

**NEVADA DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION MEETING  
JULY 23, 2020  
9:00 A.M.**

**Meeting Location**

**Due to the circumstances created by the COVID-19 pandemic, the State Board of Education met via videoconference. In accordance with Governor Sisolak's State of Emergency Directive 006, Section 1, no physical location was designated for this meeting. The meeting was livestreamed on the Nevada Department of Education's (NDE) website.**

**SUMMARY MINUTES OF THE BOARD MEETING**

**BOARD MEMBERS PRESENT**

**Via Videoconference**

Alex Gallegos  
Cathy McAdoo  
Dawn Miller  
Elaine Wynn  
Felicia Ortiz  
Katherine Dockweiler  
Kevin Melcher  
Mark Newburn  
Robert Blakely  
Tamara Hudson  
Wayne Workman

**DEPARTMENT STAFF PRESENT**

Jhone Ebert, Superintendent of Public Instruction  
Felicia Gonzales, Deputy Superintendent of Educator Effectiveness and Family Engagement  
Heidi Haartz, Deputy Superintendent of Business and Support Services  
Dr. Jonathan Moore, Deputy Superintendent of Student Achievement  
Jessica Todtman, Chief Strategy Officer  
Sarah Nick, Management Analyst III  
Terri Hendry, Public Information Officer  
Kathleen Galland-Collins, Education Programs Supervisor  
Amber Reid, Education Programs Professional  
Brenda Bledsoe, Education Programs Professional

**LEGAL STAFF PRESENT**

**Via Videoconference**

David Gardner, Deputy Attorney General

**PRESENTERS IN ATTENDANCE**

**Via Videoconference**

Brian Mitchell, Director, Governor's Office of Science, Innovation & Technology  
Dr. Tonia Holmes-Sutton, Interim State Director, Teach Plus Nevada  
Jen Loescher, Senior Policy Fellow, Teach Plus Nevada  
Jordana McCudden, Senior Policy Fellow, Teach Plus Nevada  
Kenneth Belknap, Senior Policy Fellow, Teach Plus Nevada

**AUDIENCE IN ATTENDANCE**

**Via Livestream**

## **1: CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE**

Meeting called to order at 9:01 A.M. by President Elaine Wynn. Quorum was established. President Wynn led the Pledge of Allegiance. President Wynn noted that across the country, boards, districts, and families were working to decide how to safely reopen schools and commended those working on the enormous and difficult task. She pledged that the Board would give their best effort to provide for their constituents and take their charge seriously.

## **2: PUBLIC COMMENT #1**

Gail Hudson, 2020 Nevada State Teacher of the Year, submitted public comment regarding COVID-19 and distance learning. *(A complete copy of the statement is available in Appendix A)*

Kim Reddig, President of the Nevada Speech-Language Hearing Association, submitted public comment regarding non-binding recommended ratios for specialized instructional support personnel. *(A complete copy of the statement is available in Appendix A)*

Catherine Cahn, CEO of Twig Education, submitted public comment regarding Twig Science Nevada instructional materials. *(A complete copy of the statement is available in Appendix A)*

Ana Rosas, Women's Research Institute of Nevada, submitted public comment regarding COVID-19 and the reopening of schools. *(A complete copy of the statement is available in Appendix A)*

## **3: APPROVAL OF FLEXIBLE AGENDA**

**Vice President Mark Newburn moved to approve the flexible agenda. Member Katherine Dockweiler seconded. Motion passed.**

## **4: PRESIDENT'S REPORT**

President Wynn introduced and welcomed the new Board members, Alex Gallegos and Wayne Workman. Alex Gallegos is the Board's student representative; he is senior at Eldorado High School in Clark County School District (CCSD) and will be serving as Student Body President in the 2020-21 school year. He is also involved in the Student Organization of Latinos, a part of CCSD Superintendent Jesus Jara's Student Advisory Committee and Eldorado's School Organizational Team. Wayne Workman is the Nevada Association of School Superintendents (NASS) appointment to the Board; he is Superintendent of Lyon County School District (Lyon CSD) and recently completed a term as President of NASS. His 22-year career in education began as a health and sports medicine teacher, and he has been in his current role in Lyon CSD for 6 years.

