Meeting Locations:

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<tr>
<th>Office</th>
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<th>City</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>Department of Education</td>
<td>9890 S. Maryland Pkwy</td>
<td>Las, Vegas</td>
<td>Board Room (2nd Floor)</td>
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<tr>
<td>Department of Education</td>
<td>700 E. Fifth St</td>
<td>Carson City</td>
<td>Board Room</td>
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SUMMARY MINUTES OF THE REGULAR MEETING

(Video Conferenced)

BOARD MEMBERS PRESENT:

In Las Vegas:
Tonia Holmes-Sutton
Samantha Molisee
Mark Newburn
Felicia Ortiz
Elaine Wynn
Victor Wakefield

In Carson City:
Pat Hickey
Teri Jamin
Dave Jensen – Departed at 5:15 p.m.
Beth Swanberg

DEPARTMENT STAFF PRESENT:

In Las Vegas
Steve Canavero, Superintendent of Public Instruction
Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement
Jana Wilcox-Lavin, Superintendent in Residence, Achievement School District
Rebecca Feiden, Deputy Director, Achievement School District
Kim Bennett, Administrative Assistant

In Carson City
Brett Barley, Deputy Superintendent, Student Achievement
Roger Rahming, Deputy Superintendent, Business and Support Services
Greg Bortolin, Public Information Officer
Dave Brancamp, Director, Standards and Instructional support
Lauren Hulse, Management Analyst 3
Shawn Osborne, IT Technician
Karen Johansen Assistant to the State Board

LEGAL STAFF PRESENT

In Carson City
Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE

In Las Vegas:
Lisa Medina, Principal, Monaco Middle School
Hector Arenas, Teacher, Clark County School District
Jimmy Rogers, Teacher, Clark County School District
Teresa Evans, Dean, Clark County School District  
Chris Mc Entire, Clark County School District  
Barry McLeod, Coach, Clark County School District  
Andre Yates, Human Resources, Clark County School District  
Ciara Owens, Teacher, Clark County School District  
Randy Cheung, Principal, Clark County School District  
Andre Long, Clark County School District  
Lisa Coruzzi, Opportunity 180  
Pam Hays, Principal, Clark County School District  
Roxanne James, Principal, Clark County School District  
Tracy Clark, ELL Division, Clark County School District  
Elysia Garcia, Monaco Middle School, Clark County School District  
Amanda Harris, Monaco Middle School, Clark County School District  
Alan Pease  
Silvia Heredia, Opportunity 180  
Zane Gray, Sierra Nevada College  
Pam Simmons, Cambeiro Middle School  
Greg Cole, Bailey Middle School  
Craig Knolls, Celerity Nevada Schools  
Vielka McFarlane, Celerity Nevada Schools  
Kendal Turner, Celerity Nevada Schools  
Celesta Deter, Celerity Nevada Schools  
Robert Blakeley  
De Quincy Taylor  
Robert Askey, Touro  
Isaac Stein, Clark County School District  
Gerald Bustamante, Clark County School District  
Ignacio Prado, Futuro Academy  
Jennifer Varrato, Clark County School District  
Ben Gerhardt, Nevada Virtual Academy  
Dan Newburg  
Kriste Yarberg  
Louise Ndolo-Hermann, Clark County School District  
Rebecca Aguilar, Parent  
Rosaura Negrete, Parent  
David Rago, National University  
Anabella Rivera, Parent  
Judy Mantle, National University  
Sofia Bravo, Monaco Middle School  
Danamarie Baraga, Learning Coach, Nevada Connections  
Christopher Elliott, Student, Nevada Connections  
Frank Malley, Learning Coach, Nevada Connections  
Margaret Kiser, Tom Williams Elementary School  
Johnnie Williams, Desert Rose High School  
Juana Birrueta, Tom Williams Elementary School  
Chris Daly, Nevada State Education Association  
Valerie Touchstone, Tom Williams Elementary School  
Melissa Osorio, Jerome Mack  
Melissa Ruiz, Jerome Mack  
Brian Ruiz, Jerome Mack  
Janice Polley, Desert Rose Adult School  
Fredy Olvera  
Tania Ruiz Villalobos
Allison Smith, University of Las Vegas
Jennifer French, Tom Williams Elementary School
Dawn Huckaby, Washoe County School District
Shannon Dash, Clyde Cox School
Amber Lopez Lasater, Clark County Education Association
Patricia Gaither, Matt Kelly School
Knyou Haijeg, Kelly and West Schools
Stacie Antosh, Matt Kelley School
Manny Lamare, OWINN
Caryne Shea, HOPE
Debra Butler, Mack Middle School
Bianca Cardoza, Clyde Cox School
Magdalena Vargas, Tom Williams School
Reyna Martin, Arturo Cambeiro
Daniel Pascual, Arturo Cambeiro
Fredy Morales, Parent
Jazmin Medina, Clyde Cox School
David Gomes, Nevada Peace Alliance

In Carson City:
David Carter, Board Member Elect District 2
Allison Combs, Nevada System of Higher Education
LeAnn Morris, Carson City School District
Natha Anderson, Washoe Education Association/Nevada State Education Association
Eian Gilbert, Washoe County School District
Jaimarie Dagdagan, Legislative Counsel Bureau
Mary Pierczynski, Nevada Association of School Superintendents
Melissa Burnham, University of Reno
Kirsten Gleissner, NWRPDP
Barbara Harris, Lyon County School District
Jerri Kerns, Lyon County School District
Patrick Gavin, State Public charter School Authority
Alberto Quintero, Governor’s Office
Adam Drost, Legislative Counsel Bureau

The meeting was called to order at 9:00 a.m. with attendance as reflected above.

Public Comment #1
Alan Pease, parent, said he knows Mr. Prado who was a teacher for one of his children at Walter V. Long School. His son was not up to grade level when he entered the school but by the end of the year he had made great improvements because of Mr. Prado. He cares about the education of children.

Valarie Touchstone, parent, stated Tom Williams’s Elementary School wants to stay in the Clark County School District (CCSD). Her special education son could not speak when he entered kindergarten. When he left kindergarten he spoke well and was at a second grade reading level. Their reading program is fantastic because of fantastic teachers. The teachers work with ELL and special education students on their own time to keep their math academic performance up with the other students.

