

**NEVADA DEPARTMENT OF EDUCATION
NEVADA STATE BOARD OF EDUCATION
JANUARY 10, 2024
2:00 PM**

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

DRAFT SUMMARY MINUTES OF THE BOARD MEETING

BOARD MEMBERS PRESENT

Felicia Ortiz, President
 Dr. Katherine Dockweiler, Vice President
 Joe Arrascada
 Rene Cantu
 Maggie Carlton
 Tate Else
 Tim Hughes
 Michael Keyes
 Angela Orr
 Mike Walker

BOARD MEMBERS ABSENT EXCUSED

Tamara Hudson, Board Clerk

DEPARTMENT STAFF PRESENT

Jhone M. Ebert, Superintendent of Public Instruction
 Ann Marie Dickson, Deputy Superintendent for Student Investment Division
 Lisa Ford, Chief Strategy Office
 Christy McGill, Deputy Superintendent for Educator Effectiveness and Family Engagement
 Megan Peterson, Deputy Superintendent for Student Investment Division
 Barbara Bidell, Education Programs Professional
 Angie Castellanos, Administrative Assistant
 Cindi Chang, Director
 Joan Jackson, Education Programs Professional
 Sandy Julian, Administrative Assistant
 Dr. Kevin Marie Laxalt, Education Programs Professional
 Mandy Leytham, Education Programs Professional
 Mark Rincon, Education Programs Professional
 Craig Statuki, Education Programs Professional

LEGAL STAFF PRESENT

David Gardner, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE

Elizabeth Avila, Washoe County School District
 Jerrad Barczynsyn, Assistant Director Southern Nevada RPDP
 Dr. Katherine Boughton, Director of Authorizing, Nevada State Sponsored Charter School Authority
 Todd Butterworth, Senior Education Researcher, Guinn Center

AUDIENCE IN ATTENDANCE, CONTINUED

Anna Colquitt, Guinn Center
Pam Couperthwaite, Clark County School District
Kristen Davis, Read by Grade 3 Strategist, Keller Elementary
Shannon Garcia, Reading Specialist, Oasis Academy Charter
Amanda Grotting, Learning Facilitator, Esther Bennett Elementary School, Washoe County
Patricia Haddad, Clark County School District
Melissa Hardman, Literacy Coach at Freedom Classical Academy
Annie Hicks, Director of Northeastern Nevada RPDP
Jennifer Hyder, First Grade Teacher at James Gibson Elementary
Cheryl Macy, Clark County School District
Theresa Marler, First Grade Teacher, Empire Elementary School
Laura Ricks, Literacy Specialist, Empire Elementary School
Jamie Rolette, Academic Strategy Specialist, Oasis Academy Charter School
Jami Rowler, Oasis Academy Charter
Dr. Chelli Smith, Director of Southern Nevada RPDP
Michael Stewart, Guinn Center
Melody Thompson, Nationally Certified School Psychologist
Kayla Zemke, Fourth Grade Teacher at Freedom Classical Academy

1. CALL TO ORDER, ROLL CALL, PLEDGE OF ALLEGIANCE

Meeting called to order at 2:00 P.M. by President Felicia Ortiz. Quorum was established. President Ortiz led the Pledge of Allegiance and provided a land acknowledgement.

2. PUBLIC COMMENT #1 (*A complete copy of their statement is available in Appendix A*)

The following are public comments submitted via email.

- a. Adriana Rider, student, provided comment regarding agenda item 8.
- b. Amanda Wesatzke, student, provided comment regarding agenda item 8.
- c. Diego Rosales, student, provided comment regarding agenda item 8.
- d. Kaitlin Hansen, student, provided comment regarding agenda item 8.
- e. Mag Gaming, student, provided comment regarding agenda item 8.
- f. Mailia Poblete, student, provided comment regarding agenda item 8.
- g. Paige Shipp, student, provided comment regarding agenda item 8.
- h. Sylar Lange, student, provided comment regarding agenda item 8.
- i. Vagstuten, student, provided comment regarding agenda item 8.

3. APPROVAL OF FLEXIBLE AGENDA

Vice President Katherine Dockweiler moved to approve a flexible agenda. Member René Cantú seconded. Motion passed.