## **5: SUPERINTENDENT'S REPORT**

Superintendent Jhone Ebert thanked Nevada Department of Education (NDE) staff and the Board for their continued perseverance and commitment with regard to COVID-19 response and recovery.

Regarding the 31<sup>st</sup> Special Session (2020) of the Nevada State Legislature, Superintendent Ebert emphasized that NDE began working in collaboration with district superintendents to develop recommended budget reductions in March. She noted that superintendents began by identifying where cost savings could occur in fiscal year (FY) 2020. Ultimately, the Department submitted a proposal of \$183 million in budget reductions. During testimony to the Legislature, Superintendent Ebert was joined by CCSD Superintendent Jesus Jara, Washoe County School District Superintendent Kristen McNeill, Churchill County School District Superintendent and current Nevada Association of School Superintendents Vice President Summer Stephens, and Executive Director of the State Public Charter School Authority (SPCSA) Rebecca Feiden.

Assembly Bill (AB) 3 provided \$50 million in Coronavirus Aid, Relief, and Economic Security (CARES) Act funding to be allocated to students based on certain characteristics and performance indicators. AB 3 also indicated the Legislature's priorities for restoring budget reductions if additional funding becomes available in the future: New Nevada (Senate Bill 178); Read by Grade 3; furlough and pay for State employees; other budgetary reductions; and other purposes authorized by law.

Superintendent Ebert shared that the Elementary and Secondary School Emergency Relief (ESSER) Fund dollars allocated for competitive grant funding have been released for application; the ESSER funds for local education agencies (LEAs) – 90% of ESSER funds amounting to \$105 million – have been available to LEAs since mid-May.

The Governor’s Emergency Education Relief (GEER) Fund dollars have been used to procure a Statewide learning management system, as well as instructional resources for students, educators, and families. GEER funding has also been allocated to backfill Pre-K funding.

Vice President Newburn asked if the Board could receive a breakdown and ongoing report on funding categories, district requests, and what funds have been paid out to districts in various categories. Superintendent Ebert assured that the Department could put together a one-pager report for the Board. President Wynn and Member Ortiz noted their support for Vice President Newburn’s request.

Member Ortiz asked about the process that was used to determine budget cuts, especially considering equity concerns. Superintendent Ebert responded that the Distributive School Account (DSA) was prioritized as an area in which to maintain funding. She noted that the DSA has many components, several of which address equity. The Legislature also recently provided additional funding to the DSA in the 2019 Session. The second priority in recommending reductions was retaining flexibility for school districts to support an equity agenda – meeting children where they are and with the resources that they need. Grant funding by nature of having specific allowable uses does not always create the flexibility that districts and schools need to meet students’ needs.

Member Workman agreed that at first look, it appears that funding to serve vulnerable students was cut. However, he noted that ESSER dollars can be used to backfill those programs – such as Senate Bill (SB) 178 and Read by Grade 3 – and this was primarily what districts were using their funding for. Districts assessed what may be best to cut based on what would be easiest to then backfill with alternative funding, such as ESSER and GEER funds.

Member Ortiz asked Member Workman how many students in Lyon County would be impacted by the budget cuts. Member Workman responded that it was a complex response, because the budget was not in a one-to-one relation with students, as it was dependent on how schools individually used grant funds. In addition, knowing that some programs or positions will be preserved using ESSER funds makes it difficult to estimate. However, Member Workman was optimistic that Lyon County would be able to preserve programs and positions sourced from SB 178. For Read by Grade 3, Lyon County had been using literacy specialists that worked specifically with teachers regarding literacy strategies – with cuts, these specialists are being moved into regular classroom teaching positions. Member Workman emphasized that there was no job loss; literacy strategists had been backfilled into existing positions.