Pamela Hays, principal, Priest Elementary School spoke for her staff and invited the community to see what they are doing at her school. They were recently placed into the turnaround zone and they are making gains. They would like to remain in CCSD and continue the gains they have made with the community.
Pam Simone, principal, Cambeiro Elementary School, spoke on behalf of the students, parents and staff for the Achievement School District (ASD) take over. She has been at the school four years. Every school and student is unique and that should be taken into consideration when determining which schools are ASD. They are making gains and would like to seek six years to show that growth.

Melonie Bolen stated she is a volunteer and three of her children attend Clyde Cox Elementary School. She has watched the school work past challenges and watched her children grow, and they have made many changes. Her nine year old son has been diagnosed with mental disorders and has a hard time with change. She is fearful of the changes for him if the school enters the ASD.

Kristy Yarberry, principal, Dean Peterson Elementary, said she is speaking on behalf of the parents, students and staff at her school. The transiency at her school is at least 50 percent and it is a hard lift. They made 25 - 30 percent academic gains last year. She asked that instead of moving their school into the ASD causing demoralization in the school, to allow them the time and stability to continue to grow and make progress in the CCSD.

Barry McLeod, coach, stated he is a volunteer at Mack Middle School. He said Principal Roxanne James, gets it and cares about the students. Their hard work is paying off. He thanked Member Ortiz for taking the time to come to the school and receive 788 signatures from students wanting their school to stay the same. It cannot always be about test scores, it must also be about uplifting and building their self-esteem and knowing it is a safe zone with people who care.

Ciara Owens, educator, Monaco Middle School, stated she has been an 8th grade science teacher at Monaco school for the past four years. During her time there Monaco has grown in academics and positive school climate. Students need to be supported not just academically but also emotionally and know their educators care about them. Their students receive a quality education, life skills and the school is part of the community.

Randy Cheung, principal, Craig Elementary School, provided a petition the school’s parents have signed totaling 100s of signatures. They are similar to the other schools mentioned today and it is their fourth year as a Zoom school. They have made adjustments and their kids will thrive if given the chance. He asked that the kids are put first.

Freddy Alvera said he supports Tom Williams’s Elementary School and he has a son that attends the school. He is making progress and the school helps him as a parent. He said he would appreciate giving the school a chance.

Frances Vera, parent, Tom Williams School, said her son has autism. At the beginning of the school year it was hard for him to adjust, but with the help of his teachers he has improved so much. He talks more and is learning. She asked what will happen to her son and his teachers if they become a charter school. He will have to start all over again with new teachers. His teachers know the students and they care, every morning he runs into his teachers arms. Please give them a chance and allow them to stay in CCSD.

Dananarie Baraga, parent, Nevada Connections Academy, said the students and Nevada Connections receive guidance, safety, love and one on one attention from the teachers. Her son was diagnosed with ADHD. The school taught him how to learn at his pace and taught her how to support his learning.

Melissa Osorio, parent, Jerome Mack School, spoke in Spanish and a translator was provided. She is the mother of six children and does not want the school taken from them. Four of her children attend Jerome Mack and all have received a good education. The school has progressed in education for all students.

Unidentified, parent, Monaco Middle School, spoke in Spanish and a translator was provided. The principal has provided education and understanding for their children in Monaco Middle School.
Annabella Rivera, parent, Monaco Middle School said her 14 year old cousin had undiagnosed special needs, is hard to teach and has a short attention span. She did not improve until she arrived at Monaco Middle School. Her cousin had a hard time speaking and making friends, but now speaks in full sentences and has a full set of friends. The teachers are caring, passionate and care about all of their students. She asked to keep the school the same.

Frank Malley, parent, Nevada Connections Academy (NCA), has had two children that attended NCA over six years and they had issues that got in the way of their education. This school helps the kids develop an online foundation for learning. Also, the children were offered the option of learning a foreign language in 3rd grade. The kids learn at their own pace and if they are behind in a subject they can take extra time, or work ahead. Both his daughters are two years ahead in math, one daughter is learning sign language and id in her 3rd year of high school and another is learning Chinese as a 12 year old. The school has more options than any other school.

Cheyenne Malley, student, NCA, shared how she enjoys attending NCA.

Chris Daly, grant director, Nevada State Education Foundation, represents 24,000 members who are educators across the state. Despite opposition AB 448 passed in 2015 with a party line vote. Over explosive public comment the last couple of weeks, the people have spoken against the implement of ASDs. Compelling issues have been raised at school site meetings. He said the NSEA has concerns about the ability of charter school principals to make all the decisions in employment in the ASD charter school. The NSEA will be providing robust legislation agenda at the upcoming 2017 session to roll back the ASD.

Lisa Medina, principal, Monaco Middle School, stated this is her 27th year as a public servant and the completion of her fifth year serving as principal. The community embraces change, supports the children, and Monaco has high quality passionate staff in all positions. Their transiency rate is 50 percent, 46 percent of their students do not speak English proficiently. High expectation is the rigor. She pleaded that they have come away and they do not to be fixed because they are not broken. They are the highest achieving secondary Victory School and miracles have happened.

Amanda Harris, learning strategist, Monaco Middle School read a letter into the record. Ms. Pena began an education career with the CCSD in March 1994. Ms. Pena has been a teacher for the last 15 years at Monaco Middle School. Concerns were expressed about the school becoming a charter in the ASD. Their academic growth and progress is soaring above expectation. Educators live by data, and in her years of analyzing growth she has never seen as much growth as what has been achieved by the Monaco Middle School students in 2015-16. They show continued progress and growth every year.

Chris Elliott, student, NCA, said he was picked on when he was young in public school and his grades were bad. He has now been attending NCA for the past five years. Teachers take their time with him, especially with his ADHD and his IEP. He expressed hope that NCA will stay online and help other students. The teachers at the NCA are the best, and take extra time with the students to learn.

Albrao Rosas, Tom Williams School, spoke in Spanish and a translator was provided. The school is united and does not wish for any change. His first child attends this school and he said the teachers are very good. He does not want any change at the school and hopes their voices are heard.

Christian Esquivel, spoke in Spanish and a translator was provided. He supports Tom Williams Elementary School and his son has been attending this school for two years. He could not speak English in kindergarten and now he in the first grade and has the ability to translate for him and others that do not speak English. He has made a lot of progress. The teachers stay after hours to help the kids and many learn to speak English early.
Janice Poleu-Augenta, principal, Desert Rose and Desert Rose High School shared information about their unique educational program. The school serves both adult and high school students and they share the same classrooms. If the ASD chooses their program it will disenfranchise their adult students who are in the same classrooms as the high school students. They are a choice not a community schools. Students come to them because they are credit deficient and have experienced difficulties in other educational settings. They offer self-paced programs based on student transcripts.

