

NEVADA DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
DECEMBER 14, 2017
9:00 A.M.

Meeting Locations:

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

SUMMARY MINUTES OF THE REGULAR MEETING
DRAFT
(*Video Conferenced*)

BOARD MEMBERS PRESENT

In Las Vegas

Felicia Ortiz
Robert Blakely
Tonia Holmes-Sutton
Mark Newburn

In Carson City

Dawn Miller
Hunter Drost
Dave Jensen
David Carter

DEPARTMENT STAFF PRESENT:

In Carson City

Steve Canavero, Superintendent of Public Instruction
Brett Barley, Deputy Superintendent, Student Achievement
Roger Rahming, Deputy Superintendent, Business and Support Services
Dave Brancamp, Director, Standards and Instructional Support
Will Jensen, Director, Special Education
Christy McGill, Director, Safe and Respectful Learning
Amber Reid, Education Programs Professional
Kris Nelson, Director, Career Readiness, Adult Learning and Education Options
Sarah Nick, Management Analyst
Megan Hanke, Management Analyst
Karen Johansen, Assistant to the State Board of Education
Shawn Osborne, IT Technician

In Las Vegas

Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement
Kim Bennett, Administrative Assistant

LEGAL STAFF PRESENT

In Carson City

Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Carson City:

Jessica Wise, University of Nevada Reno
Adam Nicely, Ace High School
Cristal Cisneros, Washoe County School District
Bob Burnham, Nevada Association of School Boards
Mary Pierczynski, Nevada Association of School Superintendents
Laura Blavenstein, University of Nevada Reno
Wayne Workman, Superintendent, Lyon County School District
Dan Wold, Eureka County School District
Richard Stokes, Superintendent, Carson City School District
Walk Hackford, Mineral County School District
Lindsay Knox, Mc Donald Carano Law Office
Lindsay Anderson, Washoe County School District
Laurel Crossman, Carson City School Board
Bridget Peterson, Lyon County School District
Stacie Wilkie, Nevada Association of School Boards

In Las Vegas:

Allison Smith, University of Nevada Las Vegas
Robert Askey, Touro University
Stephanie Lewis, ACT, Inc.
David Rago, National University
Doris Watson, University of Las Vegas
Zane Grey, Sierra Nevada College
Wendi Hawk, Nevada State High School
Gina Harvey, Clark County School District
Justin Brecht, Nevada Rise
David Blodgett, Nevada Prep
Jason Lamberth, Hailee's HOPE
Jennifer Lite, Clark County School District
Jana Lavin, Opportunity 180
Frank Woodbeck, Nevada System of Higher Education
Laura Schwartz, HMH
Tabetha Haley, NWEA
Gerald Meggett, CircleIn
Bill Davis, CCASA
Dr. Tiffany Tyler, Communities in Schools
Meredith Smith, Nevada Succeeds
Barbara Lindsay, Clark County School District
Brian Scroggins, State Public Charter School Authority
Chris Daly, Nevada State Education Association
Melissa Evans, Workforce Community
Brandon Mueller, Clark County School District
Apyrl Black, Clark County School District
Heidi Arbuckle, Clark County School District
Money Bay, National University
Barbra Konrad, HOPE
Michael Muehle, Academica
Jenn Blackhurst, HOPE
Manny Lamare, OWINN
Renee Fairless, Mater Academy
Nicole Rourke, Clark County School District
Aimee Hairr, Parent
Khana King, parent

Marlo Tsuchiyama, Silver Sands Montessori Charter School

Call to Order

The meeting was called to order at 9:02 a.m. with attendance as reflected above.

Public Comment #1

Ray Bacon, Nevada Manufactures Association, stated he is in full support of the NCRC, and has been for more than four years. He provided information to support that about 80 percent of the influx of manufacturing jobs could be done with CTE programs and/or a year or less of community college. Construction is similar with apprenticeships but CTE plus apprenticeships will get those jobs. The health jobs are less than 50 percent CTE programs and/or community college. The Project Lead the Way Programs at Galena, Douglas, and Carson City will get students ready for the manufacturing jobs with or without community college's one year program.

Frank Woodbeck, Director, Workforce Development for the Nevada System of Higher Education, said on behalf of the chancellor, and Board of Regents, they are in support of Item 9, the adoption of R076-17. A letter was received from the chancellor in support of the regulation.