Superintendent Ebert continued her report, shifting to Governor’s [Emergency Directive 022](#), which required districts and charter schools to submit a reopening plan to their governing body for approval no less than 20 calendar days prior to their first day of school. Per NDE [Guidance Memo 20-05](#), schools must create plans for Path Forward Programs of Distance Education. Clark, Eureka, Nye, and Washoe County School Districts had submitted their certifications and plans by the time of the meeting. Through Guidance Memo 20-05, the Department also provided flexibility to schools and districts to convert up to five instructional days to professional development days. This will provide an opportunity for staff to gain additional training to prepare for the reopening of school buildings as well as distance learning.

The Department met with the districts and the SPCSA to discuss personal protective equipment (PPE), instructional preparedness, digital resources, and collaboration. Superintendent Ebert highlighted that through Canvas, the new Statewide learning management system paid for with GEER funds, CCSD would be sharing their content for grades 6-12, a unique opportunity for Statewide resource sharing.

Superintendent Ebert invited Dr. Jonathan Moore, Deputy Superintendent Moore, to provide an update on the Nevada Digital Learning Collaborative (NvDLC) and the Digital Engineers. Dr. Moore noted that the NvDLC had its first deliverable on July 20, which included the scope of work for the Digital Engineers.

Addressing the Board's request for diversity statistics for the Digital Engineers, Dr. Moore reported that NDE gathered the requested information and distributed it to the Board. The Digital Engineers have continued to grow, and have gained approximately 20 new members, who increase diversity in representation across counties, multiple languages spoken, and race/ethnicity. The NvDLC's first virtual conference will be held in September and will likely focus on building relationships in the digital space. The NvDLC also supports the statewide learning management system (LMS), Canvas. This is an opt-in service to support districts distance learning platform. Six school districts and 15 charter schools have expressed interest in using Canvas to date.

To supplement distance learning, the Department has purchased high-quality digital content provided by Discovery Education; it is available to every student and educator in the State. Discovery Education has a tremendous amount of content, including supports for students with disabilities, English learners, and an expanding social justice model. NDE's partnership with Discovery Education is supported by the NvDLC.

Member Ortiz asked for an updated PowerPoint regarding the diversity of the Digital Engineers. Dr. Moore agreed to send updated information. Member Ortiz also asked if the NvDLC and the Digital Engineers had a quality threshold for materials posted. Dr. Moore responded that there is an extensive review process, vetting all materials submitted, including branding and marketing, accuracy, ensuring that there are no copyright issues or infringement, and that the resources are aligned to objectives as well as State academic content standards. Member Ortiz asked if anyone was reviewed for cultural competency and bias. Dr. Moore responded in the affirmative, noting that one of the NvDLC leaders, Jayne Malorni, is also in the process of implementing a committee to develop standards for multicultural education.

Superintendent Ebert highlighted several community organizations that have been working in partnership with NDE. United Way of Southern Nevada implemented a cradle-to-career response, establishing the Emergency Assistance and Community Needs fund to assist community members facing financial hardship with basic needs; they raised and distributed over \$2.3 million in donations. They are also a partner of Nevada Ready! State Pre-K, working with 14 partners to reach 700 children, and providing virtual support to administrators and educators; four out of 19 childcare partners remained open in order to serve essential workers. United Way of Southern Nevada also has a College Transition Team, which checks in on high school juniors and seniors to offer support in sustaining their educational plans; they also provide an online scheduling application to support students in making appointments with community colleges.

The United Way of Northern Nevada and the Sierras distributed \$544,000 from their emergency assistance fund to partners in northern Nevada and provided books to the Reno-Sparks Indian Colony to distribute to students in Hungry Valley. They also worked with the COVID-19 Task Force to distribute PPE, and with Lieutenant Governor Marshall to launch Delivering with Dignity, which delivers meals to vulnerable community members. The United Way of Northern Nevada and the Sierras will also be launching a micro-grant program for small non-profit organizations with a focus on education and basic needs supports to assist in building capacity to respond to COVID-19.

Superintendent Ebert reported that Nevada's PBS stations have also done tremendous work. Vegas PBS launched OnePlace, digital resources made available to families and teachers. PBS Reno has also created programs in their broadcasting and developed materials aligned to content standards.