Laura Delvao, Tom Williams School, stated her 10 year old daughter has been attending since she was four and she loves going to her school. She struggles but the teachers never gave up on her and pushed her to where she now reads 169 words per minutes. Another daughter is struggling but the teachers do not give up on her and the teacher gave them her personal phone number. They are not just teachers, they are friends as well.

Jimmy Rogers, teacher, Monaco Middle School, said in his 11 years at the school he has seen several changes including five principals. Ms. Medina is the only principal that stayed to see her vision of Monaco. Teachers believe in her passion and she is a strong leader. Parent involvement has increased and they have regular student led information conferences to inform how the kids are learning and improving.

Amanda Harris, educator, Monaco Middle School, explained that she is a 6th grade teacher at Monaco Middle School. She read a poem from one of her EL students about she loved her school and wants it to stay the same. The students, teachers, staff and parents at Monaco Middle School are passionate and continue to work hard. She became an educator to make a difference, help grow the minds of the future and she is committed. She chose Monaco because she believes in the community.

Elysia Garcia, teacher, Monaco Middle School, said she teaches computer literacy at Monaco Middle School. Monaco is a family, celebrates accomplishments and they work together when times get tough. Teachers work endless hours to plan meaningful lessons for students who struggle, and give up time after school and on week-ends to attend trainings to help students. She asked to leave their family alone so they can continue to achieve greatness together. That is their culture at Monaco Middle School.

Sandra Leon, Tom William’s School, spoke in Spanish and a translator was provided. Her daughter attends Tom Williams’s and she found respect, value and the love of learning. Her daughter has gained confidence and is excited to go to school every morning. Tom Williams also teaches parents and they are learning along with their daughter. The daughter is teaching her English and math. Of most importance are the values and the love she found that Tom Williams School has for the children and their families.

Maria Perez, parent, Clyde Cox School, spoke in Spanish and a translator was provided. Her child started showing anxiety this year and she thanked the staff at the school for supporting her child. The school has gone from a nine month school to a year round school. Almost 70 percent of the staff left. Regardless, the students made an effort to forge ahead. Her son has done well in school and she wants that to continue.

Unidentified speaker, Clyde Cox School, spoke in Spanish and a translator was provided. Her children get up every morning with great enthusiasm to go to school. She asked that the school is allowed to continue as it has been up to now. She has three children that currently attend Clyde Cox School. The teachers are very good and are attentive to the students trying to bring out the best success in each one of them.

Juana Birrueta, Tom Williams School, spoke in Spanish and a translator was provided. Her son attends Tom Williams School and her daughter is at Monaco School. Changing the schools to charters will not help the students. She said her son is in the best place he can be. The school is secure and safe and above all her son is a good student thanks to the teachers and staff at Monaco.
Jose Velazquez, Tom Williams School, spoke in Spanish and a translator was provided. Parents participate in a program at Tom Williams School called Parenting with Love. It has helped parents to have a good relationship with their kids. He would like the school to continue as it has always been.

Alison Clark, school psychologist, CCSD said she has worked at Monaco Middle School for six years. She was asked to come to Monaco by Principal Medina to implement RTI, a multi-tiered support system to ensure every child’s needs are being met. She said there is talk about wanting to attract the best and brightest teachers for Nevada’s most at risk. She pointed out they are sitting right here, and the measureable results speak for themselves. They have been internally and externally audited, made reasonable growth, and put processes in place that show they are working towards solutions in the community. There is no reason for them to go away.

Hector Arenos, social studies teacher, Monaco Middle School said they are a team at Monaco. He echoed what was said earlier. He has been involved with a program called All Stars Drug Program, an hour session after school to discuss challenges faced in everyday life. They offer Harry Potter reading to engage the students in reading books. He is also in student council to teach students how to be responsible for their actions and meaning what they say. They meet challenges and continue to show up with their best efforts.

Dan Newburn said he had the honor of serving as a board trustee in the CCSD. The most valuable resource in Nevada is its children. Any institution that works to improve the lives of children by working with parents and staff is to be commended and thanked. He said he is proud of his son Mark who just won his election to serve four more years on the State Board of Education.

Rene Carrillo, spoke in Spanish and a translator was provided. He has lived around the Tom Williams School for 25 years, and all his four children attended Tom Williams. His family’s first language is Spanish, but his children are forging ahead learning English. He is proud of his children.

Joe Suarez, Desert Rose, said all students are funneled into Desert Rose because they are low on credits or they have other issues. It is a last chance high school. It also offers adult education. Most of the students who graduate are 18-20 years old, and if it was not for the school they would be on the streets. They prepare students for life, and it is their last chance.

Sonia Romero, Tom Williams’s Elementary School, spoke in Spanish and a translator was provided. Her children did not know how to speak English, but thanks to the teachers and their dedication, her children can speak and pronounce English correctly, and she is learning English too. They are headed in the right direction and do not want the changes.

Laura Solano, parent, West Prep, said she is not against charter schools because they have a job to do. But the parents should have the choice to decide whether their kids should go to a charter. They decided to send their kids to a school that is not a charter. West Prep is a unique school and all their numbers have increased this year.

Leticia Laguna, parent, Wendell P. Williams and West Prep, said she has four children; two are in special education with IEPs. She understands that the charter schools will not be providing as much help, and that is why she is here speaking on behalf of her children and the schools they attend. These schools are great and she asked not to change them into charters because we will lose what makes them great.

Marissa Mendoza, parent, Wendell Williams, said she is a parent with three teachers. She has watched the school improve in many ways, they have a new principal and a dream for the future of the school. This school provides many different opportunities and programs that benefits both kids and parents. The teachers have patience to work at the pace of the student.
Stacie Antosh, parent, Fitzgerald and Matt Kelly School, spoke about stability. The kids do not have stability at home and they need it with their teachers and school. If you take their teachers away you will cause instability. She has five children that attend Fitzgerald. They kids need the stability.

Knyou Hayes, parent, Matt Kelly & West Prep said she has two children that attend Matt Kelly. The school has a principal that is getting to know the parents, staff that is engaged, and teachers that care and are going out of their way to learn about their students. Certain kids will and will not be accepted into the charter school, and that is not fair to the kids or the parents. Please allow them the opportunity to turn the school around.