Melissa Evans, Director, Workforce Development Programs, and Workforce Connections stated they are in support of Item #9. She requested that in the future the NCRC is given serious consideration for the standard high school diploma to provide kids a career pathway.

Justin Brecht, Executive Director, Nevada Rise Academy, said he was excited to hear the Achievement School District (ASD) discussion. As a former educator in Las Vegas, he is hopeful and optimistic about the possibilities for educational options in the community. He has received many applications from East Las Vegas from families who want their children to attend Nevada Rise and is eager to refine the family community engagement work in the coming weeks.

Approval of Flexible Agenda

Member Ortiz moved to approve a flexible agenda. Member Blakely seconded the motion. The motion carried.

President's Report

Vice President Newburn announced that the Governor re-appointed Dawn Miller and Dave Jensen to the board for another year term. Cathy McAdoo has been appointed to represent the Board of Regents, replacing Sam Lieberman.

Superintendent's Report

Superintendent Canavero reported that the NDE was the only state agency to win an award from U.S. Education, a four year, \$3.25 million award to support American Indian youth. It is a population of students that need additional supports. The participating tribes in school districts include the Yerington Paiute tribe, Walker River Paiute tribe, Fort McDermott Paiute and Shoshone tribe, and their education departments along with Lyon, Humboldt districts (inaudible) and McDermott.

Two senate youth scholars were selected from the United States Senate Youth Program (USSYP) competition across Nevada. Mr. Dawson Frost and Mr. Pranit Nanda will represent Nevada in the nation's capital during the 56th annual USSYP Washington Week, to be held March 3-10, 2018.

Superintendent Canavero discussed an opportunity through the Aspen Institute Education and Society program that is teaming up with Education First. States competed for spots and Nevada was selected to join Ohio and Wisconsin. States will partner in the coherence lab fellowship over the course of a year regarding alignment for early childhood education.

Superintendent Canavero informed that he was elected to the Council of Chief State School Officers (CCSSO), a national association for state superintendents, to serve a three year term on the board.

Deputy Superintendent Durish is launching the Teacher and Leader fellowship to engage teachers and practitioners, policy making and advisement of the state in alignment of their service. Today the new star ratings for the Nevada School Performance Framework (NSPF) go live. This is the starting line towards the vision of becoming the fastest improving state in the nation. The final graduation rates will be released tomorrow. Bellwether issued their rankings yesterday for states submitting their ESSA plan. Nevada is still tied for third place ; the plan is of high quality, gaining national recognition.

Approval of Consent Agenda

- a. Possible Approval of Textbooks (NRS 389.88) :
 - Clark County School District
 - English Language Arts – grades 6,7,8
 - Discovery Charter School
 - Mathematics K-5
- b. Possible Approval Teacher/Student Standards for Financial Literacy Standards
- c. Possible Approval Teacher/Student Standards for Music
 - Music Traditional Ensembles
 - Music Kindergarten through Grade 8
 - Music Composition and Theory
 - Music Harmonizing Instruments
 - Music Technology
 - Music Glossary
- d. Review of FY17 Great Teaching and Leading Final Reports

Member Holmes-Sutton noted the link for the Music Technology standards on the website did not display the correct information.

Member Holmes-Sutton moved to approve the consent agenda minus the Music Technology standards. Member Blakely seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding approval of at least 50 percent of the schools recommended by the Nevada Achievement School District, pursuant to NRS 338B.200(2). The Board will hear an update on the Partnership Network and a recommendation by the Department of at least 50 percent of the schools previously recommended. The Department's recommendation includes schools necessary for the establishment of the Partnership Network and to determine the location of Neighborhood Option charter schools.

Brett Barley, Deputy Superintendent, Student Achievement explained the two objectives today; review the recommendations from the Achievement School District and approve no less than 50 percent of the recommended schools. A [PowerPoint](#) presentation was conducted by Rebecca Feiden, Director, Achievement School District, about the process and the recommendation to approve the ten schools listed. Information was provided regarding :

- Three approved operators; or new schools in high needs neighborhood areas including an elementary, middle and high school.
- The school selection process of the 24 eligible schools to include up to ten recommended schools.
- The ten recommended schools:
 - Detwiler elementary
 - Hal Smith Elementary
 - Herr Elementary
 - Jerome Mack Middle
 - Johnston Middle
 - Kelly elementary
 - Lynch elementary
 - Manch Elementary
 - Reed Elementary