Superintendent Ebert announced that the U.S. Department of Education approved the Perkins V Plan, Strengthening Career and Technical Education, for the State of Nevada. The 2020 Four-Year Workforce Innovation and Opportunity Act Unified State Plan was also official approved by the U.S. Department of Education and Labor.

Vice President Newburn noted that distance learning in spring was less than ideal, and execution of quality distance education in the fall would be key. He remarked that the Board should be an open forum for honest discussion about where we are and discuss what needs work and the direction of education. Vice President Newburn requested a regular item on the agenda where districts discuss their reopening

plans, their status, and their progress, beginning with Clark, Washoe, and charter schools. President Wynn agreed that the Board should serve as a public information clearinghouse, especially regarding the digital divide. Member Dockweiler further agreed with Vice President Newburn. Member Kevin Melcher agreed, but requested a written report from districts prior to their presentation, so that the Board could use public time to ask questions. President Wynn outlined that primary concerns were connectivity, devices, teacher training, and how to measure student success at the end of the year. Member Ortiz also asked for information regarding instructional delivery for vulnerable students. She also asked that districts provide information on policy items that would help them proceed efficiently, such as assessment waivers.

## **6: APPROVAL OF CONSENT AGENDA**

President Wynn pulled item 6(e), the Dual Credit Request for Nevada State High School, for further research to be conducted, and item 6(m), the Diversity, Equity, and Inclusion Workgroup Minutes from June 29, 2020.

Member Dockweiler, responding to public comment on item 6(g) regarding Speech-Language Pathologists in the Specialized Instructional Support Personnel (SISP) ratio, clarified that the Board was required to draft non-binding ratios for SISPs. Speech-Language Pathologists currently have binding ratios.

Member Ortiz asked if there was a more efficient way to approve dual-credit requests so that schools do not have to request them individually. Instead, the Department could work with the Nevada System of Higher Education (NSHE) to equate certain classes to credits across the board. Superintendent Ebert responded that the current system is in Nevada Revised Statutes (NRS), but that the Department could pursue a change in NRS during the forthcoming Legislative session. The Department would be happy to work with NSHE to streamline and reduce paperwork as much as possible.

Vice President Newburn noted that not everything taught at college is appropriate for a student in high school. He recounted an incident in which a Human Sexuality course at Western Nevada College, which focused on sexual experimentation, was approved for dual credit. He emphasized that while optimizing the system, oversight to ensure that appropriate classes are approved is necessary.

**Member Ortiz moved to approve the consent agenda. Member Robert Blakely seconded. Motion passed.**

## **7: INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE GOVERNOR'S OFFICE SCIENCE, INNOVATION & TECHNOLOGY SUPPORTS RESPONDING TO COVID-19**

Brian Mitchell, Director of the Governor's Office of Science, Innovation & Technology conducted a PowerPoint regarding the [Resources and Supports](#) made available to school districts and efforts to increase access to broadband for distance learning.

Member Ortiz asked if Cox Communications would still be requiring a letter from the school district stating that a student qualified for free-or-reduced-price lunch (FRL) in order to provide subsidized home internet service. Director Mitchell responded that, to his understanding, the district would provide a list of addresses that need connectivity, and Cox would connect them. Member Ortiz reported that districts were only reporting addresses of families in 100% FRL schools, but they needed to also report those on FRL who were not in all-FRL schools.

President Wynn outlined the work that the COVID-19 Taskforce has been doing to address the digital divide, including the coordination of resources and needs assessments. She confirmed that districts could be the client of a provider, bypassing families signing up as clients; Director Mitchell agreed that this may in fact be the preference of providers.

Member Tamara Hudson asked about teacher connectivity; if teachers are working from home, is there a plan to ensure that teachers have the connectivity they need to be successful in meeting student needs? Director Mitchell noted that the focus had been on students, however districts have mentioned that they are looking at the needs of teachers regarding devices and connectivity.

