSHE honored the late Regent and public servant Lois Tarkanian, recognizing her lasting contributions to education and the community.

### **5. Superintendent's Report**

Superintendent Jhone Ebert provided an overview of the past year's accomplishments and ongoing initiatives as the Nevada Department of Education prepares for the upcoming legislative session. She emphasized the department's role in providing technical assistance to legislators without advocating for specific bills.

Key updates included the hiring of new staff to enhance department capacity, welcoming LaNesha Battle as Director of the Office for Safe and Respectful Learning and Kurt Coleman as Educator Program Supervisor for the Office of Student and School Supports.

The Commission on School Funding published a comprehensive 500-page report, reflecting over 1,000 hours of work to provide data and insights for informed decision-making. Positive trends were noted in academic performance, with mathematics proficiency increasing by 1.3 percentage points and English language arts by 0.3 percentage points. The Nevada School Performance Framework also showed an increase in four- and five-star schools statewide.

Additionally, Superintendent Ebert participated in a roundtable discussion with AFT President Randi Weingarten at UNLV, highlighting Nevada's leadership in teacher apprenticeship programs. The discussion emphasized collaboration among stakeholders, legislative support, and the importance of accountability in sustaining progress.

Superintendent Ebert concluded by reaffirming the department's commitment to continuous improvement and invited questions before presenting an award recognition.

Superintendent Jhone Ebert honored Superintendent Pam Teel, who was named Nevada's State Superintendent of the Year by her peers in the Nevada Association of School Superintendents. This prestigious award recognizes Teel's exceptional leadership, particularly her work with Lincoln County School District, where she led the district to significant academic gains. Despite the challenges posed by the district's large geographic area, Teel's leadership has been instrumental in driving progress, including the implementation of the Portrait of a Learner and competency-based education.

Superintendent Ebert expressed deep gratitude for Ms. Teel's dedication to her students and the state of Nevada. Teel's career, beginning with her work with young learners, exemplifies the hard work and commitment required to achieve success in education.

Board members, including Member Else, also recognized Ms. Teel's remarkable career. Member Else shared heartfelt remarks about Teel's leadership, highlighting her impact on Lincoln County and the state. As a former special education director, Member Else praised Ms. Teel for her outstanding work in personalized learning, climate and culture improvement, and policy leadership. Ms. Teel's leadership in the Nevada Association of School Superintendents (NASS) was also acknowledged as crucial during a challenging period for education.

The board expressed immense pride in Ms. Teel's accomplishments and contributions, while Member Else emotionally shared how Ms. Teel's retirement will leave a void. The board thanked Ms. Teel for her invaluable mentorship and unwavering dedication to Nevada's education system.

#### **6. Introduction of New State Board of Education Members** (*Information and Discussion*)

Vice President Dockweiler introduced the newest members of the State Board of Education, Dr. Trisha Braxton and Miss Danielle Ford, expressing excitement about their qualifications and fresh perspectives.

Dr. Trisha Braxton brings extensive experience as a senior coordinator at the University of Nevada, Reno Extension, where she focuses on strategic partnerships and community-based programs. She is also involved in neurodiversity, diversity, equity, and inclusion initiatives. Dr. Braxton expressed gratitude for her appointment, acknowledging the challenges of her campaign and pledging to represent all students and educators.

Miss Danielle Ford, a two-time elected official and TEDx speaker, brings leadership, community engagement, and digital strategy expertise. She previously served as a trustee for the Clark County School District (CCSD), where she advocated for transparency and student-centered policies. Ford shared her excitement about joining the board, emphasizing her personal experience with CCSD and Nevada's public schools. Her focus will be on ensuring equitable education, protecting public resources, and empowering educators.

Both members were warmly welcomed, with President Dockweiler expressing excitement about their contributions to the board.

#### **7. Election of Officers of the State Board of Education** (*Information, Discussion, and Possible Action*)

Senior Deputy Attorney General David Gardner led the board through the election of officers. The process, governed by NRS 385.030, allowed board members to nominate themselves or others for the positions of President, Vice President, and Clerk. After nominations, the board voted.

**For President, Member Dockweiler was nominated by Member Hughes and seconded. The board voted unanimously in favor, and Dockweiler was elected as President.**

**For Vice President, Member Hughes was nominated by Member Dockweiler. The board voted unanimously in favor, and Hughes was elected as Vice President.**

**For Clerk, Member Hudson was nominated by Member Dockweiler. The board voted unanimously in favor, and Hudson was elected as Clerk.**

**8. Consent Agenda (*For Possible Action*)**

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

**9. Information, Discussion, and Possible Action on the Statewide Plan for the Improvement of Pupils (*Information, Discussion, and Possible Action*)**

The board received a [presentation](#) from Lisa Ford, Chief Strategy Officer, and Kristopher Huffman, Strategic Consultant for the Department of Education. They discussed the working draft of the statewide plan for improving educational outcomes in Nevada, known as STIP 2030.

The plan, required by NRS 385.111 through 113, aims to improve achievement for public school students through measurable results, community involvement, and accountability. The updated STIP 2030 focuses on three key targets: equitable access to high-quality pre-K through 12 education, strengthening educator development, retention, and recruitment, and strategically utilizing resources for student success.

Ms. Ford explained that the plan incorporates collaboration with national organizations like WestEd and the American Institute for Research, as well as local commissions to ensure responsiveness to Nevada's communities. Huffman detailed the framework, which includes the "portrait of a Nevada learner," district accountability, and the Nevada Way policy matrix.

The plan outlines specific actions, responsibilities, and measurable outcomes to ensure alignment and continuous improvement. The next steps include finalizing the plan by March 2025, with input from various stakeholders.

