Your Name	Phoebe Wang
Name of Your Organization	N/A
Your Email Address	███████████████
Number of Participants in Conversation	2
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	Most of middle schools and high schools are at summerlin and Henderson. Most of parents have to move from mountains' s edge area to either summerlin or Henderson when their kids are going to middle or high school. Can we have more public middle school or high schools at mountains edge area?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	We need more A+ or A overall grade (academics, teachers, college prep., clubs& activities, health & safety and diversity)middle and high school at our community. Online school is a good choice before COVID-19 ends. Online school also can provide some activities for students who can participate on weekends.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Please see above answers

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Health and safety are the most important issue now. Suggest all school staffs and students are vaccinated before attending school. Timed disinfection facilities, social distance, mandatory wear mask, A/C filter change and periodic COVID-19 test are very important.
Please share any recommendations to improve the toolkit, process, resources for the future.	We can have more after school or weekend class such as English, math, art, foreign language, sports, music, and etc to make our kids develop their potential talents in the future and free of charge which can reduce the financial burden for our parents.

✚ **Submission Data**	

Your Name	Susan Morgan
Name of Your Organization	Mystic Dream
Attach your organization's logo (optional).	
Your Email Address	▇▇▇▇▇▇▇▇▇▇
Your Phone Number	▇▇▇▇▇
Number of Participants in Conversation	9
Conversation Setting	One-on-one
Primary Stakeholder Group (select all that apply).	Community Members Parents Students

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	What would make school a happier place to be?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Better tools for bringing more balance (primarily) to the emotional life of the students. Ex: Coping skills
My/Our stakeholders had the following input on how we can implement our community vision for	A number of parents requested classes focused on Dreamwork. Mystic Dream has been teaching dreamwork and leading dream circles for more than 20 years and it works fantastic for everyone including children of all ages. Parents would also like to see meditation type opportunities during the day for children. One parent suggested creating a 'safe room' that is designed to be calming and peaceful with tools like kinetic sand, pillows and other inspiring items that encourage mental well being. One child suggested more art classes!

schools by utilizing the American Rescue Plan Funds.	Another child suggested a class on penmanship! (Wow!)
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Kids seem to be in an overwhelm right now across the board. It is critical that proven meditation techniques and skills are implemented.
Please share any recommendations to improve the toolkit, process, resources for the future.	Mystic Dream(702 272-1319) is already a resource in Henderson and would love to be involved in both teaching the kids meditation techniques. Mystic Dream would also love to be involved with teaching Teachers how to work with the children in this capacity.

Your Name	Lindsey Dalley
Name of Your Organization	Moapa Valley Community Educational Advisory Board (MVCEAB)
Your Email Address	███████████
Your Phone Number	██████████
Number of Participants in Conversation	25
Conversation Setting	Other: Both in Person Group Conversation and Virtual
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators Other: School Counslers
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	We meet multiple time/year, almost monthly, and as a result, our stakeholders are already familiar with our Moapa Valley school's community vision of more local stewardship and how CCSD should "bring this vision to life". We work tirelessly supporting this vision to ensure our students are academically successful.

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

Our Stakeholders chose the following themes as most important:

1. Local School Organizational Team (SOT) funding control with School Associate Superintend (SAS) oversight is critical. Every school has different needs and resources. Our SOT teams, by design and law, have all the players in place to identify and execute effective and timely local school programs for our kids. Therefore, the Covid funding needs to be divided up, pushed down to the SOT's where the rubber meets the road, and local accountability for kids happens.

Rural schools are constantly afflicted by the "One size fits all." failure. Even with the best intentions, someone 60 miles away living in a different culture without personal knowledge has little chance of effectively and timely using funding. We don't need to reinvent the proverbial wheel. Us and many schools have the SOTs already in place and functioning. Unleash them and let them work magic for years to come with this Covid funding opportunity.

2. Covid highlighted an example of rural teacher funding inequity when our high school suddenly did not have enough seats for our incoming freshman. When our juniors and seniors began using their open periods to take the state required CTE class for graduation, that used up all of our teacher reserve and we did not have the staffing necessary to supply incoming freshman with enough classes to fill their school day as required.

In rural schools we don't have the economies of scale, and one teacher will teach several different class subjects, then coach, and also advise clubs. This message seems to constantly get lost on our urban overseers as we have lost 30 to 40 % of our teachers in the last 10 years. We need to add staff back so we can have distance learning and CTE capabilities at the same equity level as in urban areas.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Our "Shared Community Vision for Our Schools:" We propose dividing up the American Rescue Plan Funds equitably between all the schools by taking the number of schools and dividing it equally. It could NOT be done on a per pupal basis as that would exacerbate rural funding inequity as some CCSD rural schools may only have 50 students. This would allow the SOTs, with SAS oversight as define in 388G, develop a local school plan of operation to properly and effectively use these funds within the school, specific to that school's needs for the long term gain. Everybody wins because funding actually gets down to the kids. SOT communities, which includes parents, teacher, and the principal, can shape and funnel this funding for most effective use and ensure oversight that these fund are spent correctly. These are the stake holders that matter and this brings funding transparency into the community. Individual stewardship promotes responsibility on more levels.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	The following are concerns that did not fall under the defined themes: We are ahead of the "Focus on the Future for Kids" process and have already defined and planned for our "social and emotional support and mental health needs." Because our rural community does not have wrap around services as urban areas do, the shut-down showed that rural students and rural families don't have adequate mental health solutions and resources compared to their urban counter part. Therefore, we put together a targeted program for mental health with zero suicides is our goal. Working with our school counselors, we have already scheduled an assemble program for high school, middle school, and their parents on Sept. 9th. Our kids cannot afford to be behind the curve. The stakes are high. One suicide is tragic enough, but if any suicide were to happen in our schools we would all know that child by name and the personal tragedy inflicted on the family. Our schools and the community have collaborated and put up thousands of dollars in addition to volunteer and donated merchandise for our needed mental health program. We would like to request a $10,000 advance for partial funding of a mental health professional facilitator that our school counselor and social worker recommended. This individual will address both our High School and Middle School students and then their parents later that evening, about our targeted mental health issues. This is a very proactive move to prevent any suicide attempts and open communication between students, parents, and other adults that could help.

Please share any recommendations to improve the toolkit, process, resources for the future.

This format seemed designed to achieve a very broad general outcome that could be to easily manipulated.

Your Name

Jana Wilcox Lavin

Name of Your Organization

Boulder City Community Input Town Hall

Your Email Address

▮▮▮▮▮▮▮▮▮▮

Your Phone Number

▮▮▮▮▮▮▮

Number of Participants in Conversation   18

Conversation Setting

In Person Group Conversation

Primary Stakeholder Group (select all that apply).

Community Members
Parents
Educators

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]

1. What do you want to be true for kids' education?
1b. What can you do to support bringing that vision to life?
2. What can your school do to ensure students are academically successful?
3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?

I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]

None.

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

- Safe environment for students (culture / behavior)
- Additional staffing to support catching students up and providing extra capacity; Flexibility for Principals to use their funds to hire who they need.
- STEM programming to support college and career readiness
- Emphasis on academic content (Math, Science Reading)
- Meaningful, standards-aligned professional development for educators (PLCs)
- Identify lessons learned from COVID that are valuable to maintain
- Access to healthcare to remove barriers to learning

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	- Professional Development and access to Professional Learning - Pilot/Expand new ways of learning (PBL) [Give pilot programs a chance to work] - Educator Incentives - Increased programming for special populations of students - Expanding educator pipeline - Parent Advocacy - Expand Partnerships with businesses for expanded STEM and non-STEM content
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	None.
Please share any recommendations to improve the toolkit, process, resources for the future.	None.

Your Name	Kenna Higgins
Name of Your Organization	Moapa Valley High School SOT
Your Email Address	▮▮▮▮▮▮▮▮▮
Your Phone Number	▮▮▮▮▮▮▮
Number of Participants in Conversation	10
Conversation Setting	Other: We discussed this both in-person and via email, texts, and phone conversations.
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?

I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]

How did COVID-19 and the subsequent shut-down of schools impact our rural students? What problems or inequities were exposed?

What do our rural students need in order to succeed academically and compete with students living in urban areas who have access to more community programs and resources?

What can we do to alleviate the rural inequities within both the district and our schools?

What mental health needs do our rural students have? And what resources are not available to them in a rural area that urban students have access to?

What programs and/or resources do our Native American/ELL students need at Moapa Valley High School to help them succeed academically?

Who is best positioned to know what schools, school communities, and students need in education? Especially in a rural environment?

What can we do as a rural community to support our students and schools?

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

Who will have control over the money? The money should go where it can directly help students - not get bogged down in the bureaucratic mess that is CCSD and the Central Office.

During the COVID-19 shut-down, we learned that our rural students and parents do not have adequate access to mental health solutions and resources. Especially in a rural environment where everyone knows everyone, one mental health incident, suicide attempt, or suicide impacts the entire school community. We need more mental health resources available to Moapa Valley High School.

Autonomy for schools/principals with regard to how the money is spent. Schools and school communities (School Organization Teams, Administration, school leadership) know more about where extra money would best help students. Schools should have autonomy (with oversight from School Organization Teams) regarding how the money is spent.

No one-size-fits-all solution. This is especially true with rural vs urban schools, but it is also true for all schools. The district is too far away from the individual problems of each school to know how best to help. Let administration, teachers, and parents have direct input via SOTs.

Teachers, administration, and staff have the biggest impact on student learning and well-being at school. As a rural school we do not have adequate staffing to provide for all our students. Most teachers at Moapa Valley High School do more than just teach one class; they teach three or four classes (or more in some cases), they coach, and they act as club advisors.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.

If the money was divided evenly between all schools in CCSD, it would amount to approximately $2.1 million. Each school in conjunction with their School Organization Team could then decide where that money would do the most good for their school, whether that means funding staff/teachers, purchasing adequate technology, providing for mental health services, etc. This would also give schools the opportunity to deal with the individual inequities in their specific community. The problems at Moapa Valley High School are not the same problems as at Cheyenne High School (or another urban high school). Especially with regard to wrap-around services available in Las Vegas, these services are not available in rural areas. This creates rural inequities. Giving individual schools stewardship over the money makes communities more responsible for their students' education.

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]

The money will not go directly to the students via the schools they attend, instead it will get clogged up in CCSD for programs rural students do not have access to.

Why are we not giving principals/administration more autonomy with regard to how the money is used at their individual school?

What is CCSD going to do about the rural inequities?

What is being done to take different schools and community needs into consideration? Especially with regard to rural schools?

If school leadership teams (SOT, Administration, etc.) do not have control over where the money is spent, rural students will be overlooked and will especially miss out on mental health resources, socio-economic resources, and other vital resources that are available in Las Vegas, but not in the rural areas.