- Ronzone elementary
- The three school zones and neighborhood options approved to open fall 2018
 - Nevada Rise Academy - K-5
 - Nevada Prep Charter School - grades 5-8
 - Urban prep Las Vegas – grades 9-12

Ms. Feiden explained that going forward the neighborhood option school operators will hold a minimum number of meetings to engage the community with a representative from the ASD attending the meetings to hear from families. Information will be provided about support for the school within the community at these meetings. A pairing will be made between a charter school operator and the neighborhood it will serve. Under ASD law a school must be selected to pair with a neighborhood option. Today the Board will approve the schools that are available to select for the charter schools opening in these neighborhoods.

Board members asked clarifying questions about the schools chosen, the charter neighborhood options, school supports and Student Organization Teams (SOTs).

Principal Gina Harvey, Ira Earl Elementary School, Las Vegas, expressed her excitement as a school to participate in the Partnership Network. It is perfect fit for Ira Earl to be part of the partnership network and she is looking forward to the extra support for a holistic approach.

Antonio Rael, School Associate Superintendent, CCSD, stated a phrase used from the beginning of discussions with the NDE was *We Can Go Further Together*, and that theme has maintained throughout their dialog. A year ago they were fighting against each other, and now they are fighting together for the benefit of the children. The schools in this partnership consideration are some of the most impoverished communities in Las Vegas. The reality for them is to achieve their full potential. Mr. Rael and Ms. Harvey responded to questions from board members about the Partnership Network and the focus on instruction.

Member Blakely moved to approve all 10 schools recommended by the Nevada Achievement School District so that community conversations can continue and new neighborhood option schools can identify the right fit. Member Holmes-Sutton seconded the motion. The motion carried.

Public Hearing and Possible Adoption of Proposed Amendments to R055-17, NAC Chapter 389, relating to the standards of instruction in the content area of health. The proposed amendments revise the language in NAC 389.2423 Grades Pre-Kindergarten through 2nd grade, NAC 389.2938 Grades 3 through 5, NAC 389.381 Grades 6 through 8, NAC 389.455 Grades 9 through 12, to reflect the inclusion of Personal Safety Standards for Students, as required in Senate Bill 394 (Chapter 389, Statutes of Nevada, 2015).

The public hearing was opened at 10:09 a.m. There were 14 individuals in attendance in Carson City and 37 individuals in attendance in Las Vegas.

Andre DeLeon, Education Programs Professional, referenced presentations from health partners at the workshop that stressed the need for personal safety standards for students. He noted there are a few auto correct typos in the language that require correction, such as referencing an upstander versus a bystander and removing language gender language such as his or her, she or he, and instead reference a person rather than gender roles in the standards.

There was no public comment.

The public hearing was closed at 10:13 a.m.

Member Ortiz moved to approve R055-17 with the minor gender changes including bi-standard to up-standard. Member Blakely seconded the motion. The motion carried.

Public Hearing and Possible Adoption of proposed regulation R076-17, NAC Chapter 389 requiring the State Board of Education to prescribe criteria for a pupil to receive a college and career ready high school diploma and its requisite endorsements, which must include requirements that the pupil: (1) satisfy the criteria for receipt of a standard high school diploma; and (2) obtain a college-ready endorsement or a career-ready endorsement. (Chapter 390, Statutes of Nevada, 2017)

The public hearing was opened at 10: 14 a.m. There were 14 individuals in attendance in Carson City and 37 individuals in attendance in Las Vegas.

Kris Nelson, Director, Career Readiness, Adult Learning and Education Options provided a brief overview of R076-17 for the inclusion of the college and career ready diploma. Stakeholder input was provided by representatives from NSHE, the Governor's Offices of Workforce Innovation and Economic Development (OWINN, New Skills for Youth Team, local education agencies, representatives from CCSD and WCSD, workforce development board members, local employers, business association representatives and national leaders in education.