Board members expressed concern about the implications of accountability measures and asked for clarification on the definition of "Nevada Way." They also inquired whether the plan would require additional assessments. Ford clarified that the plan does not introduce new assessments beyond those currently in use but may include optional assessments at the district level.

Mr. Huffman, for the record, discussed Governor Lombardo's three-year policy plan, found on pages 11 and 12 of the current working draft. The plan aims to empower the executive branch to provide better customer service to residents, businesses, and visitors. Specifically, in terms of education and workforce priorities, the focus is on preparing students for college and careers, improving accountability in education, expanding alternative education opportunities, and coordinating workforce training.

Governor Lombardo's plan serves as a guiding framework, aligning the work of the Nevada Department of Education (NDE) with broader state education goals. Although the plan was not the starting point, it became evident that many of the initiatives aligned with the department's efforts, and the NDE wanted to emphasize that it is working in tandem with the governor's policies.

CSO Lisa Ford highlighted that the document ties in initiatives with accountability measures, the three-year policy matrix, and the Nevada Portrait of a Learner, creating a cohesive framework throughout the

document.

When asked about how the NDE is providing service to districts and charter schools, Huffman clarified that the department's role focuses on ensuring equitable access to resources, expanding specialized educational services, supporting educator development, and distributing available resources. This includes providing professional development, technical assistance, teacher licensure, and support for those entering the education field.

There was also concern about additional reporting requirements for districts and schools. Mr. Huffman reassured the board that there would be no new reporting burdens placed on them. In fact, efforts are being made to streamline and eliminate duplicative reports. Senate Bill 81 has been introduced to remove several redundant requirements, in alignment with the NDE's commitment to reducing unnecessary administrative burdens.

Regarding community involvement, Mr. Huffman noted that the department is focusing on communicating the key elements of the document to the public, especially the introductory section and the targets and initiatives. A survey is being developed to gather community input, as it was deemed more efficient than trying to engage everyone at once. Workshops are also being considered for later stages.

Member Ford appreciated the discussion but pointed out discrepancies between versions of the STIP on the department's website. She suggested comparing versions to identify what worked best for public understanding and emphasized the need for educator input. She also asked for community feedback and historical data on accountability changes.

The team clarified that feedback had been collected from various groups but agreed to provide more reference material. Superintendent Ebert encouraged board members to engage their constituencies for additional input.

Member Hughes expressed concerns about the document's complexity and suggested simplifying it. He also called for clearer differentiation between goals, inputs, strategies, and outcomes, as well as clearer roles for stakeholders.

Member Else raised issues with data inconsistencies and suggested addressing accountability framework concerns. He also noted the misalignment in the state board's goals and the state improvement plan's timeline.

Member Orr echoed concerns about the board's role in the development process, advocating for earlier collaboration. Superintendent Ebert confirmed that some issues had been addressed in the current draft.

Member Braxton recommended involving students in defining key terms and developing a clear logic model for measurable outcomes. Member Ford offered to review past versions and organize feedback sessions.

**Member Orr moved to approve and move forward with the Statewide Plan for Improvements of Pupils. Member Braxton seconded. Motion passed.**

## **10. Information and Discussion Regarding Clark County School District's Reorganization Compliance Report NRS 388G (*Information and Discussion*)**

The Board will now receive a [presentation](#) from the Clark County School District's Interim Superintendent,

Brenda Larson Mitchell, Assistant Superintendent of Community Partnerships and Government Relations, Brad Keating, and Chief Strategy Officer, Kelly Kowal Powell. This presentation provides an update on the Reorganization Compliance Report dated September 25, 2024, including a review of noncompliant items and an overview of the steps CCSD is taking to address these issues. Additionally, a reference report detailing compliance findings has been provided.

The Reorganization Compliance Report is prepared annually in accordance with CCSD regulations and state requirements, documenting compliance analysis, timelines of required actions, notices of noncompliance, corrective action plans, communication summaries, and compliance-related complaints or disputes. This report covers the 2024 fiscal year, from July 1, 2023, to June 30, 2024.

For the 2024 school year, two areas of noncompliance were identified. The first relates to a state board regulation (R-063-22), which requires biannual reports on vacancies filled by substitute teachers. Due to difficulties in compiling the necessary data, these reports were not submitted. The second issue concerns a district regulation requiring the collection of information on School Organizational Team (SOT) elections and training participation. While efforts were made to gather information from principals and bargaining groups, initial attempts to track participation were insufficient.

To address these compliance issues, CCSD has restructured its data collection systems and assigned new personnel to oversee compliance efforts. Recent changes in leadership within the Human Resources team have allowed for a fresh evaluation of reporting processes. Adjustments have been made to both technological and administrative systems, ensuring that the necessary data can now be collected and reported accurately. Additionally, a new team member has been tasked with monitoring SOT-related compliance, working closely with school supervisors to ensure all required information is properly documented. With these improvements in place, the district expects to achieve compliance in both areas moving forward.

Beyond these specific compliance concerns, broader questions remain regarding the overall effectiveness of the district's reorganization. While the model grants principals' greater control over staffing and budgets, it has also created challenges in ensuring equitable teacher distribution across schools. The original intent of the reorganization was to align funding with students, but this has not necessarily translated into improved educational outcomes. Without the ability to equitably distribute educators, the district struggles to provide all students with equal learning opportunities.

Despite these challenges, some aspects of the reorganization have been beneficial. The implementation of SOTs has led to increased stakeholder participation, fostering greater engagement in school decision-making. However, conflicts persist regarding authority over school leadership and resource allocation. These ongoing issues will continue to be addressed in future reports and legislative discussions. The Board will now proceed with questions.

During the discussion, Member Hughes reiterated that superintendents are accountable for student outcomes under the reorganization law, and the State Oversight Team (SOT) has the authority to overturn a superintendent's principal hire with a 75% vote.