Your Name	Patricia Haddad
Name of Your Organization	Opportunity 180
Your Email Address	████████████████████
Your Phone Number	███████████
Number of Participants in Conversation	approx 15
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Other: NLV residents
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1b. What can you do to support bringing that vision to life?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	n/a
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Major theme: college and career readiness, life skills, financial literacy for all students Major theme: better utilization of buildings to be more effective for kids Major theme: wraparound services to better support the whole child Major theme: supporting educators and support staff (benefits, professional development, ensuring educators have what they need to be successful in the classroom (materials, funding, etc))

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Whole body wellness for all children: dental care, eye care, physical wellness, mental health support Support educators' health and wellness, ensure they are supported (benefits (not having adequate health care-if we want to retain teachers, we need to have a better healthcare system), professional development) Sanitation and protection issues for schools, lot of room for growth in health and safety protocols at all schools Infrastructure/buildings: replacement of AC units, change out carpets, filters More options besides college: career and technical education; trade school for HS students (provide them with skills to be successful in a career) Better access to services for special needs students/some sort of database for parents of foster care parents, parents of children with special needs
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	n/a
Please share any recommendations to improve the toolkit, process, resources for the future.	n/a

Su nombre	Selene Lozada
El nombre de su organización	PLT Parent Leadership Team
Su dirección de correo electrónico	▮▮▮▮▮▮▮▮▮▮
Su teléfono de contacto	▮▮▮▮▮▮
Número de participantes	10
Entorno de la conversación	Reunión en casa Conversación de grupo virtual Other: We had two sessions; one virtual and the other one at home.
Demografía de las partes interesadas principal de la comunidad - Copy	Padre
Le hice/hicimos las siguientes preguntas a mis/nuestras partes interesadas: [Coloque una marca de verificación junto a las preguntas que ha seleccionado del banco de preguntas para incluirlas en sus reuniones de sugerencias de la comunidad.}	1. ¿Qué es lo que quiere que sea cierto para la educación de los niños? 1a. ¿Cuál cree que es el compromiso de una escuela para darle vida a esto? 1b. ¿Qué puede hacer usted para que esa visión se haga realidad? 2. ¿Qué puede hacer su escuela para asegurar que los estudiantes tengan éxito académico? 3. ¿Qué quiere usted que sea verdad con respecto al apoyo social y emocional y las necesidades de salud mental que se proveen en las escuelas a las que asiste su estudiante? 4. ¿Qué papel ve que el "aprendizaje en cualquier lugar y en cualquier momento" (es decir, el aprendizaje digital) tenga en el éxito de los estudiantes en el futuro?
Le hice/hicimos estas preguntas adicionales a mis/nuestras partes interesadas: [Por favor enumere cualquier pregunta adicional que le haya hecho a sus partes interesadas.]	1- ¿Considera que los profesores están suficientemente capacitados y está usted satisfecho con la educación que reciben sus hijos? ** Do you consider that the teachers are sufficiently trained and are you satisfied with the education that your children receive? 2- ¿Cuáles son los problemas más frecuentes a los que se enfrenta en la escuela? ** What are the most frequent problems you face in school?

Nuestras/Mis partes interesadas compartieron los siguientes temas como los más importantes: [Inserte no más de tres temas.]	1- Los maestros necesitan estar mas capacitados academicamente y recibir entrenamiento constantemente. ** Teachers must be more academically qualified and receive constant training. 2- Es necesario que se elimine el registro de los ninos a las escuelas por codigo postal . ** Children need to be unregistered from schools by zip code/ Children must have access to all schools regardless of zip code. 3-2- Las escuelas necesitan crear planes de estudio más estrictos, agregar clases de inteligencia emocional, talleres y preparación para la universidad y la carrera. ** Schools need to create stricter curricula, add emotional intelligence classes, workshops, and college and career readiness.
Nuestras/Mis partes interesadas tuvieron la siguiente retroalimentación sobre cómo podemos implementar nuestra visión comunitaria para las escuelas utilizando los Fondos del Plan de Rescate Estadounidense. [Agregue los puntos que sean necesarios.]	1- Los estudiantes deben contar con mas recursos; computadoras, programas despues de escuela, deportes y tutorias. **Students must have more resources; computers, after school programs, sports, and tutoring. 2- Evaluar constantemente a los estudiantes para brindar ayuda individualizada a través de tutores, programas de ESL, para estudiantes con IEP. ** Constantly evaluate students to provide individualized help through tutors, ESL programs, for students with IEPs. 3- Crear talleres para padres para que ellos trabajar en equipo con los maestros a favor de los estudiantes **Create workshops for parents so that they work as a team with teachers on behalf of students
Nuestras/Mis partes interesadas tuvieron las siguientes preguntas/consideraciones pendientes: [Inserte 1 a 5 preguntas/temas que quedaron sin contestar o sin terminar.]	1- Los maestros reciben capacitacion regularmente, estan actualizando sus conocimientos o se evaluan de alguna manera? * Do teachers receive regular training, are they updating their knowledge or are they being evaluated in any way? 2- Que tipo de programas las escuelas están ofreciendo para los ninos con necesidades especiales ? ** What kinds of programs are schools offering for children with special needs? 3- Que tipo de ayuda ofrecera la escuela a los estudiantes de educacion a distancia ? ** What kind of help will the school offer to distance education students?

| **Comparta cualquier recomendación para mejorar las herramientas, los procesos y los recursos para el futuro.** | Our recommendation for the tool kit is that parents have the opportunity to ask their own questions and address more important topics; distance education (chrome books, internet), IEP, and ESL. |

Your Name	Kristen Martinez Alexander
Name of Your Organization	10,000 Kids Partnership
Attach your organization's logo (optional).	https://s3.amazonaws.com/files.formstack.com/uploads/4013043/111632481/845977528/111632481_10k_logo.png
Your Email Address	███████████████████
Your Phone Number	███████████
Number of Participants in Conversation	24
Conversation Setting	Other: Both, some in a group at two locations and a couple one-on-one
Primary Stakeholder Group (select all that apply).	Community Members Parents
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	I asked the parents to describe how we could improve our district for their students
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Higher quality of education for Clark County (Find a high ranked district to use as a model/template) More outreach and resource programs to enhance quality of both home and school life Better communication of the districts structure Transparency Address Education Inequity Higher rating in state education rating system Safer campuses Increased prevention resources in MS/HS Additional parent liaisons for deselection in student altercations SEL expanded programs

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	In regards to the ARP funds, below is some of the input as to how those funds would greatly benefit our students. Higher paid (for better quality) teachers District funded tutor programs to fill the pandemic gap in education Outreach programs with paid case managers assigned to schools in vulnerable areas A comprehensive plan that will raise our national rating of education (parent stated they believe we are in the bottom 5) District facilitated "Parent Oversight" groups that give recommendations to the district and trustees Funded teams for more parent involvement in vulnerable/at-risk areas Access to additional and more frequent input for funding practices Measured outcomes, result based strategies
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	All answers were condensed. I had at least 10+ minutes conversation in the one-on-ones.

Appendix A: Report Out Template

Focus on the future for Kids: Community Input Report
<mark>City of Henderson</mark>

Contact for further information
Contact Name: Jana Wilcox Lavin
Contact Email: ███████████████████
Contact Phone:
Number of Participants: 11
Meeting Date: August 10, 2021

Area	*Response*
Conversation Setting	_X__ *Group Meeting* ___ *Virtual Group Conversation* ___ *One-on-one* ___ *Other*
Community Stakeholder Demographic (check all that apply)	_X__ *Parent* ___ *Educators* ___ *Students* ___ *Education advocate* _X__ *Other*
I/We asked my/our stakeholders the following questions: [Please place a checkmark next to the 3-5 questions you selected from the Question Bank to include in your Community Input Meetings.]	**Question Bank** 　　**X What do you want to be true for kids' education?** ☐ What do you think a school's commitment is in bringing this to life? 　　**X What can you do to support bringing that vision to life?** 　　**X What can your school do to ensure students are academically successful?** 　　**X What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?** ☐ What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? ☐ **(Question for educators)** What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?

We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders.]	● **N/A**
Our/My stakeholders shared the following themes as most important: [Insert no more than three themes.]	● Health-- Medical, Physical, Mental ● Safe, welcoming learning environment ● Community involvement in schools ● Classrooms that are rigorous and inclusive ● Business/community alignment
Our/My stakeholders shared these specific ideas for the ARP funding [Add as many bullet points as needed.]	● Smaller class sizes ● Teacher supports & PD ● Student enrichment opportunities ● Aligned curriculum ● Personalized Learning ● Supports for families to support students/ increased parent participations ● Stronger controls for HR ● Community wraparound services
Our/My stakeholders had the following outstanding questions/considerations: [Inset 1-5 questions/topics that were left unanswered or unfinished.]	None.

** Note, this document will be published along with the final report.

✦ **Submission Data**

Your Name	Delen Goldberg
Name of Your Organization	City of North Las Vegas
Attach your organization's logo (optional).	
Your Email Address	███████████████████
Your Phone Number	██████████
Number of Participants in Conversation	Varied. The feedback provided below is a synopsis of input gathered through multiple community conversations in English and in Spanish, one-on-one sessions and group meetings.
Conversation Setting	Other: All of the above!
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators

	Other: The City of North Las Vegas intentionally engaged a diverse group of stakeholders during multiple meetings and outreach efforts in order to gather as much representative feedback from the community as possible.
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Mental health, social-emotional wellbeing, wraparound services for students and families More autonomy - Principals want the freedom to solve the puzzles in front of them. More autonomy and access - NLV families feel stuck and overlooked in struggling schools. They want greater access to specialized programs in the CCSD system (magnets, dual enrollment programs, technical academies, vocational pathways, etc.) and more freedom and ease to choose among different CCSD campuses that may provide a better fit for their student (for instance: a four-star school with open seats a few miles away that they can get their child to and from vs. their zoned, one-star school) Lack of equity in distribution of resources to schools in North Las Vegas Early childhood education - need more pre-K opportunities Safe, joyful learning - Students said they want to feel safe from bullying at school. They said they thrive most when motivated not by grades or test scores but by achieving goals and mastering skills. They very much value extracurriculars and would like to see more clubs, sports, specialized programming, etc. What makes a school successful: Small class sizes; experienced, confident, trained, consistent teachers and principals; strong, innovative leaders; outside-the-box thinking/problem solving; safe,

	comfortable and well-maintained buildings and grounds
	Parental engagement, from different ends of the spectrum: Families who want more feedback about their children and their progress and challenges, and educators who try very hard but are unable to successfully engage parents
	Stressors beyond school - Children, particularly in the communities most-impacted by COVID, may also be dealing with heavy issues at home - unemployment, loss, housing and food insecurity, family health concerns, etc.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Mental health programming, wellness initiatives, social-emotional interventions, wraparound services (whole family) - data driven, evidence based
	More specialized programming (new programs or greater access to existing programs) - STEM, career-ready, etc.
	Initiatives that increase and maintain diversity among teachers, staff and administrators. Constituents felt strongly that students should be able to see themselves in their leaders.
	More before and after school programming and services
	Safety and mitigation measures needed to maintain in-person learning and minimize risk of exposure to students, teachers, staff, etc.
	New/expanded magnets, dual enrollment programs, technical academies, vocational pathways, etc.
	Invest in innovative ideas, test out models proven elsewhere using targeted pilot programs
	Summer programming to address pandemic learning loss
	Expanded parent communication and engagement efforts
	Collaborate so services and efforts aren't duplicated unnecessarily, and more people can be served instead!
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Constituents want transparency and fairness in the distribution of funding. They want to see money spent directly on children, and particularly on children who are underserved and/or vulnerable.
Please share any recommendations to improve the toolkit, process, resources for the future.	Thank you to all involved for your thoughtful work on this!

+ Submission Data

Your Name	Amanda Haboush Deloye
Name of Your Organization	Clark County Children's Mental Health Consortium
Attach your organization's logo (optional).	
Your Email Address	▮▮▮▮▮▮▮▮▮▮
Your Phone Number	▮▮▮▮▮▮▮
Number of Participants in Conversation	30
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Other: Parents of students with disabilities / mental healthcare needs; variety of professionals that work with families and children with mental healthcare needs (social services, treatment providers, advocates, etc.)