4. PRESIDENT’S REPORT

• **Board Member Updates**

Member Hughes stated that he appreciated White Pine County for hosting him, President Ortiz, and other staff members from NDE. He mentioned that he enjoyed spending time with the students and faculty. President Ortiz mentioned that she was able to visit schools in Ely County.

• **Report on Workforce Talent Pipeline Summit**

President Ortiz mentioned that she attended the Las Vegas Greater Economic Alliance in December. She also mentioned that she was at a NAS conference in December and at the conference it was discussed the

careers that might be available in the next ten years. She also mentioned that she had conversations with people from the unions and trades, and the average age of trade workers today is 43 years old. She reiterated the importance of not steering kids away from the trades, but giving them that as another option.

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

Member Arrascada stated he was going to take a different approach regarding the update today. He mentioned that he wanted to recognize Jason Getty, a former member of the Nevada Board of Regents who passed away at the young age of 56. He recognized some of Mr. Getty's appointments and how he contributed to the System of Higher Education. He also requested a moment of silence.

5. SUPERINTENDENT'S REPORT

- **Introduction of New Staff Members**

Superintendent Ebert mentioned she would delay introducing the new staff member because she wasn't feeling well.

- **Listening Tour**

Superintendent Ebert mentioned that Deputy Superintendent Dixon, Deputy Superintendent Peterson, and herself were able to go to Elko prior to Ely. Additionally, she expressed surprise at a Meat Fabrication Facility in Wells, Nevada, where students work with steers, sheep, and pigs. She also mentioned that they drove to Jiggs, Nevada where they were welcomed by a one room schoolhouse with nine students ranging from K – 8th grade. She went on to state that some buildings across the State hold 3,000 students and nine students in them.

- **Acing Accountability**

Superintendent Ebert reported that the NAS meeting tomorrow is in Mesquite, and they will be talking about Acing Accountability.

6. CONSENT AGENDA

Member Dockweiler stated she didn't necessarily want to pull item 6g but had a question about it. Member Hughes stated that he also had a question regarding item 6c. Member Arrascada also had a question regarding item 6b.

Member Dockweiler stated that on item 6g, possible approval of an adjustment to the 2024 State Board Meeting Calendar, there is no supporting materials online and she was wondering if someone could just verbally explain what that was about.

President Ortiz stated that she noticed that the Board had approved a meeting schedule that had a meeting on August 28th and then another one on September 4th. She mentioned that the only change would be is the August 28th meeting to be moved to July 31st.

Member Hughes stated that his question was about the accountability metrics in the CTE report. He asked if someone from the Department would be able to elaborate how the results were attained. Craig Statucki, Education Programs Professional, stated that like last year they are self-reporting. He also mentioned that in terms of holding them accountable, visitation to every high school happens and stated that most schools are also sub-recipients to Perkins V.

Member Arrascada asked about item 6b, he wanted to know if it has been presented to the Academic Research and Student Affairs Committee with the Board of Regents. Director Cindi Chang stated the

process to the Board. Superintendent Ebert asked Member Arrascada if he was specifically asking of the research committee. Member Arrascada stated that was correct, Academic Research and Student Affairs. Director Chang mentioned that she didn't believe that is an additional step that the statute requires but that she would double check. Member Arrascada stated that he didn't think it was a requirement.

Member Hughes moved to approve the consent agenda. Vice President Katherine Dockweiler seconded. Motion passed.

7. INFORMATION AND DISCUSSION REGARDING IMPLEMENTATION AND PERCENTILE SCORES FOR THE READ BY GRADE 3 PROGRAM (*Information/Discussion/Possible Action*)

Dr. Kevin Marie Laxalt, Education Programs Professional, Joan Jackson, Education Programs Professional, and Mandy Leytham, Education Programs Professional, provided a PowerPoint presentation regarding the [Read by Grade 3 program](#). Melody Thompson, Nationally Certified School Psychologist, also provided a PowerPoint presentation on [Analyzing the Data](#).

The Board received a presentation on the implementation of the Read by Grade 3 Program from Dr. Kevin Marie Laxalt, Joan Jackson, Mandy Leytham, and Mark Rincon.