Member Ford expressed initial confusion about reference materials provided, noting discrepancies between the documents sent and the presentation given. It was clarified that a specific report, prepared for the Governor and Superintendent of Public Instruction, was submitted without prior knowledge of the district representatives. Ford also raised concerns about the Human Capital Management (HCM) system, particularly regarding principals' limited ability to view open teaching positions, which impacts hiring decisions. She emphasized that before requesting legislative changes, the district should address internal

system inefficiencies. Member Ford further noted that past district leadership had openly resisted full implementation of the reorganization law, making it difficult to evaluate the system's effectiveness. She acknowledged that current representatives may have a different approach but emphasized the need for data to assess the law's impact. In response, district representatives clarified that this stance does not reflect the district's present position.

Member Hudson raised concerns about compliance with SOT elections and training, suggesting that professional development days be adjusted to ensure mandated training is consistently provided. District representatives clarified that while training has always been available, compliance issues stemmed from inadequate tracking and reporting by schools. A new monitoring process is now in place to ensure adherence.

President Dockweiler inquired about teacher salary budgets, comparing projected allocations in January to actual distributed budgets in September. It was noted that an 8% salary increase had been budgeted, but additional factors such as step and column advancements had not been fully accounted for. President Dockweiler also sought clarification on whether SB-231 funds impacted the average teacher salary charged to school budgets, to which district representatives confirmed that those funds were excluded from school budget calculations.

Member Ford concluded by emphasizing the need to empower SOTs, noting that it is not in the district administration's interest to train communities on how to take authority away from the district. She suggested that the State Board take the lead in developing training materials, potentially leveraging resources like Vegas PBS and successful SOT models. She recalled a 2019 board discussion where opinions were divided on SOT empowerment but expressed optimism that current district leadership may be more open to collaboration.

Member Hudson suggested reconsidering the reporting structure for compliance data, questioning whether schools should report directly to the Nevada Department of Education (NDE) instead of the district acting as an intermediary. She noted that the district functions more like a federation of schools, and the current oversight model may create inefficiencies in data collection. Member Hudson emphasized the need to evaluate who should be responsible for submitting compliance reports to reduce administrative burdens.

Superintendent Ebert acknowledged the discussion and reiterated that the board had previously established a process for corrective action plans when districts fail to comply with NRS 388G. She emphasized that those closest to the problem are best positioned to solve it and that transparency and collaboration are key to improving compliance.

District representatives clarified that SOTs do not directly control budgets; rather, principals are responsible for developing, submitting, and implementing them. While SOTs now have the authority to approve or disapprove school budgets, their training does not currently include engagement with contractors, as that falls outside their scope. However, the district sees opportunities to enhance training for both principals and SOT members, especially in light of recent budget discussions.

Member Hudson expressed support for additional training, noting that many school leaders and SOT members are unclear on their roles and the district-provided services versus those that can be contracted externally. She suggested that further clarification would benefit all parties. To address ongoing concerns, Hudson proposed reconvening the AB 469 subcommittee, as suggested during public comment. She emphasized the importance of ensuring all stakeholders are aligned and engaged in moving the work forward. Member Hudson and other board members expressed appreciation for the discussion and the participants' time.



**11. Information and Discussion Regarding the Nevada Association of School Superintendent's (NASS) INVEST Plan** (*Information and Discussion*)

AJ Feuling, Superintendent of the Carson City School District and Secretary/Treasurer of the Nevada Association of School Superintendents (NASS), will present the [INVEST plan](#). This strategic initiative focuses on enhancing funding, fostering innovation, implementing meaningful accountability measures, prioritizing mental health investments, and creating secure learning environments.

Superintendent Feuling thanked President Dockweiler and the board members, expressing appreciation for the opportunity to present on behalf of NASS. He emphasized that the INVEST document has become a standard resource for NASS as they enter legislative sessions, providing a concise yet comprehensive summary of key issues affecting education in Nevada. He welcomed new members, acknowledging their commitment to advocating for Nevada's students and thanking them for their service.

Superintendent Feuling stressed the importance of public education, asserting that it transforms lives and serves as a foundation for societal progress. He emphasized the necessity of working together to improve public education, recognizing that deep learning varies for each student and that educators demonstrate their dedication daily across the state. He introduced the five main points of the INVEST document, noting that each was supported by relevant data.

Regarding funding, Superintendent Feuling presented a comparison of Nevada's per-pupil funding levels over time. In 2022, Nevada allocated just over \$10,000 per student, while the national average was approximately \$15,500. A study conducted by Augenblick, Palaich, and Associates (APA) in 2018 recommended that, given the state's educational mandates, Nevada should allocate approximately \$15,700 per student. By 2025, Nevada's per-pupil funding had increased to roughly \$13,300, representing significant progress but still falling short of the APA's recommendation and the national average. Superintendent Feuling highlighted a national funding map, illustrating that Nevada remains underfunded compared to other states and stressing the need for continued investment.

He acknowledged the substantial increase in education funding achieved in the last legislative session, the largest since 1982, but noted that decades of inadequate funding still needed to be addressed. He also pointed out a flaw in the current funding model, which only allocates weighted funding for a student's highest-need category. For instance, a student classified as both an English learner and at-risk would only receive additional funding for one of those designations rather than both, despite needing support in multiple areas. He advocated for a funding system that reflects the full range of services required by each student.

Superintendent Feuling then addressed the future of education in Nevada, citing the work of the Commission on Innovation and Excellence in Education. He shared a vision for learner-centered, future-ready education that empowers students to take an active role in their learning. A recent survey from the World Economic Forum identified the most valuable skills in the workforce, many of which align with the goals of modern education. He emphasized that Nevada must prioritize durable skills that prepare students for an ever-changing world.