Rinicka Ford, parent, said she has a daughter that attends Matt Kelly Elementary School. She volunteers at the school and will stay the entire day to help them. Her daughter’s teacher works very hard with her. Many students do not have stability at home, and it would be good to have stability and structure at school.

Dalia Jimenez, parent, spoke in Spanish and a translator was provided. She is not in favor of changing schools; she is in favor of her children attending better schools. She has four children in school and one of the schools is on the rising star school list. Little has changed over the years. Parents are asked to participate to be informed about what is happening, but they just fill us with papers we do not understand. It is not just language; we need an explanation about the quality of the school the children attend.

Luisa Gabreola Ardon, parent, spoke in Spanish and a translator was provided. It would be good to see more parents from charter schools come out and support the last four years. She has received great support from the charter school her children attend. She drives her children 45 minutes each way to attend Mater Academy. Charter schools will provide great programs and support.

Eloisa Flores, parent, Tom Williams Elementary School, spoke in Spanish and a translator was provided. Her child was in a program at a magnet school, and she is proud of him. She has three other children as well. She is very happy with Tom William’s school and does not want the change. She has received help to keep one of her children in school; she is learning English and is learning about food nutrition too.

Maria Cabrera, parent, Tom Williams Elementary School, spoke in Spanish and a translator was provided. She has four children in Tom William’s Elementary, Monaco Middle School, and Desert Pines High School. These schools are part of her family, and her children are learning a profession at school to become productive. She asked that they are given a chance.

Freddy Morales, Tom Williams Elementary School, said he has three kids in Monaco School. One is a slow learner, and the teachers help with kids that have special needs to push themselves to be better. They need more community with public schools, not charter schools.

Socorro Serna, parent, Clyde Cox Elementary School, spoke in Spanish and a translator was provided. She has two children, one just graduated and one is in kindergarten. She was very happy with her son who just graduated from Clyde Cox. His reading has improved dramatically. He was used as an example of how students can raise their reading level. She would like the school to be given another chance.

Juan Carlos Rivas, parent, Tom Williams Elementary School, spoke in Spanish and a translator was provided. Charter schools do not produce better academic results than the public schools. An example is comparing his nephew with his son because his son reads much better. The nephew goes to a charter school. He supports the teachers at this school because they help my son and teach him.

Nancy Martinez, Tom Williams Elementary School, said she wants to support this school in CCSD because they have a lot of programs and people to help teach their children. They have breakfast for kids in the morning, and that is very important. She wants to stay with Tom Williams School.
Louise Ndolo-Herman, parent, Monaco Desert Pine, has two children in schools that are on the list. Everything her daughter has worked for the last couple of years will be taken away from her. Her son is in his second year at Monaco, and has amazing teachers who have gotten him to do his work. He came from a 5 star school to a Title I school and is doing much better there. They know how to talk to kids that have problems and they make a difference.

Maria Zapata, parent, Tom Williams Elementary School spoke in Spanish and a translator was provided said she supports Tom Williams School, all she wants is for the school to remain as it is. Her girls are doing well in school and do not want to leave.

Tania Ruiz Villalobos, parent, Tom Williams Elementary School, has two children with autism. She does not have time to go over all the benefits the school provides for her children. She pleaded that the school is kept as part of CCSD.

Norma De La Cruz, grandparent, Tom Williams School, spoke in Spanish and a translator was provided. She has two grandchildren and one of them has autism and epilepsy. Her other child could not speak but ever since going into Tom Williams school he can tell her everything now. Now her son can look at her and call her mom. She hopes there is no change at Tom Williams School.

Guadalupe Gonzales, parent, Tom Williams School said they have great teachers, amazing programs and her children’s education is wonderful. Since her kids have been attending this school, they have been progressing in writing and math. She was able to take classes they offer parents and her English is quite good now. She is not working today so she could participate here, because it is important.

Elizabeth Machuca, parent, Tom Williams Elementary School, spoke in Spanish and a translator was provided. She is the parent of two girls. The reason she is here is to ask to leave Tom Williams School as it is. This school has good quality learning and a good level of teaching, both for students and parents. The teachers are concerned that the parents will also learn English. They are polite to the students and parents.

Daniel Trofholz, teacher, Tom Williams Elementary School, said they brought in over 100 parents from Tom Williams School today. He is the ELL student’s success advocate and he knows that in five days the final list of the 2017 eligible schools will be released. They do not want their school to be on the list, they want to stay in the CCSD. They are on the list because of 2014 CRT test results and it is a test that is no longer being used. He asked why the results of the WIDA test not being look at. It is a high stakes test that measures how much the ELA students are learning, and is mandated by Nevada. Tom Williams has one of the highest EL populations of any school and the scores are not being looked at.

Efruin Aluniz, father, Tom Williams Elementary School, spoke in Spanish and a translator was provided. He has been living in the Tom Williams Community for 18 tears and has four children who attend Tom Williams. All of his kids get good grades and have learned how to speak English. They have overcome so much. Two of them are in a magnate school with really good grades, one is studying culinary and competes in Nevada and the other one is studying medicine in advanced grades. Thanks to Tom Williams they have a good education.

Laurie Forsberg, principal, Clyde Cox Elementary School, said she was surprised they were on a list. In 2014 they were a 3-star school. Due to enrollment they were converted to a year round school. Seventy five percent of their staff went elsewhere at that time. They have made a lot of progress in the last 3-years and have educators that have built relationships with the students. She cannot imagine the students going through another overhaul of staff.
Dionne Lawson, parent, Fitzgerald Elementary School, said her two children attended charter schools without success, and she decided to put them in public school. Teachers met with her to turn her daughter around. Their math and reading has increased, and this is their second year in a turnaround zone. They deserve a change.

Robert Blakeley, newly elected State Board of Education member, said his daughter committed suicide in 2015. She attended public school in Nevada. He said he was looking forward to becoming a member of the Board to provide input on the education process.

David Gomez, president, Nevada Peace Alliance, has four kids in school. He said he is not for charter schools, but if it will improve his child’s education, then he is for it. Some parents are motivated by educators or administrators. Ed Von Tobel School has been struggling and does not deserve an opportunity, but the staff deserves a change to continue to teach and be educators. If the leadership is not there, it will fall apart. It might be time to try something new to make education better.