President Ortiz asked on the piece of the legislation, did that one come with any sort of fiscal notes. Dr. Laxalt stated that their team analyzed AB400, but they would need to do more research on it and get back to the Board. President Ortiz stated that she does hope a fiscal note is associated with this piece of the legislation. Member Carlton mentioned that President Ortiz might be able to find something but with the effective date of 2028 since they are only required to do fiscal notes within a certain biennium. She also mentioned that an estimate would be able to be given. Member Dockweiler also asked if the piece regarding literacy specialist doesn't go into effect until 2028, is the 2019 AB289 currently in place. Dr. Laxalt stated that she believes it is in the time shift between two pieces of legislation. President Ortiz asked Deputy Attorney General, David Gardner if he could elaborate if the former legislation is in effect until that point. Deputy Attorney General David Gardner stated that's typically how it works but he would do quick research and try to get an answer quick.

Member Orr asked if Dr. Laxalt could explain the difference at the site or district level in the literacy specialist. Dr. Laxalt said that the Board is responsible for the training requirements, and she mentioned that currently AB 289 of 2019 does not require literacy specialists to provide direct intervention services and intensive instruction to pupils. Member Orr requested more clarification. Dr. Laxalt clarified and mentioned that what the law states is there is a literacy specialist at every school site or shared between sites, that person then can train teachers and those teachers then must be currently providing intervention and intensive instruction service. She went on to say that due to staffing shortages, currently there are teachers doing the literacy specialists role on top of being the classroom teachers and that sometimes societal impacts an education impact.

Mandy Leytham, Education Program Professional from the Office of Teaching and Learning gave her presentation.

President Ortiz asked if there are plans to create a simple infographic for families and parents to understand this. Joan Jackson, Education Programs Professional, stated a flowchart will show the different stages and

that would be a one-page type of document. Member Orr wanted clarification on whether the IEP or 504 plan needs to state that disability does impact reading. She went on to say that students can have many disabilities that don't necessarily have any impact on reading. Joan Jackson, Education Programs Professional, stated that was her understanding in reading the language of the law but that she deferred to the Deputy Attorney General. David Gardner, Deputy Attorney General, stated that yes, that's the way it looks to him. Member Orr had a follow-up question and inquired if there are any exemptions to students who have been homeschooled, come from out of state, or come from a place where there is no access to proof of intensive remediation and reading. Joan Jackson mentioned that not at this time. President Ortiz stated she thinks that it's something the Board might need to put in the regulation calendar to address. Deputy Attorney General, David Gardner stated that the Board can do regulations now, but they would not be enforced until 2028.

President Ortiz asked Angie to make sure and put on a future agenda item topic for the Board.

Member Dockweiler stated that the Board could take action on a few good-cause exemptions.

Member Orr asked how to collect data on what is working and then use those as models, she also mentioned having hose schools present at conferences.

Mandy Leytham, Education Programs Professional, mentioned that with the Nevada Press Project they use an outside evaluator and she stated that she can provide the Board with the report. She went on to say that the School Implementation Guide is based off the law.

Member Orr asked if there is any collection of data that the Board can see how many students were successfully reintegrated into grade level reading based on the intensive remediation or intensive instruction in reading in schools or is all of the data stored at an individual school site or in a district database. Mandy Leytham, Education Programs Professional, stated that the question is difficult to answer because of the teacher observation part.

Superintendent Ebert stated she wanted to double down on Member Orr's question and the whole discussion this evening about where the law started and where it is today, and the collection of the data was strictly at the school level and school district level. She went on to say that through the Governor's Acing Accountability and now are exposing it at the state level.

Member Hughes asked which states have a similar process and are effective. Mandy Leytham, Education Programs Professional, stated that this was AB 400 of 2023 and it was written by the Governor and mentioned that Mississippi has been having success rated when they implemented mandatory retention. She also offered to provide the Board with a list of states and possibly some of the data that goes along with that. Member Hughes also asked about the vision and strategy and mentioned that the question might be for Superintendent Ebert.

Superintendent Ebert stated that SBAC testing is a federal requirement and that the state does not have the capability of shifting it.

Member Hughes requested clarification over Read by Grade 3 and what the Board has control over. President Ortiz stated that the Board was in unique position with having the authority to align it to or vision.

Member Carlton mentioned that section 72 with the good-cause exemptions the wording is not very clear and mentioned without a regulatory process at the individual school districts to give principals and teachers a road map to accomplish this.

Member Else stated he thinks the Board should take this as an opportunity and start working together to come up with a better solution for our kids.