He discussed the importance of fostering innovation in schools, supporting flexible learning experiences, and eliminating mandates that hinder creativity. He praised the Nevada Portrait of a Learner initiative led by Superintendent Ebert, which outlines key competencies students should develop before graduation. Superintendent Feuling advocated for accountability measures that support

student growth beyond standardized test scores. He referenced a district survey in which only 35% of students reported putting forth their best effort on standardized tests, raising questions about the accuracy and effectiveness of such assessments. Instead, he suggested a broader approach to evaluating student success, incorporating various indicators beyond test performance.

He emphasized the need for a unified accountability system, arguing that having multiple accountability frameworks dilutes focus and creates inefficiencies. He cited a quote stating, “Not everything that counts can be counted, and not everything that can be counted actually counts,” to illustrate the complexities of measuring educational success. Superintendent Feuling highlighted the "Acing Accountability" initiative, which allows districts to develop unique metrics aligned with their priorities. Carson City, for example, focuses on expanding work-based learning opportunities to better prepare students for future careers.

Addressing student well-being, Superintendent Feuling underscored the growing mental health challenges faced by students, particularly in the post-COVID era. He stressed the correlation between mental health and academic success and advocated for increased investment in mental health services. He proposed dedicated funding for licensed clinical social workers and other mental health professionals, noting that past funding streams for these services had been reduced. In Carson City, social workers in schools are currently funded through federal programs that are set to expire, highlighting the urgent need for sustainable state funding.

Superintendent Feuling also spoke about the importance of Multi-Tiered Systems of Support (MTSS), a framework that ensures students receive the academic and behavioral support they need. While most students succeed with general instruction, others require targeted interventions, and funding is necessary to provide these additional resources.

Finally, Superintendent Feuling addressed the challenges surrounding school facilities. Many rural districts lack the tax base necessary to fund maintenance and construction projects. He provided an example illustrating the sharp increase in construction costs: in 1995, a new school cost \$10 million, whereas in 2025, a similar project is estimated to cost \$95 million. At the same time, changes to Nevada’s tax structure have limited districts’ ability to generate revenue for capital projects. In Carson City, for instance, the district was able to build multiple new schools and expand Carson High School in the late 1980s and early 1990s. Today, under the current funding model, it would take 15 years to accumulate enough bonding capacity to construct a single new school.

He emphasized the importance of ensuring adequate funding for both facility maintenance and expansion to meet growing enrollment demands. Classroom sizes, which were discussed in a prior presentation, are directly affected by a district’s ability to provide sufficient space. Many schools lack the physical capacity to reduce class sizes even if operational funding is available.

Superintendent Feuling concluded by highlighting the many positive initiatives taking place across Nevada’s schools. He expressed gratitude for the opportunity to present and welcomed any questions from the board.

Member Keyes expressed gratitude for the presentation, noting that it reflects many ideas they've heard over the past two years. They emphasized the hope for swift implementation of these priorities and thanked those involved in preparing the document. They also acknowledged the value of Superintendent Feuling contribution and asked how the State Board of Education could best support these efforts moving forward.

In response, Superintendent Feuling highlighted the importance of the Board's support, noting that aligning officially with the priorities would carry weight and help propel the work forward. This support could be discussed and agendaized for a future meeting.

Member Hughes raised a question regarding the first priority, focusing on the lack of implementation of school funding recommendations and the difficulty in securing increased revenue. They emphasized the need for grassroots efforts to rally community support for these funding needs, as community backing could influence legislators more than a "wish list." Superintendent Feuling acknowledged that while the previous legislative session had made significant strides, more work remains, particularly in bringing the issue of increased funding back into focus.

Member Braxton inquired about the cost analysis of licensed social workers and the Multi-Tiered System of Supports (MTSS) model, specifically asking about the costs of expanding social work services. Superintendent Feuling shared that Carson City School District currently spends approximately \$1.5 million annually for social workers through federal funds. Expanding this to a statewide level would cost around \$100 million, though the need for mental health services, both within schools and in the broader community, is considerable.

The conversation continued with Member Ford expressing support for priorities and offering a suggestion to rethink the purpose of education in light of changing mindsets, emphasizing community-based models. They also questioned the use of room tax funds, suggesting that some of the revenue should have been allocated to education but appear to have been absorbed into the general fund.

In conclusion, President Dockweiler acknowledged the Board's support for the efforts and emphasized the importance of considering big-picture questions about education's role and its funding.

## **12. Information and Discussion Regarding the Nevada State Literacy Plan Update (*Information and Discussion*)**

Shawna Jessen, Director of Teaching and Learning, introduced herself, acknowledging the support of Rachel, an Education Programs Professional for Secondary English Language Arts and World Languages, and Lori Wilson, a dedicated contractor, who have been instrumental in this project. The presentation outlined the state's literacy plan, organized around four key areas: purpose, people, process, and product.

Director Jessen explained that the [Nevada State Literacy Plan](#) is a roadmap to improving literacy across all age groups, from pre-kindergarten to grade 12, with a focus on diverse populations. The plan leverages evidence-based practices to raise literacy outcomes. It is also aligned with the state's STIP (Strategic Plan for Improvement) and supported by Governor Lombardo's Acing Accountability initiative. The plan was updated because the original version, developed in 2015, no longer reflected the best practices in literacy. The Nevada State Legislature supported the revision with \$498,400 in funding. A variety of stakeholders contributed to the development of the updated plan, including the Nevada System of Higher Education, regional professional development programs, school authorities, educators, and community members. The new plan includes a comprehensive framework for literacy, aligned with the Nevada Academic Content Standards, and incorporates recent research on reading instruction, multi-tiered systems of support (MTSS), and disciplinary literacy. The update will also position Nevada for potential grant funding from the U.S. Department of Education.