The draft regulation is a result of A.B. 7 from the 2017 Legislative Session. The bill states that the Board shall adopt regulations that prescribe the criteria for a pupil to receive a college and career ready diploma, which must include without limitation, a requirement that the pupil:

- Satisfy the criteria for the receipt of a standard high school diploma, prescribed by the Board.
- Obtain an endorsement for a pupil to obtain a college ready endorsement that reflects the pupil has completed certain coursework or obtained experience that makes the pupil qualified for and prepared to succeed in college without the need for remediation.
- A career ready endorsement that reflects a pupil has completed certain coursework or obtained certain experience that makes the pupil qualified for and prepared to succeed in post-secondary job training or education in high demand occupations.
- To the extent that money is available for this purpose, the Board shall adopt regulations to provide incentive grants to be awarded to public high schools for each pupil at the school who earns a college and career ready high school diploma, and reimbursement to a public high school or school district for any costs associated with the administration or provision or an assessment, credential, certificate or certification required for the receipt of the college and career ready diploma.

Ms. Nelson paraphrased sections in the regulation that correspond with the above components of A.B. 7. Section 1, subsection 1 of the regulation draft states; to receive a college and career high school diploma pupils shall: (a) successfully complete the requirements to receive an advanced high school diploma; and (b) demonstrate proficiency in speaking no less than two languages or have earned not less than two units of credit used to complete the advanced high school diploma in the following:

- Advanced placement courses
- International baccalaureate courses
- Dual – credit courses or courses completed through dual enrollment
- Career and Technical Education courses
- Work based learning courses
- A world language course

(c) Obtain a college ready endorsement pursuant to subsection 2, or a career ready endorsement pursuant to subsection 3. The intent of these two endorsements is that a pupil must obtain at least one of these endorsements; however, a pupil could obtain both endorsements.

Section 1, subsection 2, of the regulation states that to receive a college ready endorsement a pupil must (a) complete a college readiness assessment prescribed by the Board of Regents, and not receive less than

the minimum scores for initial placement into college level English and mathematics courses prescribed by the Board of Regents. This is the non-remedial admissions requirement into a NSHE institution. Section 1, subsection 3, of the regulation states; to receive a career ready endorsement a pupil must: (a) receive not less than the minimum score prescribed by the State Board of Education on a career ready assessment; and (b) satisfy the requirements for the issuance of a career and technical education skills attainment certificate or (c) obtain an industrial recognized credential identified by the Governor's Office of Workforce Innovation (OWINN). Section 1, subsection 4 of the regulation states to the extent that money is available the NDE shall (a) award incentive grants to each public and charter high school for each graduate of the school who receives the college and career ready diploma; (b) may reimburse a school district or charter school for any cost associated to administer or provide an assessment credential certificate required for a pupil to receive a college and ready high school diploma.

Member Blakely noted this regulation will better prepare students to go to the colleges in the state and take the burden of remediation away. It is a positive step.

Member Ortiz asked to clarify if there are concerns from state superintendents to obtain these diplomas, especially in the rural counties, where it may be difficult to find opportunities for career and technical education because they lack teachers.

Member Drost responded, as a student in a rural district, it is important to find a solution for the lack of teachers so rural students do not miss out.

Ns. Nelson informed that her office and the New Skills for Youth Team are working with Deputy Superintendent Durish on the licensure side to ensure support and leverage for funding to increase CTE teachers to support the efforts in rural districts.

Member Jensen, speaking on behalf of the Nevada Association of School Superintendents (NASS), said the superintendents have engaged in this discussion and see a value in looking at the College and Career Readiness attainment diplomas. They support that but appreciate the rural locations will have difficulties implementing some of the language, especially regarding career attainment. In the McDermott combined school there is one CTE teacher that has limitations based on licensure, and Pershing County School District is dealing with certification issues that will make it difficult for skill attainment certifications in the most remote rural counties. Creativity will need to be considered while ensuring equity so all students have access to the same type of education across Nevada.

Member Ortiz inquired whether consideration has been given to leveraging the capacity larger school districts have to help the rural districts. Superintendent Canavero responded that the school superintendents have had many discussions about leveraging the scale in CCSD and WCSD. Member Jensen noted the strong partnership between NASS and WCSD. The college readiness diploma will not be an issue in the rurals because of connectivity issues and what is available. However, there will still be a struggle with career readiness, for example, how can a welding bead be demonstrated through an interactive video?

A student on the pathway to obtain a college and career ready high school diploma with the career ready endorsement could do that by successfully completing the career ready assessment. The career and technical education program currently has rural districts that partner with one another.