Mandy Leytham, Education Programs Professional, wanted to make sure that the Board is aware that even though the program is called Read by Grade 3 Team, the program does work and collaborate with Office of Early Learning. She also clarified that the team collaborates with Pre-K all the way through elementary school and are not just hyper focused on third grade.

Mark Rincon, Education Programs Professional, gave his presentation to the Board.

President Ortiz stated that she would like to make sure that the literacy plan includes guidance and resources for teachers that are teaching our emerging multilingual students.

Superintendent Evert stated Member Orr has voluntarily raised her hand to serve on this group as well, so she'll be your representative as the State Board Member.

Laura Ricks, Theresa Marler, and Melissa Harman gave their presentation to the Board.

President Ortiz asked which agency is responsible for the background checks. Superintendent Ebert stated that the background checks first go through the Department of Education and then it goes to the Department of Public Safety, and finally comes back to the Department in an approximate timeline of 30 days.

Kayla Zemke stated she is a fourth-grade teacher at Freedom Classical, she shared with the Board some of the successes and some of the barriers. Member Orr stated that she thinks there is potential to modernize the individual student plan.

Jennifer Hyde provided the Board with a presentation on the successes of adoption of MAP as a common assessment. President Ortiz asked if there would be professional development opportunities provided, if teachers would be paid, and if the engagement would be of high quality, in order to improve attendance. Jennifer Hyde stated absolutely, yes.

Member Orr asked Superintendent Ebert about the emergency executive order during the pandemic the Governor had issued of allowing many people who did not have the necessary 60 credits at the college level for a sub license were able to a sb license during this time. She wanted to know if the Department might consider doing a sub license for people like instructional assistants who are full-time employed by the school but do not have the necessary credits. Superintendent Ebert mentioned that there were a lot of

strategies that were used during the pandemic and mentioned that the Commission on Professional Standards is the group that does that work. Member Else mentioned that he had also inquired about this possibility, and he mentioned that Director Briske had stated that they're exploring different options.

Kirsten Davis presented the Board with her presentation. President Ortiz asked about the payment providing pay for teachers to come in on Saturdays or to stay late and things like that if this was leadership or a money issue. Kirsten Davis stated that for her it's her personal philosophy of we've got to do what's best for these children and mentioned that she thinks it's a little bit of both. She mentioned that when teachers are strong, obviously, the students show the results that we need and they're able to do more.

President Ortiz asked the presenters if there was any one thing you would change what would it be. Melissa Hardman stated that she thinks the biggest issue is having trained licensed teachers and stated that if you don't have the training then you're not prepared to teach. Kayla Zemke mentioned that one thing that she can always use is time. Jennifer Hyde stated for her it would be more curriculum resources. Kirsten Davis stated that it would be to incentivize quality teachers.

Shannon Garcia, Jamie Rolette, and Elizabeth Avila provided the Board with their presentation. President Ortiz asked them about the letter that goes out to parents and if the wording had improved. Elizabeth Avila stated that the letter has not changed but she usually lets the parents know before she schedules a conference.

Amanda Grotting gave her presentation to the Board. President Ortiz asked if they could provide some solutions with chronic absenteeism that they've seen implemented. Amanda Grotting mentioned that at her current school they have weekly behavior and attendance meetings which include counselor, deans, principals, and social workers. She stated that they collaborate on what's going on with the families and they divide on who's going to call the family and see what's going on with the families. Elizabeth Avila also stated that oftentimes if the children have not shown up or several days administration and counselors have the opportunity to do a home visit.

Member Orr stated that she would like everyone to remember that the Read by Gade 3 law focuses on is intervention and mentioned that it is important that the Board never lose sight of the tier one grade level expectations when talking about all of this other work and Read by Gade 3.

Melody Thompson, Nationally Certified School Psychologist, provided the Board with her presentation.

Member Orr asked for further clarification on saying that the 16th percentile is part of the average. Melody Thompson, Nationally Certified School Psychologist, mentioned that for MAP, it is nationally normed and NWEA took thousands of students across the United States, and they created these norms based on the data. Member Hughes stated that caution needs to be used and not equate average with proficiency and mentioned that a clear distinction between students that are proficient and literate versus where they fall on a national reference. President Ortiz mentioned that she feels that one of the first challenges is that MAPs is being used. Member Cantu asked for clarification and stated that looking at the SBAC or MAP many students would be retained and mentioned that he feels like an alternative form of evaluation could be used. Melody

Thompson, Nationally Certified Psychologist, stated that she thinks an alternative form of evaluation is a great idea and if there was a way to look at students' progress over time as well.

8. INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE HIGH SCHOOL START TIME REGULATION (*Information/Discussion/Possible Action*)

The Board will hold discussion and take possible action to withdraw the draft regulatory language regarding high school start times.

President Ortiz explained that she is addressing this issue because the Board submitted a proposed regulation on high school start times to LCB in October-November, but the Board hasn't received any feedback. She stated that this usually implies a disagreement with our authority or concerns about the language. President Ortiz asked DAG Gardner for clarification or ideas on how the Board can open it up for discussion.

Member Keyes mentioned that he has prepared a statement and went on to say, that the Board is deciding whether to continue to advocate for a healthier school start time and went on to say that the Board may encounter resistance from individuals, but he feels that it is essential to prioritize the well-being in the academic success of our future generations. He went on to state a few of his personal experiences of having to start school by 7:00 a.m. He also mentioned that he believes that the long-term benefits far outweigh the initial hurdles and how a healthier start time contributes to improved mental health, reduced stress levels, and enhance overall well-being.

Member Carlton asked if the Board or Department had tried calling the LCB. Superintendent Ebert mentioned that the Department has not received anything in writing but that it was part of a conversation.

President Ortiz asked Deputy Attorney General, David Gardner about other options like sending it to LegCom or holding a public hearing and then sending it to LegCom. Deputy Attorney General, David Gardner mentioned that it seems like the Board did hear from LCB Legal and stated that it might've not been writing but through a conversation and this is typically how LCB would respond. Member Cantu mentioned that he thinks that the Department or Deputy Attorney General David Gardner need to have a more direct conversation and get back with the Board.

Member Hughes stated that when he was visiting White Pine with President Ortiz and they had asked the teachers and students what the top things was you would change, he mentioned that the second thing was start time.

President Ortiz asked Deputy Attorney General, David Gardner if he could follow-up with the LCB.

Member Keyes stated that he would like to see if the Board can reach a compromise with the districts.

Member Orr requested some clarification regarding the stance of the Superintendent Association. Member Else stated that the Superintendent Association has unanimously opposed to the start time regulation.

President Ortiz stated that the action item was for the Department to work on the survey that was committed to and requested that the Department bring back the survey for the Boards approval. Member Carlton stated that with all the work that has been done already shouldn't the Board wait for LCB's response. She stated that what if LCB comes back and says that the Board has no authority.

The first action item was for Deputy Attorney General David Gardner to follow-up with the LCB and second action item was for the Department to work on the survey that was committed to and bring back the survey to the Board for approval.

9. INFORMATION AND DISCUSSION REGARDING THE GUINN CENTER PHASE 3 REPORT

(Information/Discussion)

Todd Butterworth, Senior Education Researcher at the Guinn Center provided the Board with a PowerPoint presentation regarding the [National Education Rankings](#) and [Guinn Center Phase 3 report](#) on school funding as required by the Commission on School Funding.

Todd Butterworth gave his presentation on the Guinn Center Phase 3 report on school funding.

Member Hughes appreciate the presentation on proactive tech issues. He raised concerns about creating a separate system for rankings, which would still involve media and constituents. He went on to say this would make it appear as if the system was changing the rules, potentially putting more emphasis on national ranking. He also wanted to know how the information is being reconciled. Todd Butterworth mentioned that there are a few perspectives, but he stated that it would depend on how the scorecard was used. He asked the Board if the tool would be used for improving education. Member Hughes also stated that the state needs to think about global comparisons and not just state-by-state rankings. President Ortiz reiterated what Member Hughes just stated and mentioned that the students need to be Globally Prepared.

10. INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING UPDATING STATE BOARD OF EDUCATION GOALS *(Information/Discussion)*

The Board will discuss and explore potential action to update the goals of the State Board of Education.

The item was moved to the March 27, 2024, Board Meeting by President Ortiz.

11. INFORMATION AND DISCUSSION REGARDING THE SUPPORTS PROVIDED BY THE REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS *(Information/Discussion)*

The Board will hear a presentation from the State's Regional Professional Development Programs regarding their 2022-2023 Annual Report related to their regional projects and the support provided to the teachers and administrators in each region.