The Advisory Council identified six priority areas: Tier 1 instruction, assessment, MTSS, leadership, professional learning, and family and community engagement. Each area includes evidence-based practices and recommended actions for implementation.

Moving forward, a digital version of the plan will be available in the spring, and the implementation phase will begin with collaborative efforts among state, regional, and local agencies, as well as community organizations. Professional learning opportunities will be provided to educators, and efforts will be made to engage families and communities to ensure literacy priorities are met.

Director Jessen concluded by emphasizing the plan's commitment to equitable education and lifelong learning, ensuring that every student in Nevada develops the necessary literacy skills for success.

Member Orr expressed gratitude for being part of the literacy plan process, stating that it is a passion of theirs and something they have been deeply involved with for several months. She thanked the NDE staff for their hard work, expertise, and commitment throughout the process. Member Orr emphasized how the document evolved significantly, incorporating updated research and thoughtful feedback from the community, making it more meaningful and relevant. She also acknowledged the contributions of Alicia Bowman from West Ed, who was instrumental in their role on the Executive Steering Committee, as well as Dr. Diana Townsend and Dr. Darrell Kiernan for their dedication and time spent gathering and incorporating extensive feedback over many months. Member Orr praised the team of experts involved, noting that their collective effort aims to ensure the plan will drive meaningful change rather than simply collecting dust on a shelf. Looking ahead, Member Orr expressed eagerness to hear from the rest of the board, noting that not all members may have had the chance to review the plan yet, though it is now posted. They concluded by asking a question about the plan's rollout, specifically inquiring about how it would be introduced to literacy specialists and whether they would have the opportunity to engage with it and provide feedback.

### **13. Information and Discussion Regarding the Dual Credit Programs by Nevada System of Higher Education** (*Information and Discussion*)

Daniel Archer, Vice Chancellor for Academic and Student Affairs for the Nevada System of Higher Education, provided an overview of [dual credit education](#), emphasizing its structure, benefits, and policy advancements. He outlined three key areas of focus: background on dual credit, data analysis, and current policy developments.

Dual credit refers to any scenario in which a high school student takes a college course, categorized into two main types. Concurrent enrollment involves courses taught by high school instructors, making college education more accessible, particularly for students in rural areas or those facing transportation barriers. Dual enrollment, on the other hand, consists of college-level courses instructed by adjunct or full-time college faculty.

Vice Chancellor Archer presented data on the number of high schools participating in dual credit programs through Nevada's seven higher education institutions, illustrating varying levels of emphasis on concurrent versus dual enrollment. He also highlighted the most frequently taken courses, with English composition ranking highest. A notable increase was seen in economics and financial literacy, likely influenced by a state-mandated financial literacy graduation requirement.

Enrollment trends demonstrated a dramatic rise in dual credit participation, increasing from approximately 3,000 students in 2014–2015 to over 19,000 in 2023–2024, representing a 523% growth. Vice Chancellor Archer attributed this expansion in part to a tuition discount implemented in 2022, which set a flat fee of \$75 per course for concurrent enrollment.

The presentation further analyzed the impact of dual credit on postsecondary success. Data indicated that students who participated in dual credit programs were significantly more likely to enroll in higher

education, persist into their second year, and complete a degree within six years compared to their peers who did not participate. Studies have reinforced these findings, even when isolating average and below-average students, demonstrating that dual credit increases access, retention, and degree completion while reducing the time to graduation.

To enhance dual credit policies, a dedicated committee, co-chaired by Vice Chancellor Archer and Felicia Gonzales, was formed. The group includes representatives from K-12 education, the Nevada Department of Education, district offices, and all seven Nevada higher education institutions. Their goal is to establish policies and procedures that improve access, student success, and degree completion.

Vice Chancellor Archer emphasized that nearly every western U.S. state has policies governing dual credit programs, and Nevada's efforts align with national trends. The rapid expansion of dual credit has created the need for structured policy frameworks to address common challenges. The committee is focusing on several key areas: setting eligibility standards for student participation, ensuring high school instructors receive proper training and support, maintaining consistency in grading and curriculum between high school and college courses, providing concurrent enrollment students with access to academic resources, establishing faculty qualification standards, and strengthening data collection efforts to evaluate program effectiveness.

Through these initiatives, Nevada aims to further enhance the benefits of dual credit, ensuring equitable access, academic rigor, and improved postsecondary outcomes for students statewide.

Member Keyes expressed appreciation for a presentation on dual credit and shared personal experience as a dual credit student, particularly with Great Basin College (GBC). Member Keyes highlighted the benefits of dual credit courses and noted plans to earn an associate degree upon high school graduation. However, he pointed out inconsistencies in how different school districts count dual credit courses toward high school requirements. For instance, the same course might fulfill an English requirement in one district but be counted as an elective in another. Member Keyes inquired whether the Rise and Shine Committee was working on policy decisions to address this issue and standardize how courses are credited at the high school level.

In response, Dr. Daniel Archer acknowledged that this issue is not unique to Nevada, as similar challenges have arisen in other states. While alignment of credit recognition is not currently a formal agenda item, it is an issue worth exploring, particularly for widely recognized courses such as English Composition. Dr. Archer emphasized that while recommendations could be made, local control might present a challenge in enforcing uniform standards.

Member Keyes noted that this topic had been discussed in previous board meetings and emphasized that the variation in credit recognition across districts could create disparities in graduation requirements. Member Keyes expressed hope that there would be alignment across the state and also appreciated efforts to enhance access to academic resources for dual credit students, acknowledging personal difficulties in utilizing college services like tutoring due to feeling disconnected from the college experience.

Vice President Hughes contributed to the discussion, recognizing the board's authority in approving dual enrollment courses. Vice President Hughes suggested that the board might have the ability to establish a framework ensuring greater consistency in how credits are applied across districts. Vice President Hughes also expressed appreciation for the ongoing efforts to improve dual credit policies.