Anjelica Martinez, parent, said she does not like charter schools. She has two children in school. The community for Hispanics and African American’s is good in CCSD.

Edith Lopez, parent, spoke in Spanish and a translator was provided. She comes from Brinley Middle School and she is concerned about what will happen if the school becomes a charter school and the students do not graduate.

Patricia Gather, grandparent, Matt Kelly Elementary School, said currently there are three charter and four magnate schools in her neighborhood. Matt Kelly has a tots program so they have three and four old programs. She is concerned that if it changes to charter, what will happen to the three and four year old community. All of her kids have been successful students at Matt Kelly. She asked for more time before a lot of changes are made.

Carmen Molina, parent, Tom Williams, Monaco and Desert Pines High School, said she is a mother of nine children; five of those are in the CCSD. Four of the children are special needs and have IEPs. She asked about the plan for children that are special needs. Tom Williams has many benefits and programs to help parents that are learning English. Children will fall through the cracks if you bring in charter schools.

Ronnika Oliver, parent, stated her daughter attends Clyde Cox. Academics are always important. She started school in kindergarten and is now in the 4th grade. There is a family within the CCSD, and the charter schools are tearing up families. The school systems provide a family and give a will to want to succeed, and provide friends. It is important when her daughter says she wants to be bi-lingual.

Christopher McIntyre, assistant principal, Von Tobel Middle School said they have an administration that has been together for two years at Von Tobel. Along with the teaching staff this provides stability for the school so they can move forward. It takes three to five years to make changes within a school, and he is asking for that time to show their results. They have been a Zoom school for just four months now.

Terry Criner, retired school administrator, said he is a product of the CCSD having attended Matt Kelly, JD Smith and Rancho High School where he received a scholarship in theatre arts. He shared that he was a high school dropout. When he was 18 years old he was encouraged to back to public school and graduated. Because of that he was able to be successful as are all of his children. Many people are happy with their public schools

Johnny Williams advocated for Desert Rose High School. He arrived in Las Vegas eight years ago and committed to encourage Nevada students to move forward. He recently toured Desert High School and said students are blossoming at that school despite many challenges and pain. Students there are
homeless, hopeless and hurt and are looking for somewhere to learn at their own pace. He saw students were fully engaged and committed in the face of many challenges.

Kenneth Walls, Desert Rose High School, said he is a retired administrator at the counseling Department of Corrections and he volunteers in the Pay Back program to give back to the community. After touring the school he concluded Desert Rose has a unique environment. It assists individuals who have overcome various life challenges and chose to pursue their education to achieve their high school diploma versus a GED. If not for Desert Rose many individuals would not complete their education process in any form, it is a one of a kind specialty school and should be lauded.

De’ Quincy Taylor said he is a Las Vegas native. His most challenging years were from ten to 16 years old when he attended Spring Mountain, Elko, and Rite of Passage. Those schools gave him a chance to believe in himself again and be successful. He has volunteered in the Pay Back program for six to seven years. Today he is successful, he graduated high school and finished college and served eight years in the military. He asked that they remember his story and the community of leaders that helped his success.

John Vellardita, executive director, Clark County Education Association, representing licensed professionals in CCSD stated the Board’s decision making authority is prescriptive under the law. He noted today’s testimony spoke to how passionately people care about education. He asked how we can make an opportunity out of that. He suggested that parent’s should make a decision about whether they want to remain at the school they are at, or take the path of the ASD. There is confidence that the right decision will be made when the facts are presented. He suggested a process with options.

Approval of Flexible Agenda
Member Newburn moved to approve a flexible agenda. Member Wakefield seconded the motion. The motion carried.

President’s Report
President Wynn welcomed new board member Beth Swanberg who was appointed to fill the vacancy representing Nevada teachers that was left by Freeman Holbrook when he transitioned to his new role as a school administrator. She is a long time Nevadan with roots in Carson City graduating from Carson High School.

Felicia Ortiz was congratulated for winning her election to represent District 3, and Vice President Mark Newburn won his election representing District 4. In January two new board members will join the board, David Carver, District 2 in Northern Nevada and Robert Blakeley was elected to represent District 1.

Superintendent’s Report
• Reports on our state assessments
  – Still on The Right Trajectory: State Teachers of the Year Compare Former and New State Assessments.
  – Nevada State and District Assessment Survey
• Every Student Succeeds Act: Update on progress
• Graduation Committee
• New Skills for Youth Initiative update on needs assessments (Phase I) and application for Phase II

Superintendent Canavero informed the Board that documents regarding state assessments have been posted for their review and to let him know if they have any questions. Updates were provided about the High School Graduation Committee and the progress with Every Student Succeeds Act (ESSA). The ESSA work group has been meeting and is sending recommendations to the committee.
Approval of Consent Agenda

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

President Wynn (Information/Discussion/For Possible Action)

a. Possible Approval of re-licensing of 1 Clark County Private School for a two-year period: Trinity International Schools.

b. Possible Approval of October 6, 2016 minutes

Member Newburn moved to approve the Consent Agenda. Member Wakefield seconded the motion. The motion carried.

Information, Discussion regarding the Nevada Achievement School District’s DRAFT list of 2017 conversion eligible schools to answer specific questions, make adjustments and review presentation format in advance of the November 15, 2016 final recommendation presentation (NRS 388B.200).

Brett Barley, deputy superintendent, Student Achievement, recognized that based on the public comments heard today there continues to be inaccurate information in the field. On December 15 materials will be provided to the Board from which a final list will be produced of 2017 Achievement School District conversion eligible schools. On average, in the schools that the board will be reviewing over the next two months, two out of ten students are proficient in math and reading and just four percent graduate college and career ready. Deputy Barley said to keep in mind the ASD is a narrow intervention with no more than six converted schools per year. It is intended to be a catalyst to drive rapid growth in the lowest performing schools and asking adults what we are doing to ensure children have access to a great education.

Jana Wilcox-Lavin, superintendent in residence, Achievement School District conducted a PowerPoint presentation with Rebecca Fieden, deputy director, ASD. Ms. Wilcox-Lavin thanked all the parents who came out today to advocate on behalf of their children. She clarified that Achievement Schools will serve all students regardless of their needs including those students with IEPs. No later than November 15 the NDE will share their recommendations of schools to be considered by the Board for potential 2017 conversion eligibility. The work of transformation is difficult and messy and this is the first time it is being taken on. It was known in advance that the work would be emotionally charged.