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	Questions list to include in your Community Input Meetings.]* X 2. What can your school do to ensure students are academically successful? Students with mental and behavioral health needs should have the opportunity to be in an educational setting and supports their learning in both online and in-person settings. Parents want their children with mental healthcare needs to be offered the full implementation of Section 504 and the Individuals with Disabilities Education Act regardless of the setting and their needs should be prioritized as these changes may be especially challenging for these youth. They should have access to and participate in the general curriculum, recess, arts, and social emotional supports. The school's commitment should include: - Establishing and maintaining a welcoming, supportive environment for students, families, and outside professionals who know and work with the student. - Ensuring all staff at each school are trained in and implement Positive Behavior Interventions and Supports (PBIS) throughout the in-person and distance school environments. - Ensuring all staff at each school are trained in and implement authentic culturally responsive family engagement strategies focused on developing school community connectiveness. - Providing opportunities for students to share their voice about their school experience and encouraging students to become effective self-advocates. X 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? Social emotional learning should be a priority for all teachers and all students as understanding emotions in ourselves and other can illicit compassion and understanding of the experience of others and move to a more solution focused response rather than unnecessary disciplinary action that likely exacerbates the situation. Students and families also need access to quality mental, behavioral, and physical healthcare as all are interrelated and impact the student's ability to learn. It is important for schools to engage youth and parents as equal partners in any suggestions or treatments related to mental health needs. At a minimum, schools should ensure that families feel comfortable talking to at least one person at the school. Increasing access to these services can be accomplished by providing access to counseling services, peer support groups, social skill groups, therapeutic recreational activities, supportive

afterschool activities. Currently these activities are not welcoming for students that have behavioral challenges as the staff are often not prepared to work with these students. This results in differential treatment of these students and often dismissal from these programs.

Schools should ensure administrators, teachers, and staff are trained in and implement restorative practices, inclusion of students with disabilities, PBIS, cultural & linguistic competency, and de-escalation strategies while interacting with students with non-judgement and empathy.

Schools must support educators and students with an emphasis on coping strategies through self-care and mental wellness activities. Creating "safe spaces" to talk about feelings with mental health check-Ins, class periods, and designated educators.

To combat stigma, schools must create inclusive environments and facilitate open, continuous dialogue about mental health, while acknowledging that everyone has different needs, that may include an IEP, 504 accommodations or being pulled out for supports or services. It is not about providing the "same" to every student it is about providing what each student needs.

X 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?

Participants felt that CCSD should provide choice of in-person or digital learning. Many are still concerned about the safety of in person learning and others feel their child would thrive better in person. In both situations, parents and children need access to the learning resources and supports to aid in their success.

In addition, educators selected to provide distance education should have access to training and support on effective distance instructional models for academic and social emotional strategies. It can be challenging to engage students virtually and offer additional supports to those struggling but it is crucial for their academic success and overall well-being.

Overall, it was stressed that this is a time where educators and leadership need to be flexible and compassionate. It is hard for everyone to adapt to this new environments and the added stress on all families can be damaging when discipline, punishment, or shame are the first responses from educators and leadership. This can be exacerbated for those with additional mental/behavioral challenges.

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	The top themes that our stakeholders found most important included: -It is vitally important that educators and leadership understand the struggle that parents and their children with mental health needs are experiencing in our community. There are a lack of support services and treatment options in the community which increases suffering of the family. . Services that families need include access to crisis support services, family peer support, and access to the appropriate services that address the needs of the entire family. More information can be found in our 10 year plan and in our 2021 Status report: https://www.cccmhc.org/reports Families want to find the help for their children and want to support them, but are not getting support. This leaves many families feeling helpless and constantly worried about their child. This will impact how children show up in school and the capacity for the family to be engaged in learning. Full engagement from the family in educational endeavors is not possible when their priority is ensuring that their child has access to the appropriate services to keep them healthy. Schools should be a place where families can get assistance to connecting to the resources that will improve their child's wellbeing and thereby improve their educational outcomes -Full educational accessibility for students with disabilities and mental healthcare needs, compliance with requirements of IDEA and Section 504. -Expanded access to extracurricular, effective academic curriculum, and social-emotional learning programs. -Access to comprehensive mental health services in partnership with families. -Authentic engagement of youth and families to ensure cultural responsiveness in school policies, district policies, day-to-day school operations, and home-school communication. -Improvements and expansion of administrator, teacher, and staff professional development opportunities and requirements.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	The focus group provided the following list of how they believed the American Rescue Plan funds should be utilized: -Extra services and supports should be available to children with mental health needs to ensure that their education is on track as we continue to navigate the pandemic. This needs to be done in an inclusive supportive environment that does not create additional stress or stigma. -Access to additional resources, such as out of school time programs, should be free and include meals to help ease the burden to families and provide the student what they deserve. All children should have access to out of school time programs that enhance their learning, therefore accommodations need to be prioritized for children with mental/behavioral health needs. -In order to effectively support students and families, teachers and staff need access to Professional development in PBIS, Mental Health First Aid, assistive technology, delivery of special education, de-escalation techniques, evidenced-based educational programs and curriculum, restorative practices. Teachers need to be supported in providing students access to what they need. -Education begin early in life and therefore access to quality education and quality support should start in early childhood. Therefore, increased opportunities for inclusive education for preschool age children should also be prioritized. Again, this needs to be prioritized for children that have mental and behavioral healthcare needs, and additional supports to assist these children and their families need to be provided to teachers in order for the child to be successful in the program.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	How will we know how the funds were actually used and what recommendation were considered?

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Focus on the future for Kids: Community Input Report
Clark County Commission Chambers, Commission Kirkpatrick (host)

Contact for further information
Contact Name: Jana Wilcox Lavin
Contact Email: ▇▇▇▇▇▇▇▇▇▇▇
Contact Phone: ▇▇▇▇▇▇
Number of Participants: 16
Meeting Date: Wednesday, August 4, 2021

Area	Response
Conversation Setting	X *Group Meeting* ___ *Virtual Group Conversation* ___ *One-on-one* ___ *Other*
Community Stakeholder Demographic (check all that apply)	X *Parent* X *Educators* X *Students* X *Education advocate* X *Other (community members)*
I/We asked my/our stakeholders the following questions: [Please place a checkmark next to the 3-5 questions you selected from the Question Bank to include in your Community Input Meetings.]	**Question Bank** ☐ What do you want to be true for kids' education? ☐ What do you think a school's commitment is in bringing this to life? ☐ What can you do to support bringing that vision to life? ☐ What can your school do to ensure students are academically successful? ☐ What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? ☐ What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? ☐ **(Question for educators)** What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
We asked my/our stakeholders these additional questions:	● **N/A** ● **N/A**

[Please list any additional questions you asked your stakeholders.]	
Our/My stakeholders shared the following themes as most important: [Insert no more than three themes.]	*Example: We want to see students have more direct pathways to the highest paying jobs in Nevada that don't require a college degree.* ● *Supports for special needs* ● *Equitable access for education for the future* ● *Reduced barriers for families* ● *Personalized learning for every kid* ● *Healthy body and mind for every kid* ● *Transparency through tech* ● *Safe learning environments (emphasis on reducing sexual harassment/abuse)* ● *College and career readiness* ● *Developmentally appropriate social interactions*
Our/My stakeholders shared these specific ideas for the ARP funding [Add as many bullet points as needed.]	*Example: Expanded after school programing* ● *Mental health supports, counseling, on campus professionals* ● *Access to healthcare* ● *Parent/family support programs* ● *Personalized education tools and resources for teachers* ● *Additional funding/support programs for college and career readiness* ● *Increased teacher pay/incentives, hire more teachers to reduce student to teacher ratio* ● *After school programs: social skills, athletics, counseling, tutoring* ● *Fund public health nonprofits that bring services into schools* ● *More hours in school - extended school day*
Our/My stakeholders had the following outstanding questions/considerations: [Inset 1-5 questions/topics that were left unanswered or unfinished.]	● *Who makes the decision about masks and specifically for students who developmentally need non-verbal agreements?* ● *Foster children: who decides on vaccines?* ● *What is going to be done to implement better counseling and/or professional help on campus?*

	● *Group of talented musicians who have a budget for funding possibilities to partner with CCSD. What can we do? Back to school events for August and September?*

** Note, this document will be published along with the final report.

+ Submission Data

Your Name	Leslie Murdock
Name of Your Organization	Clark County Department of Family Services
Attach your organization's logo (optional).	
Your Email Address	███████████████
Your Phone Number	██████████
Number of Participants in Conversation	50
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Educators Other: DFS Administrators and Staff; DFS's Independent Living Department Staff; CCSD Administrators; Foster/Adoptive Parents; Mental Health Providers; Child Welfare Advocates; and Administrators/Members of the following Community Organizations: Legal Aid Center of Southern

	Nevada; Children's Advocacy Alliance; Children's Advisory Committee; Court Appointed Special Advocates; Serenity Funeral & MarDonna Leonard Foundation; and City of Henderson
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	None
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	• • Education should be individualized and meet each student's needs • Quality, Real-World Education should be provided • Flexibility in types of education should be offered to students (i.e. distance learning, alternative educational options, options that consider the mental health of the child) • Children should feel safe in school and feel safe to talk with their teachers about their concerns/to ask for help • Students struggling with mental health and academic/social/emotional/behavioral skills should be identified early/proactively and provided support • Schools staff should work as a team to support children • Training time and content should be provided to staff to really support students • DFS Staff and Stakeholders should work w families and school staff, attend important meetings, and monitor children's grades to help provide support • Schools should work with outside providers to support students • Train all staff on trauma informed care and Social Emotional Learning • Increase services available for academic, mental health, and behavioral support for students • Hire more counselors and social workers who would be available on school campuses to work with staff and students • Students and staff should be trained if digital learning is used/provided • Digital learning should be provided as an option but students still need opportunities to interact and work on social skills

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Use community stakeholders identified themes to drive services, staff, and funding • Include stakeholders in planning committee (DFS would like to be involved) • Ensure services are provided to staff and students • Ensure needed personnel to implement community vision and provide time and funds necessary for training/implementation
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	None
Please share any recommendations to improve the toolkit, process, resources for the future.	• Please allow participants to provide direct responses in report as since we are asking specific questions, it would be easier and more efficient for us to summarize and provide those direct responses

+　Submission Data

Your Name	Shana Venenga
Name of Your Organization	Clark County School District
Attach your organization's logo (optional).	https://s3.amazonaws.com/files.formstack.com/uploads/4013043/111632481/847257381/111632481_employeesessionsoffksreports_1.pdf
Your Email Address	▉▉▉▉▉▉▉▉▉▉
Your Phone Number	▉▉▉▉▉▉
Number of Participants in Conversation	232
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in	1. What do you want to be true for kids' education? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?

your Community Input Meetings.]	
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Provide training, create support services, and provide appropriate staffing to address socio-emotional needs for students, educators, and families. Address inequities by reducing class sizes, as well as funding all needs for all students, providing support services, providing training, and diverse curriculum Increase parent engagement, create parent centers, and provide training to educators on how to engage effectively with all parents Developing an effective teacher pipeline with diverse representation Addressing inequities in the classroom Reimagining special education to better service students
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Reducing class sizes Increasing a broad range of professional development for all employees Increasing parent engagement and community involvement Increase support for tutoring and other services to increase student success Addressing the socio-emotional needs, and mental health, of students, educators, and families Moving away from testing, and focusing on learning academic and non-academic skills Addressing adequate teachers' and support professionals' compensation, including extra duty pay
My/Our stakeholders had the following outstanding questions/considerations: [This could include other	N/A

concerns that
did not fall under
a main idea or
theme but that
are important to
note.]