- Dr. Chelli Smith, Director of Southern Nevada Professional Development Program
- Ben Dickson, Director of Northwest Nevada Professional Development Program
- Annie Hicks, Director of Northeastern Nevada Professional Development Program

The item was moved to the March 27, 2024, Board Meeting by President Ortiz.

12. 4:00 P.M. PUBLIC HEARING TO SOLICIT COMMENTS ON PROPOSED REGULATION R073-23P AMENDING NAC 388A.300 AND NAC 388A.231. RELATING TO THE CHANGE IN SPONSORSHIP OF A CHARTER SCHOOL *(Information/Discussion/Possible Action)*

Dr. Katherine Broughton the Director of Authorizing for the Nevada State Sponsored Charter School Authority presented the Board with the proposed [regulation](#) revising the sponsorship of regulation. Dr. Broughton stated she was here today to present R073-23, which proposes regulatory changes to Nevada Administrative Code 388A.300. She went on to say that currently, if a charter school is not rated in the first, second, or third highest tier in the Nevada School Performance Framework, then the charter school cannot change sponsors. She went on to state that with this proposed regulatory change, if a one- or two-star charter school wants to change sponsorship, they can do so with the approval of their current sponsor and that this continues to ensure that all charter schools are held accountable for strong academic achievement while also acknowledging that the landscape is changing, which may make some sponsors a better fit for charter schools. She also mentioned that a change in sponsorship would also require the approval of the proposed sponsor as well as the approval of the charter school governing board.

Member Hughes asked if she could restate the thing we're solving for. Dr. Broughton stated that they're trying to create a mechanism that would allow a one- or two-star charter school to apply to change sponsors.

Member Hughes asked what happens if the school and their governing board wants to change, but the current authorizer refuses, which it sounds like in the updates would have to be true for them to be able to change sponsors.

Dr. Broughton stated if the current authorizer were to refuse, the charter school would not be able to change and that it needs the approval of both the current authorizer as well as the approval of the school's governing board.

Member Hughes stated this was one of the changes, but he thinks was in the original under number two section one, it mentions that another school district cannot be the sponsor, if it's outside of the geographic jurisdiction. Can you sort of explain, is there a legal reason why that needs to be true?

Member Keyes moved to approve the proposed regulation. Vice President Katherine Dockweiler seconded. Motion passed.

13. FUTURE AGENDA ITEMS *(Information/Discussion)*

- State Sponsored Charter School Authority presentation on performance outcomes

Member Hughes and President Ortiz requested the presentation on performance outcomes to be added to the agenda.

- Literacy Implementation and the Science of Reading

Member Dockweiler stated that in a future agenda item she would like to discuss the next step with Read by Grade 3.

- Reporting requirements for Local Education Agencies

Member Orr stated that she thinks it would be great to have each department say which reports they require and help eliminate any kind of duplicated reports.

- Subcommittee to work on the Read by Grade 3

President Ortiz stated she would like to setup a subcommittee with the full board.

14. PUBLIC COMMENT #2

No public comment

15. ADJOURNMENT

Meeting was adjourned at 7:03 P.M.

APPENDIX A: STATEMENTS GIVEN DURING PUBLIC COMMENT

1. Adriana Rider, student, provided comment regarding agenda item 8.
2. Amanda Wesatzke, student, provided comment regarding agenda item 8.
3. Diego Rosales, student, provided comment regarding agenda item 8.
4. Kaitlin Hansen, student, provided comment regarding agenda item 8.
5. Mag Gaming, student, provided comment regarding agenda item 8.
6. Mailia Poblete, student, provided comment regarding agenda item 8.
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APPENDIX A: STATEMENTS GIVEN DURING PUBLIC COMMENT