Member Alex Gallegos inquired about considerations for transient students and students who moved between the homes of multiple caregivers. Director Mitchell responded that the recommendation in that context would be to issue the student a mobile hotspot, so that the student could travel with the hotspot and their device.

Member Dockweiler asked if costs would rise and eventually overwhelm districts' ability to pay for student and family connectivity. Director Mitchell noted that the providers offering subsidized plans offered them prior to COVID-19 and would continue to offer them after, so there is opportunity for sustainability. However, to assist in sustainability post-COVID-19, he further recommended that families be encouraged to sign up for the federal Lifeline program, which provides a \$10 monthly bill credit to families – the same cost of subsidized internet subscriptions.

Member Ortiz added that sufficiency should be considered, as teachers would optimally have two screens to see students and refer to instructional materials and providing a laptop would not be enough. Director Mitchell agreed that rigor is needed to address connectivity sustainability, issues of student homelessness, and teacher support. Member Melcher asked if the Federal Communications Commission (FCC) waiver would be monitored on the honor system; Director Mitchell clarified that each student's computer would have a unique code for linking.

President Wynn remarked that this work was setting the infrastructure of the 21<sup>st</sup> and 22<sup>nd</sup> century, much like railroads, and thanked Director Mitchell for his work and continued collaboration.

## **8: INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE DIVERSITY, EQUITY, AND INCLUSION WORKGROUP OF THE NEVADA STATE BOARD OF EDUCATION**

Member Tamara Hudson provided an update to the Board regarding the work of the Diversity, Equity, and Inclusion (DEI) Workgroup of the Nevada State Board of Education, who held their first meeting on June 29, 2020.

Member Hudson reported that the first meeting addressed primarily the digital divide, budget cuts, pending issues of access for the Special Education population, distance learning professional development, and how to ensure that students have the support they need. The Workgroup also discussed pursuing equity training and shifting language. A focus of the Workgroup is to bring an equity lens to all the decisions of the Board, to lead by example, and to strive to address systemic injustice in Nevada's education system.

To address the digital divide, the workgroup asked the Department to draft letters to Nevada's State and federal representatives and the FCC to support the students in Nevada who have no or little access to connectivity. **Member Hudson moved to approve the letters and have the Department send them; Member Melcher seconded. Motion passed.**

Members Ortiz and Melcher thanked Member Hudson for her report and expressed support for the Workgroup.

## **9: INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE 2020 STATEWIDE PLAN FOR THE IMPROVEMENT OF PUPILS**

Jessica Todtman, Chief Strategy Officer and Sarah Nick, Management Analyst to the Superintendent, conducted a PowerPoint presentation regarding the [2020 Statewide Plan for the Improvement of Pupils \(STIP\)](#).

Ms. Todtman and Ms. Nick shared that, based on feedback from the State Board, edits had been made since the prior presentation of the STIP and that the [edits](#) could be reviewed in the meeting materials. Member Gallegos noted that, while he had not been a Member of the Board while the STIP was being developed, he was grateful for the shifts in language to further support diversity, equity, and inclusivity.



**Vice President Newburn moved to approve the 2020 Statewide Plan for the Improvement of Pupils. Member Ortiz seconded. Motion passed.**

*[Convenience Break]*

**10: INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING SCHOOLS REQUESTING RATINGS UNDER THE ALTERNATIVE PERFORMANCE FRAMEWORK**

Brenda Bledsoe, Education Programs Professional, Office of Assessment, Data, and Accountability Management conducted a PowerPoint presentation regarding schools that applied to the Department to be rated using the [Alternative Performance Framework](#) (APF) for the 2020-21 School Year.

Member Ortiz asked for clarification regarding how long schools remain under the APF before they must resubmit. Ms. Bledsoe clarified that once schools have been approved for the Alternative Performance Framework; they remain under the APF for a span of four years upon their first rating. While schools were initially approved to use the APF in the 2015-16 school year the APF rating was under continued development and Nevada rated its first school under the APF in 2019.