1 *empty field was not displayed.*

Your name	Dr. Maria Marinch/Shana Venenga
Name of your organization	Clark County School District
Your Email	████████████████
Your Phone	██████████
Number of participants	86
Conversation Setting	Virtual Meeting - Google Meets - 1st Session
Primary Stakeholder Group (select all that apply)	CCSD Employees - All Groups
We asked my/our stakeholders the following input questions ….	1. What do you want to be true for kids' education? 2. What can you do to support bringing that vision to life? 3. What can you do to ensure students are academically successful? 4. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools?
We asked my/our stakeholders these additional questions….	N/A
My/Our stakeholders shared the following themes as most important...	Main Topics/Themes ● Addressing the socio-emotional needs, and mental health, of students, educators, and families ● Addressing inequities in the classroom ● Providing a well-rounded educational experience, that includes arts and extracurricular activities ● Increasing equitable access to technology, including connectivity, and upgrading/updating technology in classrooms ● Increasing parent engagement and community involvement ● Improving the student experience, and teacher-student relationships, to enhance learning Other topics: ● Addressing teachers' and support professionals' compensation, including extra duty pay

	- Developing an effective teacher pipeline with diverse representation - Focusing on reading proficiency first - Creating consistency among schools (curriculum and programming) - Reimagining special education to better service students - Moving away from testing and focus on learning academic and non-academic skills - Creating an educational model that allows for personalization where students can be active participants in their education - Focusing on developing analytical skills
My/Our stakeholders had the following input on how we can implement our community vision...	- Provide training, create support services, and provide appropriate staffing to address socio-emotional needs for students, educators, and families - Address inequities by reducing class sizes, as well as funding all needs for all students, providing support services, providing training, and diverse curriculum - Increase parent engagement, create parent centers, and provide training to educators on how to engage effectively with all parents - Provide fun and engaging activities (including extracurriculars) for students that enhance motivation for learning and strengthen teacher-student relationships to impact outcomes positively - Create systems of supports in schools to address non-academic related needs - Provide coaching for teachers and mentor new teachers - Streamlining processes and focusing on instruction - Infuse creativity and allow flexibility
My/Our stakeholders had the following outstanding questions….	What is the process to allocate the funds?
Please share any recommendations to improve ...	N/A

8/5 PM Session

Your name	Dr. Maria Marinch/Shana Venenga
Name of your organization	Clark County School District
Your Email	▉▉▉▉▉▉▉▉▉▉▉
Your Phone	▉▉▉▉▉▉
Number of participants	63
Conversation Setting	Virtual Meeting - Google Meets - 2nd Session
Primary Stakeholder Group (select all that apply)	CCSD Employees - All Groups
We asked my/our stakeholders the following input questions ….	1. What do you want to be true for kids' education? 2. What can you do to support bringing that vision to life? 3. What can you do to ensure students are academically successful? 4. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools?
We asked my/our stakeholders these additional questions….	N/A
My/Our stakeholders shared the following themes as most important...	Main Topics/Themes ● Providing a safe and healthy learning environment ● Addressing the socio-emotional needs, and mental health, of students, educators, and families ● Reducing class sizes ● Addressing inequities in the classroom ● Moving away from testing, and focusing on learning academic and non-academic skills ● Providing a rounded educational experience, that includes arts and extracurricular activities ● Increasing a broad range of professional development for all employees ● Increasing parent engagement and community involvement ● Improving the student experience, and teacher-student relationships, to enhance learning

	Other Topics ● Increasing equitable access to technology, including connectivity, and upgrading/updating technology in classrooms ● Providing healthier meals and addressing food insecurities at home ● Investing in facility improvements, including larger classroom, service space, and air conditioning ● Creating more learning communities ● Addressing adequate teachers' and support professionals' compensation
My/Our stakeholders had the following input on how we can implement our community vision...	● Reduce stress for teachers, and removing non-teaching duties so teachers can focus on student success exclusively ● Provide training, create support services, and provide appropriate staffing to address socio-emotional needs for students, educators, and families ● Address inequities by reducing class sizes, as well as funding all needs for all students, providing support services, providing training, and diverse curriculum ● Infuse the love of life-long learning in students, but also in educators ● Provide resources for all classrooms to be accessed without cost to the student or teacher ● Commit to a long-vision and be consistent with programs and initiatives
My/Our stakeholders had the following outstanding questions….	N/A
Please share any recommendations to improve ...	N/A

8/6 AM Session

Your name	Dr. Maria Marinch/Shana Venenga
Name of your organization	Clark County School District
Your Email	████████████████
Your Phone	██████████
Number of participants	45
Conversation Setting	Virtual Meeting - Google Meets - 3rd Session
Primary Stakeholder Group (select all that apply)	CCSD Employees - All Groups
We asked my/our stakeholders the following input questions ….	1. What do you want to be true for kids' education? 2. What can you do to support bringing that vision to life? 3. What can you do to ensure students are academically successful? 4. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools?
We asked my/our stakeholders these additional questions….	N/A
My/Our stakeholders shared the following themes as most important...	Main Themes/Topics ● Addressing the socio-emotional needs, and mental health, of students, educators, and families ● Moving away from testing, and focusing on learning academic and non-academic skills ● Addressing inequities in the classroom ● Increasing a broad range of professional development for all employees ● Increasing parent engagement and community involvement Other Topics ● Creating more learning communities ● Addressing adequate teachers' and support professionals' compensation, including extra duty pay ● Improving the student experience, and teacher-student

	relationships, to enhance learning ● Developing programs to help students transition between grade levels ● Creating educational models where students lead their own educational experience focusing on individual goals
My/Our stakeholders had the following input on how we can implement our community vision...	● Provide training, create support services, and provide appropriate staffing to address socio-emotional needs for students, educators, and families ● Address inequities by reducing class sizes, as well as funding all needs for all students, providing support services, providing training, and diverse curriculum ● Increase parent engagement, create parent centers, and provide training to educators on how to engage effectively with all parents ● Provide fun and engaging activities (including extracurriculars) for students that enhance motivation for learning and strengthen teacher-student relationships to impact outcomes positively ● Take care of team members by properly staffing teams
My/Our stakeholders had the following outstanding questions….	N/A
Please share any recommendations to improve ...	N/A

8/6 PM Session

Your name	Dr. Maria Marinch
Name of your organization	Clark County School District
Your Email	████████████████
Your Phone	██████████
Number of participants	38
Conversation Setting	Virtual Meeting - Google Meets - 4th Session
Primary Stakeholder Group (select all that apply)	CCSD Employees - All Groups
We asked my/our stakeholders the following input questions ….	1. What do you want to be true for kids' education? 2. What can you do to support bringing that vision to life? 3. What can you do to ensure students are academically successful? 4. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools?
We asked my/our stakeholders these additional questions….	N/A
My/Our stakeholders shared the following themes as most important...	Main Themes/Topics ● Addressing the socio-emotional needs, and mental health, of students, educators, and families ● Moving away from testing, and focusing on learning academic and non-academic skills ● Addressing adequate teachers' and support professionals' compensation, including extra duty pay ● Developing an effective teacher pipeline with diverse representation ● Addressing inequities in the classroom ● Reimagining special education to better service students Other Topics ● Reducing class sizes ● Increasing a broad range of professional development for all employees

	- Increasing parent engagement and community involvement - Increase support for tutoring and other services to increase student success
My/Our stakeholders had the following input on how we can implement our community vision...	- Increase parent engagement, create parent centers, and provide training to educators on how to engage effectively with all parents - Survey employees about the training needed for them to be successful - Create training for new employees that is effective
My/Our stakeholders had the following outstanding questions….	N/A
Please share any recommendations to improve ...	N/A

+ **Submission Data**

Your Name	Alex Bybee
Name of Your Organization	Communities In Schools of Nevada
Attach your organization's logo (optional).	
Your Email Address	██████████
Your Phone Number	████████
Number of Participants in Conversation	35
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators Other: Students, parents, board members, CIS administrative and school-based staff, donors, and programmatic community partners.
I/We asked my/our stakeholders the following	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 2. What can your school do to ensure students are academically successful?

Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	What types of nonacademic supports and services are most needed to support student success?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Top responses to "What do you want to be true for kids' education?" - Student accountability - Develop holistic and well-rounded students - Focus on life skills in curriculum Top responses to "What do you think a school's commitment is in bringing this to life?" - Give school equitable access to programs in the community that they can select to address their unique needs and challenges - Smaller class sizes - Whole body wellness Top responses to "What can your school do to ensure students are academically successful?" - Parent engagement - Focus on literacy - Diverse teacher pipeline Top responses to "What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?" - More CIS site coordinators, counselors and social workers on campus Top responses to "What types of nonacademic supports and services are most needed to support student success?" - Focus on social emotional, physical and mental health needs to prepare student for learning - Trauma-informed care, instruction and spaces

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	- More CIS site coordinators, counselors and social workers on campus - Smaller class sizes - Focus on social emotional, physical and mental health needs to prepare student for learning - Give school equitable access to programs in the community that they can select to address their unique needs and challenges - Parent engagement
My/Our stakeholders had the following outstanding questions/considerations. [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	All responses to "What do you want to be true for kids' education?" • Strong Community partnerships to fill gaps, maximizing collaboration • Equitable access to education • Happy • Mentally Healthy • Well Adjusted for the future • Complete skillset (academics/college ready) • Equitable (Private/Charter, Neighborhood, Title 1) • Zip code shouldn't determine quality of education • Accountable for Districts to provide qualified teachers in all schools • Holistic – well rounded, social emotional whole child • Inspiring – "Meet Kids where they are" more options to expand horizon of what's possible • Fair and Equitable • All children succeed and graduate • Access to wraparound services • Student engagement "want to go to school" • School Climate Initiatives • Teacher support (emotional/mental needs) • Parent Engagement (Classes, Advisory Committee, Resources) • Retention at schools • Small Class sizes • Invest in the teacher pipeline • Stability at School sites • Less Admin/Teacher turnover and movement (change and effectiveness happens over TIME, Keep Administrators, and staff at the school to create stability – School Climate) • Deeper community engagement @ ALL SCHOOLS • More/better training for ALL staff on creating a safe and inclusive environment for students (build relationships and positive culture) • Quality education • Setting up for Success • Life skills – bank accounts • Workforce training • Early identification of needs – planning • Support structures – strengthen teaching • Financial Literacy Circle – mandate/grow/awareness • Support teachers • Smaller class size with focus on how kids learn • Mental health, transition, supports after high school, size of classes, resetting bad habits • Historical challenges that need to be solved • MORE understanding between Students and Teachers • Priorities outside of school • Meeting people where they are at • Wrap – Around services • Whole body/Whole child • All kids who have a need have access to a solution

- Educator Accountability
- Support whole person (student and teacher)
- Student Accountability (supporting students to encourage accountability)

All responses to "What do you think a school's commitment is in bringing this to life?"

- Expansion of Curriculum
- Smaller Districts
- Smaller Class sizes
- More Trade/Vocational focus
- Hire more Counselors/Social Workers
- More CIS/Integrated Student Support Programs
- Longer term commitment on programs to see results
- Making SEL, Personal Development – Life Skills a required standard
- Try something new – INNOVATE
- Look at models that work
- Invest in Partnerships to fil gaps
- Ensure Holistic student support
- Clear expectations from top down to ensure student success
- Culture of Accountability
- Adequate staffing infrastructure to ensure accountability and student success
- Ensure that students are equipped with the education needed to have success in the next grade
- Ensure student input in finding solutions that work
- Schools access the valley need help (not just Title 1)
- Give Schools – equitable access to programs in the community that they can select to address their unique needs & challenges
- Look at Student needs instead of demographics to determine funding/needed supports (i.e., Reading proficiency)
- Schools in affluent areas have unique challenges as well
- Total understanding – embrace differences and learning for all with differences
- People first learning
- Emotional learning – teacher training, children learning
- Culturally competent training
- Whole Body Wellness – support families and services - Leadership must know importance and recognize
- Mandating levels of support for successful learning
- Teachers need supports too – Prep for Administrators to truly understand needs
- Embrace the whole learning experience
- Embrace useful life skills
- Student achievement is more than test scores
- Mentorship programs
- Create more opportunities for parent involvement. Partnership with parents so they aren't intimidated
- Teachers: Cultural sensitivity/professional development
- Proactive approach to make our schools safer – Restorative justice

All responses to "What can your school do to ensure students are academically successful?"