Public Comment

Lindsay Anderson, WCSD, expressed support for this regulation stating it has been a long time coming. Washoe County School District participated in many hearings, and support the public comments posted online regarding JROTC

Christopher Sewell, Assistant to Director, Department of Employment, Training and Rehabilitation (DETR), stated that Director Soderberg and DETR fully support the proposed language to the College and Career Readiness High School diploma as outlined in vision by the governor's OWINN, the NDE, NSHE

and many others. These changes make it clear for students, parents, teachers, administrators, higher education and employers.

Frank Woodbeck, Executive Director, Workforce Development NSHE, supports the WCSDs request that JROTC is included.

Manny Lamare, Executive Director, Governor's Office of Workforce Innovation (OWINN), expressed strong support. The regulation is meaningful and has many positives. Regarding the career ready endorsement component in section 3, students will be incentivized to create opportunities for career readiness and the workforce because of the inclusion of a career readiness assessment, and ensure recognized credentials. This inclusion is overwhelming supported by data, referred to as soft skills.

Vice President Newburn noted Military Science, a nationally recognized JROTC program, was originally scheduled to be on the consent agenda, which would effectively make JROTC a CTE track program. The intent is that JROTC is rear track, and it is entirely appropriate for it to be on this list. It is just a matter of tactics about how it is included, whether it is implicit in CTE or whether adding language to spell it out. JROTC is entirely consistent with our approach.

Member Blakely moved to adopt R076-17 as defined by the earlier discussion and with the criteria set forth. Member Ortiz seconded the motion. The motion carried.

Information/Discussion and Possible Action regarding the ACT National Career Readiness Certificate (NCRC) Silver Level or above, AND the Armed Services Vocational Aptitude Battery (ASVAB) assessment, score of 50 or above as the prescribed career readiness assessments under chapter 389 of NAC, section 3(a); and, in conjunction with the proposed regulation R076-17.

Kris Nelson, Director, Career Readiness, Adult Learning and Education Options, presented the ACT National Career Certificate (NCRC) and the Armed Services Vocational Aptitude Battery (ASVAB) as the prescribed career readiness assessment just reviewed in R076-17. The NDE worked with stakeholders for the proposals of these two career readiness assessments and the minimum levels proposed:

- ACT NCRC, silver level or above
- ASVAB minimum score of 50 or above

Information was provided about each assessment. The ACT NCRC is a portable evidence based credential that certifies the essential skills for work place success. It is a valid predictor of job performance. The NCRC is a battery of three work keys assessments; applied mathematics, work place documents and graphic literacy. The most common assessment to gauge career readiness are the ACT work keys and the ASVAB. The ASVAB is the most widely used multiple aptitude test battery in the country and has proven to be a good measure of how students have developed both academic and occupational skills. The ASVAB measures aptitudes related to success in different types of jobs as well as training in educational programs. The basis of the proposed score of 50 or above for the ASVAB minimum is based on military requirements as well as other state models.

The militaries requirements for the minimum ASVAB scores per pupils with a high school diploma are:

- Air Force -36
- Army -31
- Coast Guard - 40
- Marine Corp -32
- National Guard -31
- Navy -35

Director Nelson clarified that A.B.7 allows the Board to adopt into regulation (R076-17) incentive grants to be awarded to high schools for the college and career high school diploma, and for schools and school

districts to apply for reimbursements for costs associated with the assessments administration or provision of an assessment credential certificate or certification required for the receipt of that diploma type.

Member Carter moved to adopt the assessment cut scores. Member Holmes-Sutton seconded the motion. The motion carried.

Information, Discussion and Update regarding the Office for a Safe and Respectful Learning Environment's role in upholding the state's anti-bullying laws. Roles and efforts include supporting school administrators and parents in understanding the laws and statutes, provision of processes for filing complaints or appeals, requirements for investigating complaints or appeals, required training, and offers of ongoing partnership and collaboration with both administrators and families in order to support the development and maintenance of a strong school-family relationship. A report on the number of complaints and incidents will be included.

Christy McGill, Director, Office for a Safe and Respectful Learning Environment, provided information in a [PowerPoint](#) presentation about Nevada's Anti-Bullying Laws. She informed about the bullying incident process. The schools focus is to stop the bullying immediately, implement a safety plan and inform the parents. After the de-escalation process an investigation process begins. Following, there is a reporting and an appeal process for both parties.