**Member Blakely moved to approve the applications to be rated under the APF. Members Gallegos and Dockweiler seconded. Motion passed.**

**11: INFORMATION AND DISCUSSION REGARDING TEACH PLUS NEVADA'S 2019-2020 ADVOCACY AND POLICY ENDEAVORS**

Dr. Tonia Holmes-Sutton, Interim State Director; Jen Loescher, Senior Policy Fellow; Jordana McCudden, Senior Policy Fellow; and Kenneth Belknap, Senior Policy Fellow of Teach Plus Nevada, conducted a PowerPoint presentation regarding [Teach Plus Nevada's Advocacy and Policy Endeavors](#) on teacher retention, restorative justice, teacher leadership, teachers of Color, and focus group projects.

President Wynn asked for clarification on restorative justice. Mr. Belknap responded that it is a goal in school discipline to repair relationships and get to the root of why the incident occurred and build up students' resiliency and social-emotional learning (SEL), rather than focusing on punishment. Dr. Holmes-Sutton emphasized that restorative justice is a community effort, and one that is difficult to implement without support.

President Wynn asked about efforts to promote leadership and teacher supports while separated and distanced. Ms. Loescher and Ms. McCudden highlighted the focus on connecting teachers with one another to create and provide supports. Member Cathy McAdoo supported future connection with the incoming President of the University of Nevada, Las Vegas on these topics.

**12: FUTURE AGENDA ITEMS**

The Board requested future presentations from school district leaders regarding their reopening plans, implementation, and progress.

Member Dockweiler asked that the Department investigate using a unified structure for review of current and new programs, so that programs could be reviewed comparatively, including equity factors and impacts.

Superintendent Ebert contextualized that the Legislative session had just ended, reshaping budgets and allocations for school districts, while districts are simultaneously closing FY20 and redrafting FY21, and beginning to draft FY22. The \$50 million granted from AB 3 must also be spent by December 30, 2020, which requires additional budget calculations. Districts would have greater information to share regarding budgets in future. Vice President Newburn supported additional information from districts regarding budgets in future.

**13: PUBLIC COMMENT #2**

No public comment.

**14: ADJOURNMENT**

Meeting adjourned at 12:43 P.M.



*Appendix A: Statements Given During Public Comment*

1. Gail Hudson, Nevada Teacher of the Year, submitted public comment regarding COVID-19 and distance learning. (Alexandra Dominguez, Director of State Government Relations, the College Board, submitted public comment regarding COVID-19.
2. Kim Reddig, President of the Nevada Speech-Language Hearing Association, submitted public comment regarding non-binding recommended ratios for specialized instructional support personnel.
3. Catherine Cahn, CEO of Twig Education, submitted public comment regarding Twig Science Nevada instructional materials.
4. Ana Rosas, Women's Research Institute of Nevada, submitted public comment regarding COVID-19 and the reopening of schools.

**Item A1, Gail Hudson**

Good morning,

President Wynn, Superintendent Ebert, and Members of the State Board:

My name is Gail Hudson. I am an Elementary school teacher and the 2020 Nevada State Teacher of the year. I appreciate the opportunity to speak to you today. I want to acknowledge some of the challenges that many schools and the district are facing concerning the inequities across our African American communities. The inequities of the distributions of technology providing all students with the tools they need to be successful. Many of our students were not provided with computers including many lacking connectivity during the previous distance education session. Now we are approaching the start of a new school year facing the same issues. We can no longer sit back and ignore the problem. We know exactly who these students are, they are the students in our most vulnerable communities.

I happen to be on the call during the School Board meeting on this past Tuesday evening and it was alarming to hear that the more than 20,000 plus students were unaccounted for with no form of contact during the previous distance learning phase. There needs to be an accountability system in place. How can that many students fall through the system, vanishing and no one seems to know where they are? How can this even be possible? The systems that are in place have been impacting our most vulnerable students, our Black and Brown in particular our African American student population. These students continue to be disproportionately impacted by the choices we make. There are underlined inequities that have been happening for quite some time and continue to occur. As leaders in our State, it is up to us to make those hard choices, holding not only ourselves but each stakeholder responsible for providing equitable opportunities for all of our students. In acknowledging that we have to address these problems through a lens of equity, it is time for us to make better choices. "Choices that provides equitable opportunities for ALL of our students"