Data was provided about how the Rising Star Schools compare with a five star school defining the need. Information was provided about input from families collected from over 1000 surveys in partnership with Opportunity 180 and 56 percent of families believe their school needs improvement. Ms. Feiden shared what it would look like in four years if the Turnaround Zone and the ASD tackled the problem together. In four years, in partnership, an intervention could be put in place for 50 percent of the schools identified as the lowest performing schools in CCSD. This does not mean that all schools will be transformed in four years; rather a clear and dramatic intervention could be in place for 50 percent of the schools within four years if done in partnership. Characteristics of schools that entered the Turnaround Zone were looked at knowing the process and criteria has overlaps and distinctions with CCSD.

Details were discussed about the approach for recommending ASD conversion eligible schools and narrowing the list of eligible schools. The schools will be evaluated in each of the four categories; student proficiency, student, growth, equity or proficiency amount subgroups, other indicators and community input. Using a tiered system to demonstrate current performance across multiple measures was explained.

Member Newburn said CCSD has done a lot of work with the analysis. He said he understands on November 15, 2016 the Board will receive a list. By law, no later than December 15, the entire list can be given back, or as little as half of the list can be given back. That is the Board’s entire role. He said he would like the districts to give input. When the ASD puts out their list, he asked the districts that have multiple schools give board members their list in priority order, because that is the only decision the board is making. They can use whatever data or insight they have to come up with a different priority. This gives districts and their trustees a chance to provide input in this selection process. He wants the
districts to give a priority list of the same schools to the Board, so when he looks at the ASD priority list and the district priority list it will guide him in the decision making. The district may be comfortable with the ASD priorities, or feel all the schools for their district deserve to move on, in which case they do not need to provide a list. But this is their chance to take what they have done and provide input into the ordering of those schools on that list. He asked that Superintendent Canavero request the districts return a prioritized list to the Board from the list they receive on November 15. It will help him take their different data measures, combine them with the data measures here to make a decision. When schools are discussing why they are on the list, this gives them an additional avenue, they can now talk to their district and trustees to try and influence the order on that districts list.

Member Wakefield said this is a reasonable solution and is aligned with his beliefs about putting decisions closest to the kids by allowing the Board to do their job in collaboration with the districts.

President Wynn added that it was demonstrated very clearly this morning that there is a huge communication problem. The reason for it is because this is a complex exercise that is meant, yet again, to establish some infrastructure based on an approach that has long term benefits. But in the short term it is causing tremendous havoc. She suggested it is important to develop a glossary of terms. Many people do not understand the difference between formative tests and the SBAC. It is similar to doing your own self-assessment which gives you a lot of latitude to measure your progress versus a hard cold measure based on all kids in America.

How can it be conveyed to parents and the community so they understand what this is and what it is not? Right now people are assuming this is a massive takeover of the CCSD with uncaring, unfeeling, and an unproven attempt at an evil that is being superimposed. It is incumbent on the Board to try and create a better narrative of this effort. Also to do the job of explaining and addressing and either confirming or refuting a lot of the points that were made today. These people today are clearly in love with their schools. The bad news is that there is too much confusing information. It may be the school district did not have the capacity to inform properly, but it is our job now. It is incumbent on the Board to make sure that everyone understands what we are doing so it can at least have a fighting chance of being well received. She asked about the issue of transiency, and how that impacts test scores.

Ms. Wilcox-Lavin agreed there are many challenges faced in communities, transiency is one of them. Transiency rates drop in schools that are truly connected to communities. It is hoped that the work and operators that will be heard from today will be able to keep families intact. Also, in some ways it will always be inevitable. But we must be prepared to support kids wherever we get them, and get them as far as we can. That takes good programs and great teachers.

Member Jensen expressed his appreciation to all of the parents that came out to day and testified. That spoke highly about their passion for their schools and making sure students have the best education possible. However, he found there was some misperception that was being sown among the parents. Some may have been intentional, other is lack of awareness. As superintendent of Humboldt County School District, he said the school superintendents are meeting on November 17, and he would like to share the data released on November 15 with the superintendents as soon as possible so they have a chance to review it and provide feedback.

Member Jamin said regarding the lists from the superintendents and the ASD, it would be beneficial to have an explanation to how the conclusion was drawn. Once the final list is compiled it will be more critical to not just look at the numbers but the rationale of why the schools were selected.

Member Wakefield noted that after listening to the public comments this morning; he concluded there is bad information being circulated. He said we will not succeed if we do not understand where the bad information is coming from and hold those accountable for promoting bad information. Otherwise this is destined to limit trust, set up interventions to fail, and set up parents to be confused. There needs to be...
some leader accountable for what we have heard this morning, is it in our system or a district system and it is not OK. He said it is disturbing when parents are so passionate about their school, and in the same comment share multiple points of misinformation that did not come out of no-where.

Member Molisee said there seems to be a disconnection. What has been heard today about charter schools is that they are all bad and detrimental. She attends an underperforming high school that was on the list. She asked what are we going to do for the kids that are not ready to go to college or chose a career path they have been set up for; something needs to happen.

President Wynn said it would serve our purposes well if we could make clear to parents the different tests being used for accountability and the consequences of adhering to one form over another.

Information, Discussion regarding Introductions to the Charter School Operators and School Transformation Teams who have been vetted and identified as qualified to enter the Nevada Achievement School District Portfolio (NRS 388B.210).

Deputy Barley explained that the ASD takes its role of approving high quality operators very seriously. Last year the state had applicants to operate ASD schools and none of those applicants were approved. This year only two of six applicants were approved, and there is a third applicant that is being conditionally approved. One of these operators is a national leader in the field with a demonstrated track record of success serving similar student populations in other states, exactly the type of operator the Harbormaster was designed to recruit and the ASD was designed to provide to historically underserved students. The second operator is a home grown Nevada talent that has been trained through a high quality building school fellowship and has a strong plan to serve high need students. These two approved operators demonstrate the two pronged approach that we know we need to take. The first is to recruit great school leaders and operators in Nevada and the second is to grow great in-state talent with the passion and the skills necessary to serve our kids.