- Parent engagement
- Life skills – commit to teaching parents and kids
- Cultural differences embraced – encouraged learning
- Understanding of kids where they stand academically (learning strategy of how life works, how credits and learning system work
- More community and volunteer engagement
- People take time with kids 1:1
- Address physical needs: health, food, housing, clothing ACCESS
- Make sure kids don't miss school
- Address literacy
- Access all students' need to get them access to what they need individually instead of a broad prescription - basic needs, educational focuses, family challenges
- More adult presence that can fill the gap for teachers – a go-to person teachers can use to support students needs in the classroom as they arise
- Invest more deeply into community partnerships that can fill the gaps and bring in resources
- Volunteers to support student needs (CCSD dollars)
- Social emotional supports that grow student accountability

- Whole-Family engagement to support student accountability
- School staff infrastructure to support holistic supports
- Enough schools to support students
- Assess tech gaps and cater schools up
- Invest in TEACHERS!
- Create opportunities for educators to stay in school longer – Title 1
- DEI in Teacher pipeline – relatability (if people look like you then you can envision yourself in that position)
- Early Literacy programs
- Invest in Pre-K program
- Invest in ELL programs/curriculum

All responses to "What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?"

- Emotional counselors in schools
- Tools for anxiety and depression
- Male and female reps available
- More social workers
- More resources – address early issues
- Embracing emotional health as part of standard curriculum
- Teacher training
- Mental health focus at all levels of schools
- Peer to peer groups to help each other
- Elective for mental health
- Every teacher to be trained and use SEL in the classroom EVERYDAY instead of sole focus on curriculum
- Admin incorporating SEL in everyday practices school wide
- Safe spaces/calming spaces around campus for students and teachers to decompress
- More time for kids to eat and drink
- Physical needs
- That Mental health and Social Emotional development are viewed as the Foundations to Students lifelong success
- Ensuring continuity of care to ensure on going mental health support
- More CIS Site Coordinators, Counselors or Social workers on campus
- SEL integrated curriculum
- Mentoring programs
- Consistency in programming
- Restorative justice

All responses to "What types of nonacademic supports and services are most needed to support student success?"

- Therapy/Mental Health
- Healthier Culinary/Lunch program
- Tutoring
- More Vocational classes/opportunities
- Music/Art/Photography
- Sports
- Theater Arts
- Identifying work/race work – tiered across all three levels
- Caring adult, mentors, CIS, etc.
- Basic Needs
- Social-Emotional
- Authentic Student engagement with school and with each other
- School climate that supports inclusion of growth
- Family Engagement
- Multi-generational Learning
- Standards that align with developmental stages of life
- Trauma-informed spaces and curriculum to support student success
- More time for Students to eat/drink/get out of the classroom
- Better food options – more nutritious (nutrition is important for mental/emotional health)
- Recess for students
- Healthy snacks and breaks for students
- Re-Assess testing!
- Focus on SEL/physical/mental health first – this will prepare students for more quality learning

- Animals, gardens
- Projects
- Community Projects

1 empty field was not displayed.

Your Name	V. Johnson
Name of Your Organization	CORE Powered by the Rogers Foundation
Your Email Address	██████████████████
Your Phone Number	████████████
Number of Participants in Conversation	38 people total
Conversation Setting	Other: We also had 5 people participate virtually
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

Important Themes for Stakeholders:

  Individualized Instruction geared toward students learning styles
  Decrease in class size and student counselor ratio
  Hire additional caring qualified instructors, to include after school tutors for all grade levels
  Onsite community resource/parent center
  Increase all staff professional training, to include foundations in emotional intelligence and mental health
  awareness.
  School nutrition , offer more healthy choices
  Increase in school safety with an inclusion of restorative justice programs
  Increase in vocational and magnet school programs
  Increase in school nurses, with additional training for nurse office assistants

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.

Q1 - What should be true for students' education? / What should be true for your education?

Our stakeholders value a comprehensive school curriculum with extracurricular activities, more attention/focus on subjects relevant in daily life and having smaller class sizes. They want an increase in magnet, vocational and CTE programs. They would like the student counselor ratios to decrease to offer more one on one connection. They want more individualized instructions tailored to the learning styles of each student. They feel that project- based learning vs curriculum home packets are best for student engagement and subject matter retention. Stakeholders would like to see an inclusion based curriculum for the medically fragile students. They would also like to see a decrease in homework incorporating a better school/ life balance and extra school supplies for those who need them. Our stakeholders feel that the above additions can be structured to better prepare students in developing life skills that prepare them to become productive and successful members of society.

Our stakeholders would like an increase in nutritional options for lunch/breakfast with time to eat. An increase in the number of nurses and training for nurse's assistants to recognize and deal with health concerns of the students. They would like teachers to be trained in recognition of unconscious bias, offering instruction to meet all learning styles, empathy/emotional intelligence delivery methods and recognition of onset of mental/physical health issues.

Our stakeholders want improvement in safety measures for bullied students and disciplinary policies surrounding bullying. They believe that implementing a restorative justice plan as well as an increase in surveillance cameras may assist with this task. They would like for the school police officers to be trained in emotional intelligence/recognition of health disorders/concerns (both mental and physical) to better deal with the student population. They want more transportation options for students attending magnet schools. Our stakeholders want to ensure that students receive equitable educational opportunities and access to resources no matter their community.

Q1A - What do you think your school should be responsible for in bringing this to life?

Stakeholders believe that schools should be responsible for hiring experienced trained staff that care about teaching and the student population they serve. They feel that having enough staff who are incentivized with proper pay and distributed equitably amongst different school zones/ locations will help students receive the proper resources to thrive. They want a nutritionist to put together a new school lunch menu with a variety of healthier options. Schools should have a dedicated

resource center that connects with students and families, providing added support. Our stakeholders want to see more "out of the box" solutions that can help them to meet non-traditional circumstances and help a variety of students to succeed.

Q1B - What can you and other students do to support bringing that vision to life? / What can you do to support bringing that vision to life?

Stakeholders will become involved/create committees responsible for holding schools accountable, as well as for being a soundboard for additional transformation when needed. Parents can become more involved in a student's school life, assisting in managing coursework and ensuring completion. Students will become more involved in student council activities and learn self advocacy skills. Our organizational leaders are committed to supporting the initiatives that schools present, while also offering creative solutions and constructive feedback that might not yet be under development. Our organizational members are also committed to being knowledgeable about resources that exist and marketing them to youth in families. Additionally, support will continue to be provided through mentorship, opportunities, and an active commitment to ensuring uniform school resourcing/funding.

Q2 - What can your school do to ensure that you are academically successful? / What can schools do to ensure that students are academically successful?

 Our stakeholders believe that an increase in counselors, teachers and support staff along with a decrease in class size is important for academic success. Teach for comprehension and not just to pass a test, with a decrease in busy non-relevant work and increase in project-based learning. Create fair grading rubrics accessible to students. Open more magnet/vocational programming on campuses. Provide teachers additional training on curriculum delivery, offering constructive comments, time management/classroom management for instruction and emotional intelligence awareness. Create a school system that doesn't settle for the "status quo" and funds, hires, and trains a rich school environment filled with a variety of professionals trained in different aspects of education.

Stakeholders believe that an increase in understanding foundational subjects are core to academic success (to include phonics/spelling/cursive writing). They would also like to see more avenues for students to express opinions, feelings regarding subject matters. They would like an option/forum for giving feedback on subject matters and teachers. Stakeholders would like additional tutoring/after school programs for all grade levels. Stakeholders would like more family and community engagement to create a full network of support around education.

Q3 - What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? / What do you want to be true regarding the social and emotional support and mental health needs that your school provides?

Stakeholders would like an increase in social emotional support staff on campus. They would like teachers/social workers to receive additional training in mental health wellness techniques/strategies for students, motivational interviewing techniques and de-escalation strategies. They are requesting class schedules to incorporate social emotional wellness options and classes contributing to physical and mental health of students. Stakeholders want to make sure that every student and their family is aware of the services that may be available to support them. The development of virtual resources can assist in creating a support system that is available to all students on a 24/7 basis.

Q4 - What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? / What role do you see "anywhere, anytime learning" (ex. Digital Learning) playing in your success in the future?

Online and or hybrid classes should be an added option for all with the exception of math and science, this is ideal for students who are medically fragile. These classes need re-structuring to ensure engagement, retention of material and teacher accountability for quality of instruction. Online teachers need to work collaboratively within a student class load to ensure appropriate/achievable workload is being administered. Online classes need additional support staff dedicated to addressing student wellness and mental health issues. Our stakeholders would like to see opportunities taken to use digital learning as a tool for encouraging independent learning/work styles and preparing students for certain workforce opportunities.

Q5 - What types of professional learning can the district provide to support your ability to move students from where they are to where they would like to be?

Stakeholders believe that teacher professional training should include how to individualize their instruction style to account for different learning styles and any other professional development available that enhances abilities to support students. They would like to see additional social workers with more wrap around services to care for students and families. Stakeholders believe this will alleviate teachers from feeling obligated to handle this task.

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	N/A
Please share any recommendations to improve the toolkit, process, resources for the future.	N/A

Your Name	Yolanda Bennett
Name of Your Organization	Department of Juvenile Justice Services
Attach your organization's logo (optional).	https://s3.amazonaws.com/files.formstack.com/uploads/4013043/111632481/845790342/111632481_djjs_logo.docx
Your Email Address	▇▇▇▇▇▇▇▇▇▇▇▇▇
Your Phone Number	▇▇▇▇▇▇▇
Number of Participants in Conversation	2
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Other: Department members
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	What else can we do as an organization to contribute to the outcome we seek?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Better education for children of color Equal discipline practices Improving educational environment in schools that are located in at risk neighborhoods Improving buildings for schools that's located in disadvantaged neighborhoods
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Improvement to schools via better updated buildings and hiring quality educational staff

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]

What is the timeframe for the improvements?
Who will be accountable for tracking and reporting?

+ Submission Data

Your Name	Jan Giles

Name of Your Organization	ESEA - Education Support Employees Association

Attach your organization's logo (optional).	

Your Email Address	▮▮▮▮▮▮▮▮▮

Your Phone Number	▮▮▮▮▮▮

Number of Participants in Conversation	28

Conversation Setting	One-on-one

Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators Other: Education Support Professionals

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	How can education support professionals assist in academic success? See our comments under the American Rescue Plan
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	See our comments under the American Rescue Plan
My/Our stakeholders had the following input on how we can implement our community vision for	Thank you for allowing ESEA to contribute to this discussion. In order for students to have the best learning experience we need to have the highest level of instruction and support within the schools. Based upon this ESEA would suggest: 1. More group learning and more individual/special instruction available for gifted students, special needs students and for exploratory learning. This includes additional teachers and support staff to fulfill this. 2. Adapt appropriate ratios for health professionals. Allowing every student access to mental health and physical health services. a. Every school is equipped with an AED machine and a trauma bag for every classroom in every school.

schools by utilizing the American Rescue Plan Funds.	3. Create community school pilots, these schools have been very successful in other communities. They can include food banks, thrift stores, social services, recreational services, legal services etc. a. Community programs should be provided through the school for "camp" like programs to assist in mental health, rec programs like dance, karate, soft ball, kick ball, open gym. 4. District policies need to be expanded to include better retention programs; the District is constantly short of staff due to poor pay. This is a burden on students and the system for constant retraining. Compensation needs to be increased for retention and for additional duties, education and training programs. 5. The District needs to implement a no privatization policy. Privatization of current support professionals is dangerous for students, causes additional burden on the communities of the current employees being privatized, unduly affecting women and people of color.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	See our comments under the American Rescue Plan
Please share any recommendations to improve the toolkit, process, resources for the future.	See our comments under the American Rescue Plan

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+ Submission Data

Your Name	Heather Bradley
Name of Your Organization	Girl Scouts of Southern Nevada
Attach your organization's logo (optional).	
Your Email Address	██████████████
Your Phone Number	████████
Number of Participants in Conversation	20
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents
I/We asked my/our stakeholders the following Community	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?

Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	NA
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	• Girls should be given equal opportunities to be empowered and build confidence. A student's capabilities should be fulfilled through experiential and hands-on learning to identify interests and discover aptitudes. The educational experience should prepare students to be positive and productive persons in their family, community, and society. Girl Scouts is an ideal outlet to provide girls with these important foundations. The school should be responsible for helping the child identify who they are by providing mentorship and leadership opportunities for students to develop skillsets and passions. In order to accomplish this, Girl Scouts of Southern Nevada should be able to partner with CCSD, i.e., participate in pep rallies, programming, curriculum to bridge the gap allowing a broader scope of learning. • To support academic success, the Girl Scouts has a lot to offer in terms of their four pillars: STEAM, Outdoor, Life Skills, and Entrepreneurship. It would be beneficial for CCSD to assist in implementing Girl Scout programming in the schools. • Social/emotional support and mental health needs to be a focus and at the forefront this year after the effects of the pandemic. Girls should be provided with a safe space to grow and learn given opportunities for mind breaks, meditation, availability to speak with counselors, etc. Life skills are very important in this regard to promote health and wellbeing. Girl Scouts supports this and is capable of supporting CCSD in financial literacy, culinary skills, career development, etc. • Lastly, in regard to digital and virtual learning, there should be options for students that excel with either in person or virtual learning to allow students to grow at their own pace and feel as though they have something to offer.
My/Our stakeholders had the following input on how we can implement our community vision for schools by	The Girl Scout Leadership Experience has a robust curriculum that exists for girls ages 5-17 to build courage, confidence, and character. The curriculum includes programming in 4 major areas that research proves to impact the social and emotional well-being of young girls. As highlighted at PEF's 10th Annual Southern Nevada Leadership Summit, children are encouraged and excited about extracurricular activities that offer experiential learning. Education in the areas of Life Skills, STEAM, Entrepreneurship, and the Outdoors. Girl Scouts find support from one another, healthy social interactions, and learn to be stewards of our environment and advocates for justice. The American Rescue Plan funds could be utilized to double the impact within the girl student population. Impacting 3,000 additional girls by providing membership dues, staff-led programming, and training for teachers, parents, and caregivers would be an annual investment in the young girls in our Las Vegas community of $350,000 per year and $1,000,000 for 3 years. GSSNV wants to

utilizing the American Rescue Plan Funds.	partner with the school district to leverage resources and collaborate on the use of funds and timeline to build a sustainable model. EXAMPLE: Year One Membership 120,000 Program staff/curriculum specialists 150,000 Training/Programming supplies 80,000 Total: 350,000 Girl Scouts of Southern Nevada, its volunteers, staff, and Board of Directors believes strongly in the social and emotional wellbeing of young girls in our community and the educational opportunities it provides and is interested in working with CCSD to be a solution to keeping children in school and growing to their fullest potential.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	NA
Please share any recommendations to improve the toolkit, process, resources for the future.	NA

+ Submission Data

Your Name	ciara byrne
Name of Your Organization	Green Our Planet
Attach your organization's logo (optional).	green our planet
Your Email Address	███████████
Your Phone Number	███████
Number of Participants in Conversation	22
Conversation Setting	Other: survey
Primary Stakeholder Group (select all that apply).	Community Members Educators Other: Board members, sponsors, staff
I/We asked my/our stakeholders the following	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful?

Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	How important is hands-on STEM education to students' academic development? In your opinion, is it important for students to have the opportunity to learn STEM through outdoor gardens and/or hydroponics laboratories? And if yes, why?Additional question for educators -
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	*Every single respondent referred to the importance of schools creating a welcoming, engaging, joyful culture at school that is inviting to students, parents and community members. They said things such as schools should be beacons of hope and learning in the community. * Another theme that came up over and over was creating equity in education - many seemed to indicate that digital learning could help with that but could not solve the challenge * School is the place where students learn the lessons needed to become their best selves - Schools should unlock student potential. * Most respondents also referred to taking how students 'feel' into consideration. If students are happy and want to come to school because it is engaging and fun then they will learn. Schools should consider what are their everyday interactions with students like? * Our stakeholders are all fans of the garden and hydroponics programs so they came up over and over as being ways to provide hands-on learning for students and see gardens as ways to engage parents and other stakeholders in the community. * Most respondents indicated that schools can tend to the social and emotional well being of students by providing counselling services, by training teachers how to handle students dealing with difficult circumstances in ways that will help the students but many referred to the environment and culture of the school as playing an important role in how students feel at school. Schools could provide students with yoga, meditation incorporated into the school day to train students how to deal with difficult circumstances. How does the school feel? Are their happy pictures on the wall, is it brightly lit and are the classrooms organised and fun to be in? * Schools should not be all about meeting standards and test scores - that clearly has not worked - we need to prepare students for the 21st and 22nd centuries. Hands-on learning is critical. Learning real world skills. We should provide students with training in financial literacy, how to invest in the stock market, how to cook healthy food, how to exercise and stay healthy, how to run an efficient household etc. Things that are useful to them. We also need students to be prepared to solve all the challenges the world is and will face such as climate change.

	* Schools need to reconsider what is the most effective way to teach students given the kinds of skills they will need in this century of the technological and green revolution. Consider the importance of play and being outside. Learning how to solve problems in their community and how to be a good leader etc.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	* A number of respondents suggested looking at what is actually working at schools now and implementing more of those programs, trainings etc. One suggested that the robotics program has many successful outcomes so why not do more of that. Farmers markets run by students are very popular do more of those. Communities in Schools services were mentioned as being important why not bring those to more schools. What programs are especially popular with students and provide more of those. What about the Career and Tech schools they always have a huge waiting list as do magnet schools so create more of them. Many people suggested not re-inventing the wheel and focusing on the big successes in the district and building on them. * Ask teachers and principals there top three needs for their school and then see where there are commonalities - what do schools need? * Providing trainings that train teachers in hands-on learning skills and how to teach students to solve problems in their communities * Use the money to make schools more beautiful inside and outside, more welcoming, transform the culture starting with the buildings * Providing resources to help students struggling such as mental health counselling, yoga, exercise programs, arts programs etc. * Support the garden and hydroponics programs as they are proven to improve student academic outcomes and at the same time impact student social and emotional well being in so many positive ways - as well as teachers. Gardens can also really improve the culture at schools.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Teachers were concerned that they did not have the skills to prepare students for the technological world they are going to enter when they leave school. There was concern that students would spend too much time on devices and digital learning and not enough time outside. Connecting to nature was very important to most respondents. When money is spent that teachers and principals learn about how it was spent and the outcomes that are expected - there seemed concern that teachers and principals would not be kept in the loop.
Please share any recommendations to improve the toolkit, process, resources for the future.	Well thought out process. Very helpful. Everything explained v well. The survey process worked best for us as there was not way we could get sponsors, teachers, principals, staff etc. on calls during the summer. So we felt we got more feedback by doing surveys. Also we feel people would be more honest in surveys - although there is of course no discussions and development of thoughts.

+ Submission Data

Your Name	Briana Vaught
Name of Your Organization	Leaders in Training
Attach your organization's logo (optional).	
Your Email Address	████████
Your Phone Number	████████
Number of Participants in Conversation	12
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Students Educators Other: Leaders in Training employee
I/We asked my/our stakeholders the following Community Input Questions: [Please place a	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?

checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	I am going to provide a brief summary of what was said for each question: 1. We want equitable education for all. To do this, we need more resources in and out of the classroom, more translators in the classroom, more educators that care about the students, and more student input when making decisions about their education. 1a. Schools need more counselors trained in college preparation, more after school programs, more faculty that care for and listen to the students, and more incentives to keep students motivated (for example, pay students for good grades). 1b. Students can tutor their peers, we can setup programs where community member mentor students, and students can advocate for themselves. 2. Schools can have more breaks throughout the year and a shorter summer since research shows that a lot of learning is lost over long breaks. Schools can have later start times; research has shown that students benefit academically from later start times. Schools can also have more flexible schedules, similar to college. Schools should have opportunities for students to take classes online. 3. We want more therapists and psychologists available to the students. We want more canines and CCSD school police on campus instead of metro police. The students claimed that they feel safer with unarmed police that are more trained to work with students. They suggested canines to ensure the campus is free of prohibited items. We also want more restorative justice practices. 4. Online school should be a more readily available option, especially since some students were more successful in an online environment. Classrooms should follow more of a blended learning style that incorporates in-person and online activities. 5. Even though this question was meant for primarily educators, I allowed students to respond to it as well. They think that teachers need more cultural awareness/sensitivity training. Almost every student in the focus group have experienced microaggressions in the classroom by their teachers. The students also thought that teachers need more training in classroom management and even potentially anger management; they have had teachers that screamed at them when they were upset.
My/Our stakeholders had the	-We need more psychologists in schools to help support the mental health of students. -Teachers need to get paid more. This will help attract more quality educators to the district. -We need more bus drivers to ensure that all students have access to reliable transportation. -We need more enrichment programs, for example, tutoring programs, CTE programs, college prep

following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	programs, SAT/ACT prep programs, and so on. -Courses need to be provided with more supplies. For example, one student in the focus group was in a culinary class, but only got to cook a handful of times in the whole year due to lack of funding for the course. -We need more counselors that are trained in preparing students for college. Students in the focus group mentioned that the counselors do not help them with college essay writing, college applications, etc. -Students need more support in the classroom, for example teacher assistants or translators to support newcomer ELL students.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	-Paying students for good grades may help motivate students to focus on their education, since many students are burdened by having to work to help support their families. -We need to start doing something about the school to prison pipeline. For one, we can start eliminating zero tolerance policies in CCSD. Also, we need to think about effective ways to "rehabilitate" students. Suspending them for being tardy is reducing their time in class even more. A better alternative would be to figure out why the student is late and see if we can address that need. In addition, we need more resources for students with behavioral issues and IEPs since many of these students later end up in the prison system. -We need an education plan for every student since every student is unique.

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Your Name	Brenda Guigui

Name of Your Organization	Make It Work NV

Your Email Address	███████████████

Number of Participants in Conversation	60

Conversation Setting	In Person Group Conversation

Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?

I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	The following themes were shared by our community stakeholders: - Investing in more wraparound services - More intentional about providing resources for students' mental health - Equitable access to resources - Leadership/education training opportunities for the community - More culturally responsive teaching - Educator/School Leadership accountability - More resources for students with disabilities - More focus on teacher/parent relationships - Educator recruitment and retention
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Our stakeholders shared the following input about implementing the communities vision for schools using the ARP funds: - Developing and deploying task forces to go to the different communities and determine what each school specifically needs to ensure equitable distribution of funds. - Holding CCSD accountable for following up with the community about their needs whether they will be implemented or not. - Create more programming for students to develop them based on the world they are inheriting, and not on what worked or didn't work for previous generations. - Create opportunities to build stronger relationships between families and educators to develop a more village-like atmosphere. - Implement a more health-conscious meal program for students and their families - Build stronger in-house mental health services for students - Invest in reforming the disciplinary policies (addressing school to prison pipeline) - Build a stronger pipeline of committed, culturally responsive educators. More teachers of color.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Our stakeholders were intentional about sharing their concerns about the fund distribution process. There were a lot of questions about the integrity of CCSD and how they plan to ensure that no one is left out. Our stakeholders indicated that they are on board to play their role in the process of improving the education experience for their students, but want to make sure that everyone is working together and for the right reasons. Another notable concern of our stakeholders was better understanding who determined what the community input questions would be. Our stakeholders also wanted to know ways that CCSD and the community can work directly together in being more proactive about ensuring that students are having their needs met.