Additionally, Vice President Hughes shared feedback from high school principals who have encountered challenges in working with different higher education institutions. Some principals reported switching institutional partnerships due to differences in flexibility and support for their teachers and students. Hughes commended the initiative to take a systematic approach, recognizing the disconnect many schools experience when working with various institutions.

#### **14. Information and Discussion Regarding the Educator Data Dashboard (*Information and Discussion*)**

Nathan Trenholm, representing Data Insight Partners, delivered a presentation on the [Nevada Educator Workforce and Class Sizes Data Portal](#). The presentation provided an overview of the context, goals, and functionalities of the data portal, emphasizing its role in increasing transparency and accessibility to critical education data.

Mr. Trenholm outlined the historical challenges Nevada has faced regarding teacher recruitment and retention, referencing the 2016 teacher shortage emergency declaration and subsequent reports highlighting the state's large class sizes. The state legislature responded with a significant investment in education, leading to measurable improvements in teacher retention and student-teacher ratios.

The data portal was developed to provide accessible, transparent, and comprehensive information regarding educator workforce statistics, class sizes, and related research. The portal aims to serve various stakeholders, including parents, school administrators, and policymakers, by offering data visualization, comparative analytics, and downloadable datasets. It features key sections on staffing rates, retention, class sizes, and research data, with the objective of facilitating strategic decision-making at multiple levels.

During the discussion, Member Carlton inquired whether the portal could display the distribution of class sizes rather than averages. Mr. Trenholm demonstrated that the portal allows sorting and filtering of individual class size data, providing detailed insights into classroom distributions.

Member Hudson asked whether the state might consider using the portal's methodology for classroom size reduction policies. Mr. Trenholm clarified that while the tool was designed to support informed decision-making, policy adoption would be determined by legislators.

Member Ford questioned whether the portal could track teacher movement over multiple years and display data on teacher experience levels. Mr. Trenholm explained that while historical retention data is available for comparison, the system does not yet track individual teacher experience but could be expanded in future iterations.

Member Orr raised concerns about privacy and unintended consequences of publishing teacher names. Mr. Trenholm responded that teacher-level data is already publicly reported, and that the inclusion of names allows parents to find relevant information more easily.

Vice President Hughes expressed concerns that focusing on class size could oversimplify broader teacher workload issues. Mr. Trenholm acknowledged the complexity of teacher workload but emphasized that the portal is intended to provide multiple perspectives on workforce data.

Member Braxton inquired about the exclusion of online and blended learning environments from the data. Mr. Trenholm clarified that the current version of the portal focuses on traditional face-to-face instruction, with potential future expansions to include alternative instructional models.

The Nevada Department of Education and Data Insight Partners developed the portal to improve transparency and facilitate data-driven decision-making. Superintendent Ebert emphasized the importance of linking data systems to legislative decision-making and commended the collaborative efforts of various stakeholders in developing the tool. The board expressed appreciation for the effort put into the portal and acknowledged its potential to inform education policies and practices moving forward.

## **15. Information and Discussion Regarding Elementary and Secondary School Emergency Relief (ESSER) Funds Update** (*Information and Discussion*)

Superintendent Ebert provided an [update](#) on the various federal funds made available to Nevada, totaling \$1.7 billion. These funds were distributed in several phases, starting with the CARES Act, followed by ESSER I (Elementary and Secondary School Emergency Relief), ESSER II, and ESSER III. The funding was used to address pandemic-related challenges, such as health, mental health, learning loss, and efforts to reopen schools. The majority of these funds were allocated to local education agencies (LEAs), with a smaller portion remaining at the state level for broader initiatives.

The CARES Act provided a large pool of funding, which was primarily used for pandemic-related needs like cleaning supplies and security measures. ESSER I provided \$117 million, with 90% of it going to LEAs for addressing learning loss. ESSER II and Gear funding amounted to \$477 million allocated to Nevada, once again with 90% directed to LEAs. The third round of funding, ESSER III, resulted in approximately \$1 billion for Nevada, with the requirement to obligate the funds by September 2024.

Superintendent Ebert emphasized that in Nevada, legislative approval was needed for the expenditure of these funds, which is not the case in all states. This process contributed to some delays compared to other states, but Nevada made significant progress in ensuring funds were used appropriately. The funds were allocated for a variety of purposes, including professional development, instructional materials, and learning devices.

In terms of fund tracking, the department has faced challenges in ensuring all funds were expended on time. Although some funds were reverted, overall, the state has made strong progress, with a high percentage of funds already spent or reimbursed. Moving forward, the department will continue to monitor and manage the funds to ensure they are used for their intended purposes.

Several board members proposed additional topics for future meetings, including the potential for a full board review and sign-off on the Innovation Committee's work, clarifying the use of "charter" in school names, and reviewing the role of the State Board of Education in the development of the STIP (Statewide Education Plan). There were also discussions about providing updates on the new "Read by Grade 3" law and the possibility of adjusting the timeline for state testing to allow for a later testing period in the year.

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

- State Board of Education, By Laws
- Absenteeism/Truancy
- Developmental Delay, Disabilities Education Act IDEA

## **17. Public Comment #2**

Public comment was received by the following:

- a) Anna Binder
- b) Ed Gonzalez

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

## 18. Adjournment

Meeting was adjourned at 2:22 P.M.

### Appendix A: Statements given during public comments

1. Ryan Reeves, Chief Operations Officer, Academica Nevada
2. Ed Gonzalez, Community Member
3. Alexander Marks, Nevada State Education Association
4. Kyle Kemp, Accountability Coordinator, Washoe County School District
5. Anna Binder, Community Member
6. Ed Gonzalez, Community Member

### Appendix A, Item 1: RYAN REEVES

Good morning, Ryan Reese. For the record, I am the Chief Operating Officer of Academic Nevada, a back-office service and support company serving 35,000 students attending Nevada's public charter schools.