Thank you,

Respectfully,

Gail Hudson, NBCT

2020 Nevada State Teacher of the Year

**Item A2, Kim Reddig**

July 23, 2020

Nevada State Board of Education 700 E. Fifth Street  
Carson City, NV 89701

Re: Public Comment #1, Agenda Item #6.g

Dear President Wynn, Vice President Newburn and Members of the State Board of Education,

For the record, my name is Kim Reddig. I am a Speech-Language Pathologist (SLP) and the President of the Nevada Speech Language and Hearing Association (NSHA).

My comment today addresses Item 6.g on the agenda regarding Non-binding Recommended Ratios for Specialized Instructional Support Personnel (SISP). On behalf of NSHA, I would like to submit the following information that was not included in the presentation during the State Board of Education meeting held on April 30, 2020.

Speech-Language Pathologists work to prevent, assess, diagnose, and treat speech, language, social communication, and cognitive-communication with students 3-21 in Nevada schools.

This is based on eligibility criteria guided by IDEA (2004) as well as Nevada regulations (NAC 388.125). This affords us the opportunity to participate in prevention activities, collaboration, consultation, direct and indirect services through Response to Intervention (RTI), and Multi-Tiered System of Support (MTSS), as well as services written into IEPs. Speech-Language Pathologists are unique in that we can assess, diagnose and provide therapeutic intervention, as both a case manager as well as a related service provider. SLPs have a maximum caseload of 50 (+/- 10%) established by NAC 388.150 based on the variety of direct special education services SLPs provide within the school setting. While these are different than ratios provided by other Specialized Instructional Support Personnel (SISP) who provide support across an entire school, it should be noted that this caseload number is based on the number of students SLPs provide direct services to through IEPs. This maximum caseload and the related workload does not account for the additional activities SLPs participate in across the school setting (e.g. RTI, MTSS, collaboration with other school staff, providing support to students in the least restrictive environment, and promoting access to general education curriculum). A ratio model could be considered in addition to caseload numbers in relation to workload of the SLP as an interdisciplinary team member at a school site.

I would like to thank Chairwoman Wynn, Vice Chairman Newburn and the Members of the Nevada State Board of Education for the opportunity to include this information as you are consider and approve the recommended ratios for all Specialized Instruction Support Personnel.

Respectfully submitted,  
Kim Reddig, M.S. CCC-SLP  
NSHA President  
[info@nvsha.org](mailto:info@nvsha.org)  
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### **Item A3, Catherine Cahn**

Twig Education Inc appreciates the science instructional materials review by the Nevada Instructional Steering Committee for Twig Science Nevada for grades K, 1, 2 and 4. In light of the pandemic caused by COVID-19, we realize that further disruption resulted in amendments to the overall K-8 adoption timelines of science materials for Nevada Districts and Schools. We thank the members of the committee whom were able to review the program while managing district and school emergencies during this pandemic and historical time in America. We look forward to working with the state regarding the completion of the review of Twig Science Nevada for grades 3 and 5.

Twig Science Nevada is a 3-Dimensional, Phenomena based program that has been vetted by our science and engineering experts at Imperial College of London to be scientifically accurate and reflective of 21st Century knowing, thinking and doing in Science, Engineering and STEM.

Twig Education is a subsidiary of the Imperial College of London. Imperial College of London is a top 10 STEM university in the world. You may have heard of Imperial College London from current research on their COVID19 Vaccinations moving to next level. Tigard, Oregon whom recently adopted Twig Science stated "Lots of great learning opportunities that are really engaging and really global. Think about all the world's scientists working together to find a vaccine—that's the kind of community-building this program brings together for students. I'm sold!" —Tigard USD, Oregon Board Meeting. Twig Science was also adopted through California's rigorous adoption, deliberation, and comments process and was the only program in California to have ZERO Edits and Corrections.