Nevada bullying data was provided, which is one indicator of a school's climate. In the next couple of months indicators will be compiled on a dashboard for a better picture of a school's climate. Ms. McGill emphasized her office takes every bullying complaint seriously with a structured process.

Jason Lamberth, father of Hailee Lamberth, thanked Ms. McGill and her office for their hard work and said it is making a difference. Two days ago marked the anniversary of his daughters passing. There is more work that needs to be done but there are limited resources and staff. Many administrators do not realize the dire consequences families suffer as a result of failing to follow the law. Cyber bullying is a criminal offence but no cases of cyber bullying have been brought before the Clark County District Attorney's office. What are the school districts doing with confirmed incidences of cyber bullying, where is the follow up?

Board member dialog ensued regarding cyber bullying, pre-k incidences, one adult to another adult in a school setting and students with Individualized Educational Program (IEP).

Information and Discussion pursuant to NRS 385.040 (2), focusing on the goals and benchmarks of the State for improving student achievement; the effects of those goals, status in achieving them, and the status of any corrective action the Department has imposed. Per NRS 385.040(2), the Board will invite discussions with the superintendents of the school districts, presidents of the boards of trustees of the school districts, representatives of the governing bodies of charter schools, representatives of the governing bodies of university schools for profoundly gifted pupils, and the chairs of all boards, commissions and councils in the public education system in this State.

Superintendent Canavero explained that over the last two legislative sessions the NDE has been intentionally aligning dates and deadlines for reports. For example, the State Improvement Plan (STIP) is aligned to the five-year strategic plan adopted by the Board in December, 2017. A discussion and performance review will occur in March when the Board reviews and possibly adopts the STIP. Superintendent Canavero discussed [data points](#) for High School Graduation rates, ACT, Special Education, NAEP, English Language Proficiency, Smarter Balanced, Early Childhood Education, and Career Readiness to become the fastest improving state in the nation.

Stakeholder Comments

Sharon Beatty, Chair, Academics Standard Council, stated that the standards are sound and provide teachers in the classroom something they can follow. The standards are made by teachers who are professionals with best intentions, and language often allows teachers to softly address the standards.

After teachers and members of the community work on the standards they are brought to the Council, and then they are recommended to the Board.

Ms. Beatty noted the financial commitment goal includes transparency and the administration of grants. However, after discussions with teachers, parents and students, she believes the focus should be on personnel. There have been suggestions to increase professional development and teamwork for personnel, but there needs to be more teachers in the classrooms and more counselors in the schools. Teachers need more consideration because they are being spread too thin. There are too many layers of oversight. Coherence makes sense with a systematic approach to relieve pressure on teachers. Nevada teachers are worn out and other states offer teachers more money.

Wayne Workman, Superintendent, Lyon County School District, expressed gratitude for the goals set forth and the collaboration with the NDE and necessary future collaboration to achieve the goals together. Superintendent Workman said he was also grateful for all the staff members including teachers, classified staff members, administrators and everyone in the state who works so diligently to do what is best for every child in Nevada. It is important not to forget the individual students and staff members who work so diligently.

Rene Fairless, Principal, Mater Academy, explained that she has been working in education for 30 years in Nevada and 10 years ago opened Sunrise High School, which is 80 percent Hispanic. It was frustrating because there were so many students who were not successful. Currently she is principal at Mater Academy with 1600 students, including two campuses, with over 70 percent EL students that are 100 percent free and reduced lunch.

She reviewed aspects of the law and what other states are doing with EL students. NRS 390.810 specifies that to the extent possible, math, science and reading should be given in the language most likely to yield accurate and reliable information on what the pupil can do. Nevada does not offer the test in any language other than English. There is no wait period in Nevada for immigrants; however the ESSA plan states scores will not count for 12 months. When students are not proficient in language, they are not proficient in math or English language arts. In addition, paper and pencil assessments need to be provided to kids who have never had exposure to computers.

Member Ortiz said it is important to hear these concerns from the field. When she has expressed similar concerns the frequent answer received is that there is not enough money to make changes.

Stacie Wilkie, President, Nevada Association of School Boards (NASB), explained that NASB has been around for 52 years providing training for school board trustee members. Assembly Bill 451 from the 2017 Legislation Session requires school board trustees to have a minimum of six hours of training in seven areas. Four opportunities a year are provided including at least 24 hours of professional development. Eleven and a quarter hours targeted to the seven areas were provided in 2017. There were over 142 school board members and superintendents that attended.