APPENDIX A, ITEM 1: ADRIANA RIDER – PUBLIC COMMENT #1

Dear Board of Education,

I am Adriana Rider, a high school student at North Valleys High School. I am highly concerned with the discussions on high schools starting earlier. At the current start time, high school students have a really hard time focusing in the mornings because of how the teenage circadian rhythm works. Not only are early start times hard on our bodies but also hard on our brains, at this age we are in a pivotal moment in brain development and without that well needed sleep, school productivity is going to be at an all-time low. In many studies done by psychologists they have proven that teens need 8-10 hours of sleep to ensure peak productivity and early start times limits that opportunity to be able to get that sleep. Some people would just say go to bed earlier, but that is not how teen circadian rhythm works. Even if we tried to go to bed earlier, we wouldn't be able to because our brains are not regulated like adults. In my personal experience waking up early to get to school on time takes a toll on my mental health. I get more depressed as the year goes on because of the lack of sleep. I have more stress because of how much of a mental strain it is to try to figure out math problems or take notes on a lecture so early. I perform well in school, but it doesn't come without a price, I get stressed because of the work that we are asked to do in class so early in the day and it feels like my only chance to sleep is the weekends and that doesn't even help. I'm still mentally exhausted by the time Monday comes around. In my morning classes I always see at least 2 students sleeping. Having later start times could improve attendance in schools, improve grades, improve focus, and improve the mental well-being in students. Not only is mental health and the circadian rhythm big factors but so in the safety of students. Waking up even earlier can be dangerous for students, I have friends that have to walk 2 miles in the dark because of when school starts now. I could only imagine how terrifying that could be for students that have to walk that distance in worse neighborhoods, like at Sparks High and Wooster High.

I am hoping by hearing the voice of a student, this will assist in rethinking earlier start times for high school students. I appreciate your time and consideration.

Thank you,
Adriana Rider

APPENDIX A, ITEM 2: AMANDA WESATZKE – PUBLIC COMMENT #1

Good Afternoon President Ortiz and members of School Board my name is Amanda Wesatzke and I am a student at Pahrump Valley High School. In regards to school start times, my High School starts at 8:15. I believe that this actively helps me to be more awake and ready to work in classes. If I had to wake up as early as 7 like other schools Vegas I feel like that would be to the detriment of my health and sleep schedule. I'm a member of Student Council which leads to me having many school activities along with homework and outside activities. This leaves little time for me to have my own free time and I can assure you the same thing can be said for students in Vegas who are also in student council, or those who participate in sports. They actively have less time for sleep and their own time because they have to wake up that early. Therefore, I believe the start time for schools should be moved to better improve sleep schedules of students and to have a decent amount of time outside of school for themselves.

APPENDIX A, ITEM 3: DIEGO RAMIREZ – PUBLIC COMMENT #1

The following is a public comment for the January 10, 2024 meeting:

"I'm writing today to the Board of Education to voice my continued support for implementing a later start time for our state's schools. I am a lifelong student of Clark County School District, and I care deeply about the quality of education being offered to students. I strongly believe that our unprecedentedly early start times in

comparison to the rest of the nation are one of the biggest issues keeping your students from thriving in a school environment. Such early start times are disapproved of by nearly every major health institute in the country, and are also huge contributors to chronic tardiness. I ask that the board continues to review this topic from the perspective of students, whose quality of life and education are being directly affected by the legislation and policy you make."

APPENDIX A, ITEM 4: KAITLIN HANSEN – PUBLIC COMMENT #1

Hello, I'm Kaitlin Hansen and I attend Pahrump Valley Highschool. I believe school should be kept around 8 AM because it helps me gain better sleep and more focus during school. My mornings can be pretty busy because I have seminary and sometimes morning practice before school. Then in the afternoons I have practice, dance class, and my job. There are some nights I stay up late trying to finish an assignment and don't get to bed till midnight. Pushing school to eight was the best thing for me because I am able to receive rest from those late nights and be able to function in the morning.

APPENDIX A, ITEM 5: MAG GAMING – PUBLIC COMMENT #1

Schools should not start before 8am.