Vice Chair, members of the board, I wanted to speak today on item sixteen, which concerns future agenda items. I have had the opportunity to appear before the board a couple of times.

There are some new members now, and with today's officer elections, there will be new leadership. I simply wanted to ensure that the at-risk funding model remains a priority as you determine future agenda items. Senate Bill 503, passed in May 2023, gave this board the responsibility to establish the factors that define an at-risk student.

It has been 596 days since that time, and this action has not yet taken place. No permanent regulation has been enacted to define these factors, and the current funding mechanism in use is illegal.

Previously, the funding model was illegal due to racial and gendered demographic factors. Now, it is illegal because it cannot be audited, is controlled by a private company, and is subject to changes in computation without public consultation or board action. Therefore, it must change—and it must change quickly.

I am incredibly grateful for the steps that have already been taken, the inclusion of this issue on prior agendas, and the fact that a workshop has already occurred. The next step is for the regulation to be passed, and I simply ask that this issue remains a priority as leadership and membership change within this board.

Thank you.

### Appendix A, Item 2: ED GONZALES

First of all, I want to congratulate the new board members, Member Danielle Ford and Member Dr. Tricia Braxton, who is my representative. I look forward to working with you. It is an honor to serve and to be elected by your constituents.

Before the Vice President moves on to the agenda item, I just wanted to acknowledge that.

The second thing I want to address is item ten regarding the reorganization. It should come as no surprise to this board that I am speaking on this matter. First, I once again ask this board to reconvene the AB 469

Subcommittee. Given the situation CCSD has faced, I think we have heard from many different committees.

We have also seen the state Superintendent appoint a compliance monitor and question the Superintendent. I believe it is imperative that this board continues its work on financial matters and possibly considers additional regulations.

I ask this board to continue the process it has undertaken in the past. I also want to acknowledge the regulation that was passed, which I believe has helped the situation.

Additionally, I want to give credit to the district and Superintendent Dr. Brenda Larson-Mitchell. She has been held accountable—just as a CFO would be when there are budget issues. I believe she has answered the state Superintendent's questions honestly. While I strongly disagree with some of those answers, honesty should always be recognized. Furthermore, they have provided recommendations on how to prevent similar issues in the future.



That said, there are still compliance concerns. While I disagree with some aspects, I acknowledge that the district has admitted noncompliance with certain issues. Historically, they have not met the 85/15 compliance threshold. Some claim it's closer to 95%, but reports indicate it is at 79%, along with other concerns. I also want to highlight a key issue: at the end of the day, this school district opposes this bill. They want centralization. I want to reference a RAND study from the late 1990s, which highlighted two critical points. First, it stated that schools cannot implement changes or establish operational models if all expectations and controls of a centralized system remain intact. Second, the study emphasized that school boards, superintendents, and central office staff must commit to long-term decentralization and enable schools to use their independence for the benefit of students. This study focused on school district decentralization. Another significant point in the study discussed accountability within school districts when changing models. It stated that we must find ways to hold schools accountable without dominating local decisions or enforcing standardized practices. Over the past seven years, we have struggled with this distinction.

I want to touch on one more important issue regarding recommendations. Dr. Brenda Larson-Mitchell has presented recommendations similar to those proposed by Member Carlton when she led the Community Budget Advisory Committee. Unfortunately, those recommendations were not implemented. With a change in Superintendent and CFO, I am hopeful we can make progress. This has been a significant and ongoing issue. The board has held many meetings on the subject, and I recognize that I am asking for even more. However, for the benefit of Clark County students, as well as the parents, teachers, staff, and principals serving on school organizational teams, continued action is necessary. Thank you, Madam Vice President.

### **Appendix A, Item 3: ALEXANDER MARKS**

First, I would like to welcome the new board members. We look forward to working with each of you to ensure a high-quality public education for every Nevada student.

With the governor's State of the State address and the 83rd legislative session just around the corner, public education continues to be one of the top priorities in this state. This session presents an opportunity to address critical issues such as optimal funding, class size reduction, and universal school meals. Last session, NSEA's Time for 20 campaign helped secure historic salary increases for educators across the state. This upcoming session presents an opportunity to build on that progress by making those raises permanent and meaningfully addressing class size reduction. This means continuing the work set forth by the Funding Commission to close the \$4,000 per-pupil funding gap below the national average. This funding gap also hampers progress on student achievement and class size reduction.

If Nevada is serious about providing every student with a quality education, we need bold leadership and real investment in our public schools. This means avoiding proposals that divert public dollars to private interests, such as private school vouchers and Hollywood giveaways. Last session, we asked whether Nevada prioritized schools or stadiums. This session, we will be asking whether the state prioritizes schools over studios and private school vouchers. We must realign Nevada's priorities to achieve optimal funding.

We also have the opportunity to adopt recommendations from the governor's K-12 Education Task Force, particularly regarding the extension and expansion of universal school meals. Free, nutritious meals for all students have proven benefits, including enhanced learning, healthier eating habits, and improved health outcomes.

Throughout the session, educators from across the state will amplify their voices, sharing powerful stories and firsthand experiences that highlight the pressing needs of our schools, the challenges faced by educators, and the

resources required to ensure every student has the opportunity to thrive. We hope their insights will serve as a call to action—reminding our elected officials and policymakers that meaningful change begins with listening to those on the front lines of education and prioritizing the needs of our public schools, educators, and students. Thank you.