Ms. Wilkie added that in addition she is on the Advisory Council for Family Engagement. Their goal is to help schools and districts, engage all families, educators and stakeholders as partners in children's education to provide every child an equitable education by reviewing, evaluating and expanding effective family engagement practices and strategies in Nevada. In the future they hope the council can be part of any state initiatives that effect and impact students and families. The council is a valuable conduit and advocate for students and their families. It was announced to save the date for the 2018 Family Engagement Summit, September 22, 2018 in Northern Nevada.

Richard Stokes, Superintendent, Carson City School District, stated the schools of Carson City School District have appreciated the additional categorical funding responsible for providing specialized educational services to students. Growth in students work is seen by improved academic performance culminating in increased graduation rates. These gains are attributed in part to being able to hire

additional staff. The additional categorical funding is having a significant impact on the performance of the students in the district.

Superintendent Stokes discussed the successes of the Read by Three program in the Carson City schools but noted it was disappointing to have such late access to one of the most critical sources for the Read by Grade Three funds this year. They were not available to districts until mid-November. It created difficulties in finding and hiring qualified teachers needed for the program, but ultimately it prevented struggling students from gaining access to the remediation and tutoring for more than a quarter of the school year. It is their hope that the conditions required within grade, the Read by Grade Three grant can at least become set for a minimum of a two year period. Changing the conditions of the grant on an annual basis causes additional work stress in an environment where initiative and fatigue already challenges and demoralizes staff. In a world of high stakes assessments that demand increased student performance with corresponding higher levels of school accountability, he hopes that categorical funding as appropriate, can be made accessible to the districts.

Another program that has become valuable in a short time, and is also available because of categorical funding, is the social workers grant. In light of the complex conditions of modern society, students greatly benefit from having professional social workers in the schools. This program not only provides by which students can be connected with vital social services, but it provides an additional category of caring adults in schools whose purpose it is to teach and guide children through the maze of modern social entanglements. Social workers play a vital role in providing interventions and supports for students having difficulties with human interactions including school attendance, bullying, mental health conditions and thoughts of suicide. The social worker program plays a critical in the schools. Because Carson City School District has seen the value of this program, he hopes it will stay as a permanent part of the state's program.

However, there are aspects that cause worry. The amount of money received to operate this program pays for the social workers salary, but not the customary benefits received by school district professionals. State leaders have identified the social workers as independent contractors. This designation allows establishment of a contract with each social worker, but the amount of compensation offered from the state is not enough for the social worker to pay their own health insurance and retirement benefits at a commensurate level with the compensation packages enjoyed by other professional staff. It is suggested the work conditions expected of the social workers blur the lines being an independent contractor and an employee as defined by the IRS. He asked that they are able to provide the benefits including insurance and retirement to provide a sense of belonging and security in employment. There is fear of losing these professionals to outside institutions with better compensation packages, and more secure employment conditions is real. He appreciates any support with decisions regarding this program.

After only one year it is difficult to imagine doing without the Read by Grade 3 and the Social Workers program. Superintendent Stokes requested help to maintain the funding and promote additional permanent educational funding formulas that are needed to provide adequate means by which Nevada can become the fastest improving state in the nation.

Nicole Rourke, CCSD, informed that CCSD has been on their Pledge of Achievement and Journey for the past five years to achieve greater student outcomes. They are seeing greater results aligned with the STIP. The CCSD class of 2017 had 20,030 graduates with a graduation rate that exceeds the goal of 82 percent set in their strategic plan. This goal was met two years earlier than targeted and they look forward to achieving more. The College Board recognized CCSD for increases in enrollment and performance on exams in advance placement over the past few years and has increased participation 19 percent annually in each of the past six years. Recently two schools in CCSD were named national Title I distinguished schools, Walter Black and Steam Academy and Gordon Mccaw Steam academy. They also have two national blue ribbon schools, Sandra Lee Thompson and Shirley and Bill Wallin elementary schools. This award is given for overall academic excellence and progress in closing achievement gaps. Ms. Rourke recognized they still have a long way to go to be sure every student in every classroom is being served and look forward to continue increasing student achievement.