APPENDIX A, ITEM 6: MALIA POBLETE – PUBLIC COMMENT #1

Good afternoon, President Ortiz and members of the State Board. My name is Malia Poblete and I had the privilege of serving on this board and the students of Nevada for the school year 2022-2023. More importantly I write to you all as a CCSD student for the entirety of my schooling career, and as a high school senior at Durango High School. Today I wish to address item number 8 on your agenda to work on later school start times and the possible withdrawal of the topic. I had the honor of having the opportunity to take part in this project and hear from not just students but parents and staff from all across the state on this topic. While this year I haven't been able to be completely hands-on with it, I know that Michael has done an excellent job of keeping the work I've done prominent, while also continuing to bring new inventive ideas to the stage. Michael has done so much work behind the scenes that I believe some adults may not be aware of. On top of writing a blog post about your meetings for our students in Nevada, he has stayed persistent in getting students to speak up on the matter at our Student Body Presidents meetings and has held a high social media platform for all to see. As I have heard time and time again, adult issues have played a very strong role in preventing student issues from being resolved, and I still believe that has become the case. To the adults in the room, and to the adults that may be listening, I ask that you put yourselves in our shoes. The average high schooler who starts at 7AM and goes to sleep from 10 to 11 PM due to homework, athletics, or work, leaves 5-6 hours of sleep before having to get up and get ready. Asking us to solve math equations and read and comprehend long passages is an automatic yes in adult eyes, but this should not have to be the standard that we must accomplish every day. I won't list the facts you already know, but I do want to say this. I've heard that people set these times for us because they want us to adapt to the real world and how our life will be. I'm asking you all to consider giving us 14-18 year olds a chance to live out our teenage years with some sort of peace even if that means making start times at the latest at 8AM. I do hope you take this and other students' public comments into account before you make a final decision, but whatever the decision may be, I truly hope that it will be for the benefit of the students.

Thank you for your time.

Sincerely,
Malia Poblete
Nevada Association of Student Councils State President

APPENDIX A, ITEM 7: PAIGE SHIPP – PUBLIC COMMENT #1

Dear Board Members,

I am a current high school student who attends North Valleys High School. My school starts at 8am and I know it is beneficial to my school life as well as personal health. I attended a different high school freshman year which started at 7:20am. I noticed as I went to school around 7:15am everyday I was angrier and had worse attendance. Now as my school starts at 8am I am over 95% attendance and have been getting involved with more school events (theater, leadership, and other various clubs). I have found holding a job easier as I am not struggling to stay awake while on shift. Now I am able to save money for college and a better future. I also have been getting less sick as well as feel happier with the extra 30 minutes of sleep in the morning. So, I will hope you continue your discussions on later school start times and make a choice to help the other high schoolers in Nevada as we are a special place filled with the future.

Thank you,
Paige Shipp

APPENDIX A, ITEM 8: SKYLAR LANGE – PUBLIC COMMENT #1

Dear Board of education,

My name is Skylar Lange I'm a junior in high school and I go to North valleys high school, By making our start times early you would be making mental health issues higher, attendance even lower and grade averages lower. As someone who has had a long struggle with mental health due to school making us start earlier would be detrimental to me, I am already concerned with not being and doing good enough in school that having to get up earlier and try to function would not help at all, I also have many friends who struggle with mental health because of school and know they would agree. I also have friends that walk to school and they already have to get up way earlier than someone who drives or takes the bus and it's dark outside when they're walking, by the time they get to school the sun just starts rising, by making start times earlier you are putting people who walk in more danger. They're already tired of having to get up so early to make it to school on time, you don't function well when you're tired and these people walk on the side of the road while it's dark, you're putting them at risk to get hurt. Overall I'm saying that earlier start times are not going to help anything, it is scientifically proven that middle schoolers and teenagers function better later in the day.

Sincerely,
Skylar Lange

APPENDIX A, ITEM 9: VAGSTUTEN – PUBLIC COMMENT #1

I feel, given the current school start times, that I am unable to perform at my full potential and rather act as a dulled zombie with little energy to act as a fully capable student. With a later start time, I feel as though I could at least have the energy to be at my full potential, and I think, generally, most of the students I know would agree to that statement. Granted, I can not be assured that those people are necessarily a representative sample, so I'll just quote and link a collection of actual representative samples for adolescents in general.

<https://onlinelibrary.wiley.com/doi/10.1111/josh.12388>

"Most studies reviewed provide evidence that delaying school start time increases weeknight sleep duration among adolescents, primarily by delaying rise times. Most of the studies saw a significant increase in sleep duration even with relatively small delays in start times of half an hour or so. Later start times also generally correspond to improved attendance, less tardiness, less falling asleep in class, better grades, and fewer motor vehicle crashes."

I'm assuming that this is probably a quote that has already been mentioned to you all it is the conclusion of the main paper reviewing most studies on this specific policy. However, although you are likely tired of hearing it, that doesn't change the fact that it is the primary collection of evidence on studies in this subject, and, as a result, should be a determining factor on whether the board implements it, and as such, I do not mind using a hackneyed quote in this discussion.