Allison Serafin, founder and president, Opportunity 180, introduced the two approved and one conditionally approved operator to join the ASD to impact and serve kids beginning in fall, 2017. She detailed the diligent process that Opportunity 180 goes through when they consider recruiting a potential charter school. They are a Harbormaster which means they are committed to creating the conditions to ensure they have high quality non-profit public charter schools in position to address the inequity that exists throughout Southern Nevada. Context was provided about why Opportunity 180 decided to partner with the ASD. Opportunity 180 has four priorities: recruit and launch great schools, develop great talent positioned to lead the schools, ensure there are affordable buildings and ensure it is done with families. Ms. Serafin walked everyone through the step-by-step process to find high quality, non-profit, charter schools that have evidence of serving and teaching kids that live in poverty at high level.

Member Wakefield commented that it would be a misnomer to think charter schools are a silver bullet. He said he is both skeptical and hopeful. At the end of the day it is the vision of the school and the leader and the conditions that are set. How do we know we will do this well. Ms. Serafin noted the two proven operators here today have demonstrated significant outcomes for kids and they are changing the trajectory of kids’ lives.

Member Swanberg said there was discussion about outcomes and looking at data to see if kids are being successful in charter schools. She asked about the number of kids who start the school and the number of those kids that complete the school. In public education it is often the case that kids leave charter schools at some point and then become a big impact on public school classrooms. Ms. Wilcox-Lavin responded they asked for that data to be included in their application.

Ms. Wilcox-Lavin informed about the process of charter schools applying to the ASD and how the applications were assessed. There were six applicants; one withdrew, two were fully approved, one conditionally approved and two were denied.
Ignacio Prado conducted a PowerPoint presentation about Futuro Academy and said he is the lead founder of the school. Their goals combine national best practices of urban high expectations, and high support models. Their mission is to serve ELL in East Las Vegas and their goal is to open by the fall of 2017 with kindergartners and first graders only, then add a grade annually until they are full growth K-8.

Member Jamin asked him to elaborate about the statement of being a fresh start charter school not willing to partner with those on the list. What is the rationale for not being willing to partner. Ms. Wilcox-Lavin responded that the distinction that Mr. Prado was trying to make is that he will not be partnering to transform the existing school, rather partnering with a school on the list to offer relief to overcrowding and underperformance for those students. It is an evolution of the word partnership and he was working to qualify the distinction of transformation versus fresh start serving the same students. Member Jamin said because this is a new charter endeavor, would he be willing to work with the other two charter operators as a professional learning community to get information from them based on their experiences. Mr. Prado said absolutely. Board member discussion occurred.

Craig Knotts, regional vice president, Celerity Schools, stated they are a non-profit corporation set-up in Nevada with the sole mission and vision of producing high performing schools. Mr. Knotts conducted a PowerPoint presentation about Celerity Schools. They have seven schools in California and four schools located in Louisiana that are full scale turn around schools. Their vision is to only go into neighborhoods in which they will make a difference. In spite of the students being ELL, in spite of there being high levels of crimes in the neighborhoods, in spite of parents, they want to be able to say all of their schools are outscoring the local district and the state. Celerity’s vision is for all their kids to receive a premier education regardless of where they live, what language they speak, regardless of a disability or their parent’s income. Board members asked clarifying questions.

Ben Feit, chief of staff, Democracy Prep Public Schools, stated the mission of Democracy Prep is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep has 19 schools New York, New Jersey, Washington D.C. and Baton Rouge, LA. They also have one program that is not a school, rather it is a setting for students with severe learning disabilities who are chronologically 6th graders. These are students with severe learning disabilities and are classified as students who need special education services for more than 60 percent of their school day. They serve all students and back fill their classes in every grade and so are not just serving elementary or middle school students, they are K-12 and take students in every grade. They provide a robust education and students are there from 7:45 a.m. to 4:15 p.m. Their students must fulfill a list of civic knowledge and skills before they graduate with a Democracy Prep diploma. They have grown from one school in Harlem in 2006 and are now in their eleventh year of operation and are happy to partner with Nevada and build great schools.

President Wynn encouraged members of the Board who have further questions and comments to reach out beyond the meeting today.

Information and Discussion regarding the Nevada Teacher of the Year. The Board will hear a presentation regarding the Teacher of the Year, including the application and selection process, recognition and honors received through the Council of Chief State School Officers National Teacher of the Year Program, and information about the 2017 Nevada Teacher of the Year Finalists and Winner. President Wynn announced that a recognition of many of the teachers who were interviewed and rewarded in the final search as the Nevada Teacher of the year.

Dena Durish, deputy superintendent, Educator Effectiveness and Family Engagement, provided an overview of the process to recognize the Nevada Teacher of the Year. The Council for Chiefs State Schools Officers (CCSSO) is a national organization, and they conduct a national teacher of the year search every year. They look for teachers who are exceptionally dedicated, knowledgeable and skilled
who plan to continue in an active status. The process is self-nominating, and then a committee consisting of prior Nevada Teacher of the Year recipients review applications using a standard rubric. The top 5 candidates are submitted to the superintendent for review and then the final selection is made.

The four runner-ups for the 2017 Nevada Teacher of the Year are:

- Jerri Kerns: Riverview Elementary School, Grade 3 (Lyon County School District)
- Richard Knoeppel: Advanced Technologies Academy, Architectural Design, Grades 11 & 12 (Clark County School District)
- Anne S. Lenhares: Carson Middle School, Social Studies, Grade 7 (Carson City School District)
- Clarissa Sanchez: Canyon Springs High School, Social Studies, Grades 11 & 12 (Clark County School District)

The 2017 Nevada Teacher of the Year is Pamela Ertel, Minden Elementary School, Grade 3, Douglas County School District. Ms. Ertel has been teaching for 34 years, with 23 of these years in Nevada, and 20 of those years at Minden Elementary School. She is praised by her administrators and colleagues as being a gifted teacher who has devoted her life to her students. She spends her free time supporting children and the community at large through tutoring programs and various summer camps. She was presented with an award in Carson City. Ms. Ertel thanked the Board and said each step of the way has been a humbling surprise for her. She is excited to go forward and represent Nevada.

Information and Discussion regarding the 2016-2017 licensed personnel recruitment activities of Clark and Washoe County School Districts.

The Board will hear presentations from Clark and Washoe County School District staff related to recruitment, staffing, and vacancies, as well as strategies used to address the teacher shortage.