Lindsay Anderson, WCSO, said today the superintendent and board president are hosting the first school ground breaking in over 12 years in WCSO for a middle school in Spanish Springs. While the NDE continues to work towards a state level education framework that serves all Nevada students, they appreciate the insights and lessons learned in their classrooms. They also value the past relationship acknowledging they do not always see eye-to-eye, but with the new programs and initiatives rolled out over the past few years, they continue to refine and adjust to improve student achievement. It is critical to work together moving forward. She asked to allow as much district level innovation and flexibility to meet the needs of their diverse students while maintaining a strong commitment to accountability and student achievement.

Wendy Hawk, Chief Academic Officer, Nevada State High School, stated the NDE was mandated to create separate school codes for schools with multiple campuses. Under a short timeline, the NDE worked to separate them for the data. The separation has left issues about policy and governance and they need guidance and clarification. She asked how the coming changes will impact the Nevada State High School governance compliance. The charter operates as one school with multiple campuses. Is it one board over all the entire school, or does there need to be separate governance processes? The direction is not clear. Will each school have independence to grant funds such as Title I? The population is different at each of their sites. The separation of school codes has had a negative impact with student transcripts as the class rank is now incorrect. They are one school and it is impacting student's application for college and scholarships.

There is an additional item regarding dissemination of the school performance framework and that the standards need to be communicated before the start of school. It is concerning to enforce a reading system at the end of year without telling schools what they are being rated on during the year. Schools need to know exactly what they are being assessed on up front so they can plan instruction.

Future Agenda Items

President Newburn noted the Board is due for an update on the CCSO reorganization.

Public Comment 2

Aimee Hairr, parent, noted the majority of administrators and teachers are doing everything according to policy regarding bullying in the schools. (audio difficulties) Her friend's daughter has been suffering for four years in two different schools, and is still in the same classroom as her bully. This child needs a safety plan. The Office of Safe and Respectful Learning is helping her, and social workers have also stepped in to help. But a safety plan is the law. There is no oversight committee and she suggested one is implemented. If there are no consequences this will continue. There is a child in school today that has admitted to suicidal thoughts, and does not have an acceptable safety plan with a mother begging for help. This child has been failed and it is unacceptable.

Khana King, parent, thanked Christy McGill, and the Office of Safe and Respectful Learning for their help. Social workers are saving lives every day. Her daughter is a student and a peer advocate for two years for special needs children. She suffers from anxiety, and was removed from school until she feels safer. She should not have to go to school looking over her shoulder. The school does not have the means or the power to provide a zero tolerance for bullying as well as a safe environment. She provided examples. Documented aggressive behavior made it safest for her daughter to leave school. Training for everyone is needed to tackle the bullying epidemic.

Bob Burnham, President, Eureka County School Board, and President elect, Nevada Association of School Boards, said there is still a critical need in Nevada to better support base funding levels for public education. It never seems to get fixed. There is also a need to encourage and promote adequate operational reserve funding for the state's districts, both large and small. In the best of times, the CCSO end of year reserve would only run the district for a few days. Lack of adequate operational reserve is contributory to CCSOs current financial difficulties. Adding teachers and programs is futile if they are cut the next year because of budgetary volatility. He urged support in efforts to address base funding and

districts being able to have more adequate operational reserve. He spoke about support for people who received their Certified Public Official certificate at this year's annual convention. He added in order for rural schools to succeed with the CTE graduation requirements discussed earlier, licensure issues must be addressed. Although well meaning, the changes in licensure requirements, make it difficult for rural schools to have teachers who have the licensure to address all the issues.

Dan Wold, Superintendent, Eureka County School District, acknowledged licensure is also an issue in other rural districts. He is in his 39th year of teaching, and has one of those old K-12 continuing certificates, which meant he could teach anything except vocational or special education. He has taught art, PE, math, health, and wood shop. The current licensure hand cuffs skilled teachers as far as what they can teach. Their small high school has 64 students, but they still offer art, music, computer science, agriculture, welding, foreign language, anthropology and advanced courses in all subject areas. They can do that because they have talented staff with multi credentials. Most teachers teach other subjects and these electives as another theme. Despite that, over the last few years, they lost the culinary program and an EMT program because they cannot get anyone with certificates to teach those programs. With the increased graduation requirements, it will be harder to offer full time elective programs. We need to make it easier in the rurals to appoint people to teach subjects they are capable of teaching to keep the elective programs.

The meeting was adjourned at 1:16 p.m.