+ Submission Data	

Your Name	Brandi H.
Name of Your Organization	Nevada Freedmen Association
Attach your organization's logo (optional).	
Your Email Address	▮▮▮▮▮▮▮▮▮▮▮▮▮
Your Phone Number	▮▮▮▮▮
Number of Participants in Conversation	8
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators
I/We asked my/our	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life?

stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	What programs should funding be used for specifically to help African American students? How do we stop the school to prison pipeline?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	1.) African American students need more support from CCSD as they are performing below standards compared to other races of students. 2.) Listen to African American teachers & students to access what this community needs. 3.) African American students have different historical/cultural experiences than other groups (history of slavery & discrimination in the U.S.) and therefore these students have special needs.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the	1.) We'd like CCSD to implement the latest advancements in education and technology. 2.) Schools academic performance needs to be based solely on the performance of African American males. 3.) Listen to each demographic of people and put their suggestions to use. 4.) Create a dedicated coding/stem program. 5.) Find the African American child's learning style. 6.) Employ enough professionals to deal with Black children's mental health. 7.) Instead of sending African American children to the office as punishment find out what is causing unwanted behaviors and create an alternative room for meditation and relaxation music. Employ an African American professional to facilitate this room/program and track progress. 8.) Create a student peer mediation program where responsible respected African American students are trained to counsel/talk to other African American students displaying unwanted behaviors. 9.) Create a pathway for Black children to learn their history. We'd like funds given for supplemental

American Rescue Plan Funds.	education to teach our children African American history to use at the discretion of the parent. These children are not learning about their history in CCSD schools, therefore we need an alternative. 10.) Create paid apprentice programs for high school students for in demand fields such as electronics, construction, natural health care, etc. in order for our students to have a skill once they graduate high school. 11.) CCSD should actively seek out the expertise of current and previous African American teachers in Nevada who have a proven track record of success in improving the educational attainment of African American students.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Our stakeholders were concerned African American students would not get the funding they need specifically for them to address their needs. Our stakeholders were concerned African American teachers are not being hired in schools with high populations of African American students. Our stakeholders were concerned the school to prison pipeline would continue.
Please share any recommendations to improve the toolkit, process, resources for the future.	Possibly use the FACES family engagement services and current employees to facilitate this toolkit process. Utilize African American facilitators to get a different approach or suggestions for certain activities. Realize different student ethnic groups have different and very specific needs.

+ **Submission Data**

Your Name	Karen Taycher
Name of Your Organization	Nevada PEP
Attach your organization's logo (optional).	
Your Email Address	▆▆▆▆▆▆▆▆▆
Your Phone Number	▆▆▆▆▆▆
Number of Participants in Conversation	56
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Parents Other: Parents of students with disabilities and mental healthcare needs
I/We asked my/our	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life?

stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1b. What can you do to support bringing that vision to life? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	n/a
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	• Parents want their children with disabilities and mental healthcare needs to learn in a safe school community of belonging with access to individually determined services and supports that ensures equitable education with high expectations in distance and in-person learning; including to benefit from evidenced-based curriculum and practices, and for education decisions to be data-based and creative. • Parents want their children with disabilities and mental healthcare needs to be educated with full implementation of Section 504 and the Individuals with Disabilities Education Act; as well as have access to and participate in the general curriculum, recess, arts, and effective social emotional supports and services. • Families want authentic engagement of youth and parents to ensure cultural responsiveness in school policies, district policies, day-to-day school operations, and home-school communication.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the	• Assess the impact of lost instructional time • Address learning loss and regression, offer necessary compensatory learning time • Conduct special education evaluation and re-evaluation, eliminate waiting lists • Increase Child Find activities to identify students with disabilities that have been missed • Additional year for students with disabilities who aged out during the pandemic • Credit deficient make-up programs • Provide missed and/or additional related services • Improve transition services to include pre-employment skills instructions for youth with disabilities • No cost afterschool programs • Environmental safety equipment and supplies • School supplies • Technology and access for students and educators • Professional development in PBIS, Mental Health First Aid, assistive technology, delivery of

American Rescue Plan Funds.	special education, de-escalation techniques, evidenced-based educational programs and curriculum, and restorative practices • Increase in licensed teachers • Mental health screening/supports for students and educators • Implement PBIS at each school and for digital learning • Eliminate fees owed by students/families • No cost and improved school lunches • Increase access to CTE programs for students with disabilities • Increase extracurricular activities, peer social groups, and mindfulness activities • Access to free tutoring • Expand school-based mental health resources and services • Start a district special education advisory committee • Improve Response to Intervention (RTI) for struggling learners • Increase opportunities for inclusive education for preschool age children • Provide parent education on PBIS and how to help their children with academic classes • Offer expanded Extended School Year (ESY) services – during long breaks and more days during the summer • Increased training and support for teachers of autism programs
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Parents stated that the district should provide choice of in-person or digital learning. Parents want the opportunity to shift to either choice based on the positivity rate, immunization status, experiencing COVID-19 within the family, or because of any other mandates that they believe impact their child's education. When digital learning is chosen, the whole family needs to be connected to the necessary technology with all of the required equipment, reliable broadband, and technical support when they need it. Further parents responded that they want an integrated on-line system where grades, assignments and access to classes and one on one support are seamless. Educators selected to provide distance education should have access to training and support on effective distance instructional models for academic and social emotional strategies. Parents stated that there needs to be a shift from demonstrating attendance to engaging in instruction, social emotional learning, and the demonstration of mastery. Families do not want their child to be penalized due to COVID related absences. To combat stigma, schools must create inclusive environments and facilitate open, continuous dialogue about mental health, while acknowledging that everyone has different needs, that may include an IEP, 504 accommodations or being pulled out for supports or services. It is not about providing the "same" to every student it is about providing what each student needs.

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Your Name	Venicia Considine
Name of Your Organization	Nevada State Assembly
Your Email Address	███████████████████████
Your Phone Number	███████████
Number of Participants in Conversation	4 or 5
Conversation Setting	One-on-one
Primary Stakeholder Group (select all that apply).	Community Members Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	It was conversational
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	- All day Pre-K for all students. On the east side, there is a strong need for all day Pre-K. There are waiting lists for any pre-K (right now, it's 2.5 hours and a limited number of students) and the kids in our working class neighborhoods would significantly benefit from all day Pre-K. - More Summer acceleration programs. They were successful this past summer and the students enjoyed them. As said in the previous provision, the students here would significantly benefit from consistent summer acceleration programs. - Provide a fulltime tech person at schools that are not new or tech-upgraded.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Hire more support staff and pay them more, or provide a bonus for working during the pandemic. - invest in more tech and tech staff for schools that have not been tech-upgraded, and provide a FT tech person at each of those schools. - provide a FT nurse at each school
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	na

Community Input Responses

1. Community Truths: What they WANT TO BE TRUE!
   a. Equal Opportunity to Learn for all Children. Children should be indoctrinated to understand that knowledge is power and that education can unlock great opportunities- the school districts don't support that idea or provide a culture that instills that.

   b. To have children treated fairly regardless of race in all educational settings.
   c. To make sure children are educated in a clean, safe, environment, that promotes curiosity and learning
   d. A school that producing curriculum that serves all children's modalities and style of learning
   e. Dyslexia screening for all kids
   f. Teach inclusive and accurate history of Black History, add signal blockers, elevate support staff and teachers including janitorial staff, and pay them well.
   g. Provide more accessibility to educational programming and stem education
   h. Increased competency for students in Math, English, Civics, Science, Foreign Language- Latin/ To actually provide HIGH QUALITY INSTRUCTION.
   i. Home economics was a good for children and should be brought back.
   j. Educational staff that work in schools with children of color want to educate our children and love their job enough to invest in black children.
   k. That the district truly engages in effective policy that prevents children from being sent into the prison pipeline. Classrooms that are free from racial bias.
   l. Community wants to make sure CCSD does not waste the money, build human capacity within schools
   m. Continue to Fund Victory schools, it was left up to the District to come up with the money on how to fund it.
   n. Culturally competent training on trauma and the effects of the pandemic on children. A specific focus on recovery, not stigmatizing children further
   o. Bring back cursive students do not know how to sign their names or do signatures, which is required on every document, as an adult.

2. CCSD/Schools Responsibilities in bringing these visions to life?
   a. The schools' responsibilities are to partner, engage, find and train highly qualified teachers, effectively monitor, control safe, clean and prevent racial bias within educational settings.
   b. Effective teacher training, so that teachers know how to educate students that have different learning styles and modalities.
   c. Change their curriculum to innovate to maintain student engagement. Train teachers how to do hybrid models, not just digital but blended techniques that use multiple strategies. New teachers don't know how to teach at risk students.
   d. Create pathways for more qualified community involvement
   e. Increase Pay Support staff
   f. Reduce barriers to move between positions for staff

g. Create/monitor/effective educational environments that welcome minorities cultures
h. Increase Teachers of color in the schools
i. Have a targeted focus on Black children who are ranked the lowest than the other races other than Native Americans.
j. Communicate with Parents effectively- Use multiple ways to reach parents based on swing shift hours.
k. To bring effective Community resources for students.
l. Promote sports, fitness but also other extra curricula activities
m. Monitor the Effectiveness of JAG programs
n. Bring Back trades in school- all schools.
o. Mandate policies and regulations for the school board

3. What can schools do to make sure students are academically successful?
   a. Emotionally & Financially compensate teachers, support staff, including janitorial staff
   b. Decrease class sizes
   c. Educated teachers
   d. Reduce the Teach for America Teachers/ they are not seasoned enough to teach in at risk schools
   e. More standard testing preparation
   f. More tutoring and works books for students
   g. Spend money on actual textbooks
   h. Invest in the school libraries for more multicultural texts that reflects CCSD populations
   i. Hire competent Reading and Math Teachers/ Invest in higher Math Teachers who are successful in bridging academic gaps
   j. Create Bridge programs from elementary to Middle school/ High Intensity tutoring programs that serve at risk kids who were at risk of failing to beef up academic gains from 5th grade to 6th grade. The goal is prevent more loss, but do aggressive academic sessions in small cohorts to make sure kids are academically supported. (NOTE) Kids feel lost because they move from one environment to the next with Hope and the hope is lost when the next level is more of the same(belittling, shaming and not learning, but no one wants to acknowledge what they were not taught)
   k. Punish teachers who target black children and deem them as special needs/ or misclassify students on purpose

4. What do you want to be true regarding emotional, mental and social support in schools
   a. More school social workers. Counselors, Psychologists
   b. More training on how to identify issues in a culturally responsible way, of trauma informed care.
   c. Create and Build empathy training/ Learn how not to shame students but help them.
   d. Perform training around systemic barriers of race, class, ethnicities, gender, early detention/or suspensions
   e. District, teachers and school Principals need to understand the difference between a Hand out versus a Hand up. Children want agency over themselves, they want to learn HOW to become better, and to get out of their own way to achieve healthy mental attitude/

    f.   Sharing resources and collaborations to develop mentorship programs in schools, that are lead by people of color. There was a feeling that white women are leading black children and really the role should be Blacks mentoring and leading the work around black children

    g.   Create coaching/parenting classes to bridge issues of emotional and mental health issues

    h.   Create a pathway for Victory dollars to "truly" be spent on wrap around services in the schools

    i.   Prevent the use of bias mental health assessments that do not operate/or identify issues for children of color.

    j.   How to integrate family into the social/ mental health issues with counselors, social workers who represent the racial group of that family.

    k.   Integrate Mediation techniques into

5. Role of Digital learning
    a.   Digital learning is ok in Moderation
    b.   Digital learning is ok , but students need classrooms and human interaction
    c.   Digital learning is a great tool for tutoring, not every day class. Digital tutoring can be cost effective.
    d.   Also Digital Parent meetings can be more efficient and effective way to perform parent engagement and discuss student progress. It allows for parents to be at work schedule on break using ZOOM or Google meets to discuss issues.

Addendum to Future for our Kids Community Input Meeting from July 13th and July 15th meetings.