Twig Science Nevada was created to provide Access and Equity for students of Nevada. It is our mission for equity and inclusion to STEM education for all students regardless of demographics, gender, socioeconomic status, or (dis)ability. All students will see themselves reflected within the program. Our print and digital resources include Spanish materials, Cultural Connections, English Language Learner, and Special Needs/Accessibility accommodations. To support high quality distance learning, Twig Coach Science Video Lessons and Lab Coaches are include for both synchronous and/or asynchronous teaching and learning.

Twig Science Nevada is developed through a ThinkTank involving Imperial College of London, Stanford SCALE, Educators and Generation Z Students that provide specific collaboration and expertise in creating a program that represents Nevada. In fact, in grades 3 and 5—Nevada Educators and Gen Z students recommended specific local phenomena and investigations to be included:

- Sierra Juniper trees grow in the Sierra Nevada Mountains.
- Fossilized tracks uncovered in Carson City are evidence that mammoths, saber-toothed cats, and giant sloths once lived in Nevada.
- Fossilized remains of ancient marine creatures have been discovered in Nevada.
- Weather data for Carson City, Nevada
- Wildfires in Nevada usually occur between June and November.
- Nevada Ecosystems
- Lake Mead provides fresh water to parts of Nevada
- Nevada as the driest state in the US.
- Exploring the Mojave

Twig Education, Inc has invested significant resources and attention to your standards and phenomena in creating a culturally relevant science program to meet the needs for Gen Z students and their teachers in Nevada for any teaching environment including distance learning. We look forward to the continued review as per Dave Brancamp of Twig Science Nevada grades 3 and 5. Thank you for your time.

**Item A4, Ana Rosas**

Dear Board Members,

As a researcher for the Women's Research Institute of Nevada, we understand the hard options you are facing. Our research has given us a glimpse into the reality of Nevada schools which are not prepared for the upcoming year during this pandemic. Public school's air conditioning system, disinfecting classrooms, providing social distancing spaces for children are just a few of the many problems that would need to be addressed prior to reopening schools. One major obstacle are parents who are concerned their child may get Covid-19. Studies have shown that children under the age of 10 have a small probability of transmitting the disease. Child psychologists are vehemently encouraging that children over 5 years of age and under 10 years of age return to class because of the importance of interacting with an adult and their peers during this phase of their young lives. We all want safety for the children as well as for the teachers. The continued misinformation and disinformation is causing this increased anxiety among parents.

Distance learning is not the solution for all children who have different needs and different approaches to learning the material. Teachers would need training on how to create a curriculum for a student to learn online, motivate students to learn without their continued presence and be constantly accessible to the student. Students need to be trained to motivate themselves to learn, understand time management and other adult skills with and without an adult present. The economic burden placed on parents to buy devices and internet during layoffs and terminations has added to the distress. I'll mention it once here, that our "second class" people who do not have a voice and live in the shadows are even more stressed when they see the opportunity of an education will not be there for their children.

The solutions are not simple. It will take leadership from the local community leaders to find out how many are out of work, need financial help to stay in their homes and other needs that enable a family to become sustainable during this pandemic. Without these needs being meant, a child cannot learn. After these needs are met, teachers and students would need training in how to learn online before classes begin. Students will require to be assessed by educators or parents to their special needs, such as cannot see the screen for a long time or cannot sit still because of ADHD. Students would require re-evaluation of any special needs after a month or semester is over for any adjustments to help them learn. Parents will need to learn how to encourage their younger children with homework and be able to support their child who cannot play with their friends.

The above possible solutions are just the beginning of what is needed for children to get back to school.

Thank you for your time. I hope you can incorporate any solution here into educating our young who are the future of this country.

Ana Rosas

University of Nevada, Las Vegas

Women's Research Institute of Nevada

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*Appendix B: Additional Documents Submitted for Board Review*

1. Memo on Teacher Leadership in Nevada, submitted by Teach Plus Nevada
2. Memo on Teacher Retention in Nevada, submitted by Teach Plus Nevada
3. Memo on Restorative Justice in Nevada, submitted by Teach Plus Nevada