André Long, Chief Human Resources Officer, CCSD and Michael Gentry, Chief Recruitment Officer, CCSD conducted a PowerPoint presentation providing an update about Teacher Recruitment in CCSD. Mr. Gentry said at the beginning of the school year there were 319 vacancies in CCSD, which is the second lowest number of vacancies in the last ten years. However, 166 of those are special education vacancies. There is a national-wide shortage of teachers and he believes there is a national crisis with the lack of special education teachers. Mr. Gentry explained he tracks teacher shortages based on two separate recruiting seasons. There is the mass hiring that precedes the school year and then the number of fills during the course of the school year. In years past, CCSD typically fills somewhere between 300-450 teachers during the course of the school year. In 2015-16 CCSD hired 607 teachers over the course of the school year, the previous year 449 teachers were hired.

Information was provided about actions taken during the course of the year that influenced vacancies. Regarding this year, CCSD began the year with 319 vacancies and there are 426 vacancies as of October 31, 2016. Approximately 110 teachers have been hired since the first day of school and October 31, and there were 123 resignations. These sound like large numbers, but keep in mind there are 18,500 teachers in CCSD. Mr. Galant discussed next steps for recruitment activities. He asked about advancing legislative action so he can begin using S.B. 511 in his recruiting efforts. Not knowing if it is approved or will be approved does not allow him to advertise it and he is losing leverage. The faster the Legislature makes a decision about S.B. 511 the better off it will be for them. If they do not, they will have more vacancies.

Superintendent Canavero said it is difficult because of the way the budget is built. It is possible S.B. 511 could pass as a policy, but if it is not backed up with the budget then it does not fly. He asked to what extent they use federal dollars received for incentives. Mr. Galant responded that most of their federal dollars are used in the recruitment aspect. They are beginning to look at whether they can provide additional money for incentives, and that may need negotiations. Some of the difficulty with the federal funding is that CCSD is always in a recruitment mode, and a lot of the activities are ongoing so they cannot supplant what they are doing. Many of their activities are already occurring even though they may not have the federal funding. They are very careful and keep going back to the drawing board to figure out how to use those funds.
Mike Paul, director of professional growth systems, WCSD and Dawn Huckaby, chief human resources officer, WCSD conducted a PowerPoint presentation regarding 2016-17 hiring updates in WCSD. Mr. Paul said they are hiring more people at a higher fill rate, so they are going in the right direction. As of the first day of school they had filled 393 positions, had 47 substitutes in vacancies and 36 unfilled positions on the first day of school. However they had a 92 percent fill rate on the first day of school. They were at a 96 percent fill rate at their high needs schools on the first day of school. Information was provided about vacancies by school type. He echoed CCSD in that there is definitely a problem in the special education area; it is the biggest area of vacancies.

Ms. Huckaby explained they used S.B. 511 money for the new hires in their high needs schools, and A.B. 483 money in the area of retention to keep their post probationary highly effective teachers in those schools that have the highest turnover. Those payouts will not happen until next year and they will watch to see how many people transition. Ms. Huckaby discussed the parallel program We Teach Initiatives is a brand new pilot program in cooperation with UNR to have the dual-credit program for their juniors and seniors who might be education professionals. They had 11 students who participated this year and will be giving their final presentations at UNR in December. It is held at Sparks high school, in just one school, because it is a pilot program. On the legislative status updates for S.B. 511, 212 teachers were eligible in 2015-16, and 193 of those teachers are eligible so far in 2016-27 for retention. There were 235 new hires so far.

Superintendent Canavero clarified that WCSD has tied the second year incentive to the evaluation, and tied it to effective and highly effective. Ms. Huckaby agreed in order to receive the incentive they must have an effective of highly effective evaluation.

Information and Discussion regarding 2016-2017 licensed personnel staffing and data used to determine the 2016-2017 Teach Nevada Scholarship eligible schools list. The Board will hear a presentation regarding the current status of teacher recruitment, hiring, and vacancies in school districts and charter schools. Based on this vacancy data, the Department will also share a new list of schools where 2016-2017 Teach Nevada Scholarship recipients will be eligible to receive the remaining 25% of the Scholarship funds following five years of continuous employment.

Deputy Durish explained this is a follow-up on the awarding of Teach Nevada Scholarships and an ongoing request for data regarding staffing. All of this information is in a spreadsheet format posted on the website. Deputy Durish noted this is self-reported data adding that an RFP has been posted for a new licensure system as well as a goal for the RFP to tie into Infinite Campus. It is hoped that by next year at this time the districts will not be asked to self-report but can pull the data up in real time. Today these are ballpark figures based on the same data collection process as last year. When looking at the overall trends, there is a 2.5 percent vacancy, which equals almost 600 teachers statewide. The good news is that all the categories that are reported have gone down. The Teach Nevada Scholarship is the last tab. She explained there are still 214 schools where those scholarship recipients will be eligible. Currently there are 79 ARL candidates eligible for hire in December.

Information, Discussion and Possible Action regarding the New Teacher Incentive (NTI) Fund pursuant to S.B. 511. The Board will receive a report on the use of NTI Funds during the 2015-2016 school year, including the total amount spent per district, amount spent per teacher, number of first teachers who received funds at each of the identified schools, 2016-2017 employment status of each teacher who received funds, and professional development provided to teachers who received funds. The Board will also receive updates on district projections for the use of NTI Funds during the 2016-2017 school year, and possible action will include the approval of FY17 NTI Fund distributions.

Deputy Durish explained half of S.B. 511 is regarding Teach Nevada Scholarships and the other half is related to teacher incentive. In January 2016 the Board preliminarily approved the 2016-17 money
awarded, which was the initial amount the districts projected using. Action today is to approve allocating the funds, a little over $10 million to the districts. Because 2015-16 has been finalized the districts were able to report not just a projected amount, but a total amount. There is just under $3 million that was allowed to be rolled over. Districts did not spend all of the $10 million last year and the bill allows those funds to go into the next year of the biennium. A few additional updates were provided. Approval today will allow these funds to be released.

**Member Newburn moved to approve the distribution of the remaining funds. Member Wakefield seconded the motion. The motion carried.**

There was no further public comment.

**Future Agenda Items**
Superintendent Canavero noted the Annual Stakeholder Engagement meeting required by statute is coming up. In addition there will be an update A.B. 394, reorganization or CCSD. He said we will move the Workforce and Student Engagement presentation to January.

Member Newburn questioned defining the term “A Teacher in Good Standing” used in conjunction with ESSA committees.

The meeting was adjourned at 5:46 p.m.