**Appendix A, Item 4: KYLE KEMP**

Dear Members of the State Board of Education,

This public comment is intended for agenda item 14: Information and Discussion Regarding the Educator Data Dashboard (January 8, 2025).

We in the Washoe County School District acknowledge the intent of the NDE dashboard to improve transparency but have serious concerns regarding its potential to compromise teacher privacy, student confidentiality, and school-level scheduling autonomy.

1. **Teacher and Professional Privacy:** Publicly displaying teacher names, especially for small classes with fewer than 10 students, risks exposing sensitive information about individual staff assignments and roles. This is particularly concerning for specialized programs like special education or English Learners, where smaller rosters could unintentionally reveal details about vulnerable student populations or specific teacher assignments.
2. **Distorted Perceptions of Resource Allocation:** Including small, specialized classes or programs alongside general education sections creates the appearance of inequity and inefficiency, potentially misleading stakeholders about how resources are allocated. Without proper context, this could lead to unnecessary criticism or misunderstandings.
3. **Accuracy and Comparability of Data:** The use of the Frequency Weighting Mean Class Size (FWMCS) calculation requires careful vetting and explanation to stakeholders, as it may not accurately reflect teacher workloads or classroom dynamics, especially for team-taught classes or sections with dual-credit enrollments. Additionally, discrepancies in SCED code alignment across districts raise concerns about data comparability and reliability.
4. **Impact on School-Level Scheduling Power:** Schools operate under unique circumstances and require flexibility in managing their schedules and staff assignments. By centralizing and publicizing such granular data, this dashboard could unintentionally undermine local decision-making and scheduling autonomy.

We recommend the following:

- Mask teacher names in the dashboard and replace names with the state staff ID or teacher license number.
- Suppress rosters for classes with fewer than 10 students to align with existing Nevada Report Card privacy standards.
- Note the existence of multiple teachers who may also be supporting the classes.
- Conduct a full SCED code review to ensure alignment across districts and that we are accurately accounting for courses that align the use of Frequency Weighting Mean Class Size (FWMCS) calculation to account for what the average student experiences.
- Provide aggregated, quarterly or monthly data snapshots instead of daily updates to avoid misinterpretation of "live" data.
- Clearly communicate the intent and the limitations in the calculations of the dashboard to stakeholders to prevent confusion.

While we support efforts to improve data transparency, it is imperative that we balance this with respect for educators' privacy, student confidentiality, and the autonomy schools need to serve their communities effectively.

Sincerely,  
Kyle Kemp: WCSD Accountability Coordinator

**Appendix A, Item 5: ANNA BINDER**

Thank you, Madam Chair.

Superintendent Ebert, members of this board, and Ms. Binder, for the record, I am here today because, as most people know, I am a mother of six. Three of my children have autism, each with varying needs across the spectrum. My youngest son attends a Title I, two-star school.

A few years ago, we lost an incredible J1 teacher to a four- or five-star school, and since then, my son has struggled academically. He has been stuck with a long-term substitute and has not been progressing. Now that he has moved up into the primary autism class for grades three to five, his current long-term substitute happens to be his former SBTA. She is also a mother to a 15-year-old nonverbal autistic son who attends high school with my 15-year-old autistic son.

She is an amazing educator. This year, under her instruction, my son, Legend, achieved the highest MAP growth in her class—something he has not experienced since his former J1 teacher. The past few years have been incredibly difficult, fighting for the support he needs, but she stepped in, pursued her ARL, and has managed to do all of this while working full-time and caring for her own child. I can't imagine how she has done it all.

When I asked her what she wanted for Christmas, she told me she had applied to be the primary autism teacher for the three-to-five class. Our school currently has two openings—one for the K-2 class and one for the 3-5 class. She met with everyone, checked all the requirements, and applied. However, despite passing her Praxis exams and only needing to complete the autism portion, she was denied the position because she attends GCU, which does not offer the specific autism checkbox required. If she had pursued a different pathway, the district would have hired her as a full-time teacher with benefits and provided a three-year period to obtain her autism endorsement. But because she took the ARL route, she is not afforded that same grace period, despite being one of the most qualified and effective educators—not just for my son, but for all the children in her class.

I told her I would be here today to advocate for her. This seems like an issue that the state can help resolve. If this happened to her, how many others are experiencing the same challenge? Over the years, when educators have brought these issues forward, efforts have been made to find solutions. She is working full-time but is being paid as a long-term substitute with no health benefits—for what reason?

Thank you.

**Appendix A, Item 6: ED GONZALEZ**

My name is Ed Gonzalez, and I am a community member of the Hickey Elementary School Organizational Team.

I am speaking today because Nevada Reading Week takes place from March 3rd through 7th. As you know, Hickey has always invited the entire State Board to come and read. Our namesake, Lillian Luhan Hickey, was a member of the State Board of Education and the first Hispanic Latina to serve on the board.

We have had the honor of welcoming President Dockweiler, Vice President Hughes, Member Carlton, DAG Gardner, and many others. If you see me walking into a room chatting with people around this time of year, I'm usually asking about their participation. It's always a lot of fun. Hickey is located in the northeast part of town—technically in CD4—but most of our residents live in CD1, so we're right on the border of multiple districts.

Invitations will be sent out soon. Superintendent, we would be honored to have you join us, though we understand it's legislative session. Many of the people I invite are involved in the legislative process, which makes scheduling a bit unpredictable. They might commit on a Monday, but then a bill comes up, and suddenly Monday turns into Tuesday, then maybe Thursday, but I think it's Wednesday, and it ends up being Friday. Odd-numbered years always bring a different dynamic.

That said, we will be inviting everyone, and if you are able to visit Hickey, we would be honored, as always. If not, we encourage you to take the opportunity to read at a school within your district or with the State Superintendent. I'm sure you'll be participating up north as well.  
Thank you so much, Madam President.