Notes: After the Community input questions were answered the citizens in Senate Dist. 4, had additional commentary and problems they identified within the district. The makeup of attendees were teachers, support staff, parents, former administrators and former students of CCSD.

1.   FACE office of CCSD: The comments made were they do not offer real or sustainable engagement for parents. They are not a resource for families. They lack education to advise parents about their rights or issues within the school district.

2. The SOTs have pushed out Real PTA programs. They feel SOT isolate parents. They also feel the Principal has gained to much power. They feel SOTs are a tool to retaliate against parents. The format doesn't allow free expression of concerns. They also felt the SOT have too much power to fire teachers. In addition to decide which programs to replace, that may be beneficial to students.

3. There were deep concerns that the district has and is practicing systemic racism. Several attendees stated that Black children are deliberately pushed out of the schools, either through expulsion process, or through passive/aggressive acts or just aggressive acts to remove them from school settings. They said expulsion rates are super high for black children- but this is a long-term issue.

4. In addition, it was stated that Native Americans are invisible populations within the school system.

5. Community Partners from the neighborhoods are not allowed access to offer wrap around services. There is no clear pathway to find out about how to become a consultant or to be apart of procurement to contract with the district. There was a deep concern that individuals who grew up in the area, understand the demographics are pushed away from serving in any capacity.
6. The attendees felt there is a lack of fidelity in following restorative justice programs. There is intent, but the actions are simply checking a box. The schools do not engage in true restorative justice practices.
7. The attendees stated the school board is weak, they are out of touch, and they do not advocate for children. A story was elicited that and autistic child who testified did not feel safe at a school board meeting.
8. The attendees also stated that Dyslexia should be tested at an early age for all kids in the district. That Dyslexia was tied to drop out rates, high incarceration, and lack of literacy development. It was further stated that teachers are not taught to identify dyslexia.
9. The attendees stated that Background checks are used as a gate keeper, they don't actually use them as way to check for safety concerns.
10. The attendees stated Special Education Concerns: They said special education environments are demeaning to children. The way children are measured is problematic, they said different measuring sticks should be used. They also suggested it should be done by age bands rather than grade levels. It was stated that the IDEA law is not followed. That Resource students, SLD, Behavior problem students are funneled inappropriately to the wrong resources. The resources and supports do not align.
11. The attendees stated that CCSD should adopt a Montessori model.
12. The attendees suggested that there should be a part-time education engagement person for the community, who has a cross focus and it is paid position. This was suggested as a solution to parents who have to work and do not have time to engage in community activism.
13. The attendees also stated that parents who advocate for their children are labeled and their children. They feel CCSD and teachers push them out of the schools. They don't feel protected they feel bullied and retaliated against.
14. The attendees stated that Infinite Campus is being used in unethical ways. They are allowing school police to go in and check grades, behavioral records, and attendance. They said it is a violation of law.
15. Attendees also stated that there is a lack of True Diversity within the district, from teachers to principals to administrators.
16. Teamster attendees stated that the custodians do not have proper equipment pre and post covid. They stated that the money was wasted in ESSR I dollars. The money was spent without addressing or asking whether it was appropriate. They said mops were purchased but don't fit the buckets. They bought power washers, but not items to clean the bathrooms. They suggested purchasing UV lights for the air filters. Retrofitting bathrooms for (none touch features). Vacuum cleaners are problematic, they are not made for female employees.
17. Increase custodial wages.
18. The attendees finally stated that they feel the district uses code language or buzz words, that are racist. They also use code language on purpose to make sure parents advocate against

themselves. It was stated that the language is deliberately used to either fool or confuse parents into believing the district is advocating for their best interests when they are not.

19. There is a lack of trade schools for students and or training or workforce opportunities. It was alluded to that JAG does not really supply or fulfill this need.
20. The attendees finally stated that there is systemic early literacy failure that only affects black and brown students.

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Notes: After the Community input questions were answered the citizens in Senate Dist. 4, had additional commentary and problems they identified within the district. The makeup of attendees were teachers, support staff, parents, former administrators and former students of CCSD.

1. FACE office of CCSD: The comments made were they do not offer real or sustainable engagement for parents. They are not a resource for families. They lack education to advise parents about their rights or issues within the school district.
2. The SOTs have pushed out Real PTA programs. They feel SOT isolate parents. They also feel the Principal has gained to much power. They feel SOTs are a tool to retaliate against parents. The format doesn't allow free expression of concerns. They also felt the SOT have too much power to fire teachers. In addition to decide which programs to replace, that may be beneficial to students.
3. There were deep concerns that the district has and is practicing systemic racism. Several attendees stated that Black children are deliberately pushed out of the schools, either through expulsion process, or through passive/aggressive acts or just aggressive acts to remove them from school settings. They said expulsion rates are super high for black children- but this is a long-term issue.
4. In addition, it was stated that Native Americans are invisible populations within the school system.
5. Community Partners from the neighborhoods are not allowed access to offer wrap around services. There is no clear pathway to find out about how to become a consultant or to be apart of procurement to contract with the district. There was a deep concern that individuals who grew up in the area, understand the demographics are pushed away from serving in any capacity.
6. The attendees felt there is a lack of fidelity in following restorative justice programs. There is intent, but the actions are simply checking a box. The schools do not engage in true restorative justice practices.
7. The attendees stated the school board is weak, they are out of touch, and they do not advocate for children. A story was elicited that and autistic child who testified did not feel safe at a school board meeting.
8. The attendees also stated that Dyslexia should be tested at an early age for all kids in the district. That Dyslexia was tied to drop out rates, high incarceration, and lack of literacy development. It was further stated that teachers are not taught to identify dyslexia.
9. The attendees stated that Background checks are used as a gate keeper, they don't actually use them as way to check for safety concerns.
10. The attendees stated Special Education Concerns: They said special education environments are demeaning to children. The way children are measured is problematic, they said different measuring sticks should be used. They also suggested it should be done by age bands rather than grade levels. It was stated that the IDEA law is not followed. That Resource students, SLD,

Behavior problem students are funneled inappropriately to the wrong resources. The resources and supports do not align.

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12. The attendees suggested that there should be a part-time education engagement person for the community, who has a cross focus and it is paid position. This was suggested as a solution to parents who have to work and do not have time to engage in community activism.
13. The attendees also stated that parents who advocate for their children are labeled and their children. They feel CCSD and teachers push them out of the schools. They don't feel protected they feel bullied and retaliated against.
14. The attendees stated that Infinite Campus is being used in unethical ways. They are allowing school police to go in and check grades, behavioral records, and attendance. They said it is a violation of law.
15. Attendees also stated that there is a lack of True Diversity within the district, from teachers to principals to administrators.
16. Teamster attendees stated that the custodians do not have proper equipment pre and post covid. They stated that the money was wasted in ESSR I dollars. The money was spent without addressing or asking whether it was appropriate. They said mops were purchased but don't fit the buckets. They bought power washers, but not items to clean the bathrooms. They suggested purchasing UV lights for the air filters. Retrofitting bathrooms for (none touch features). Vacuum cleaners are problematic, they are not made for female employees.
17. Increase custodial wages.
18. The attendees finally stated that they feel the district uses code language or buzz words, that are racist. They also use code language on purpose to make sure parents advocate against themselves. It was stated that the language is deliberately used to either fool or confuse parents into believing the district is advocating for their best interests when they are not.
19. There is a lack of trade schools for students and or training or workforce opportunities. It was alluded to that JAG does not really supply or fulfill this need.
20. The attendees finally stated that there is systemic early literacy failure that only affects black and brown students.

Your Name	Mike Taack
Name of Your Organization	Nevadans for the Common Good
Your Email Address	████████████████
Number of Participants in Conversation	5
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	n/a
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Students have equitable access to post secondary college and career options - emphasis on undocumented and low-income communities Students leave HS with the skills and knowledge they need to be college and/or career ready; Students are empowered, civic minded individuals who understand and have internalized their role in the governance of society/democracy Students go out into the world as critical thinkers /consumers of education/information with growth mindsets and perseverance to overcome barriers Students are in good mental & physical health Students have access to small class sizes The teaching workforce is stable & there is emphasis on teacher retention

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	-lower ratio of students to counselors/psychologists/mental health professionals -Career supports (mentors, exposure, internships, real world application) for secondary students -lower adult (teacher/para) to student ratios in the classrooms -Differentiated mentoring for teachers to improve effectiveness and student outcomes -Incentives (monetary and non) for teacher retention -strengthening the social safety net that negatively impact learning and prevent a kid from meaningfully engaging at school (ex: transportation, housing supports) -strong/connected/safe transportation for students -Family supports to supplement classroom education & to assist with post-secondary options for students -Structural supports and qualified specialists to implement restorative justice practices effectively and with fidelity at all school locations -identifying and addressing individualized student needs, academic and social/emotional
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	School communities should have attentiveness to building intentional relationships between schools, families, and communities Ensure that some money is flexible to cover unknown needs/impacts

Your Name	Tameka Henry
Name of Your Organization	Obodo/Rise Up
Your Email Address	███████████████
Number of Participants in Conversation	60
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Students
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	The following themes were shared by our community stakeholders: - Investing in more wraparound services - More intentional about providing resources for students' mental health - Equitable access to resources - Leadership/education training opportunities for the community - More culturally responsive teaching - Educator/School Leadership accountability - More resources for students with disabilities - More focus on teacher/parent relationships - Educator recruitment and retention
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Our stakeholders shared the following input about implementing the communities vision for schools using the ARP funds: - Developing and deploying task forces to go to the different communities and determine what each school specifically needs to ensure equitable distribution of funds. - Holding CCSD accountable for following up with the community about their needs whether they will be implemented or not. - Create more programming for students to develop them based on the world they are inheriting, and not on what worked or didn't work for previous generations. - Create opportunities to build stronger relationships between families and educators to develop a more village-like atmosphere. - Implement a more health-conscious meal program for students and their families - Build stronger in-house mental health services for students - Invest in reforming the disciplinary policies (addressing school to prison pipeline) - Build a stronger pipeline of committed, culturally responsive educators. More teachers of color.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Our stakeholders were intentional about sharing their concerns about the fund distribution process. There were a lot of questions about the integrity of CCSD and how they plan to ensure that no one is left out. Our stakeholders indicated that they are on board to play their role in the process of improving the education experience for their students, but want to make sure that everyone is working together and for the right reasons. Another notable concern of our stakeholders was better understanding who determined what the community input questions would be. Our stakeholders also wanted to know ways that CCSD and the community can work directly together in being more proactive about ensuring that students are having their needs met.

Your Name	Joshua Harwell

Name of Your Organization	Opportunity 180

Your Email Address	███████████

Number of Participants in Conversation	60

Conversation Setting	In Person Group Conversation

Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?

I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	The following themes were shared by our community stakeholders: - Investing in more wraparound services - More intentional about providing resources for students' mental health - Equitable access to resources - Leadership/education training opportunities for the community - More culturally responsive teaching - Educator/School Leadership accountability - More resources for students with disabilities - More focus on teacher/parent relationships - Educator recruitment and retention
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Our stakeholders shared the following input about implementing the communities vision for schools using the ARP funds: - Developing and deploying task forces to go to the different communities and determine what each school specifically needs to ensure equitable distribution of funds. - Holding CCSD accountable for following up with the community about their needs whether they will be implemented or not. - Create more programming for students to develop them based on the world they are inheriting, and not on what worked or didn't work for previous generations. - Create opportunities to build stronger relationships between families and educators to develop a more village-like atmosphere. - Implement a more health-conscious meal program for students and their families - Build stronger in-house mental health services for students - Invest in reforming the disciplinary policies (addressing school to prison pipeline) - Build a stronger pipeline of committed, culturally responsive educators. More teachers of color.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Our stakeholders were intentional about sharing their concerns about the fund distribution process. There were a lot of questions about the integrity of CCSD and how they plan to ensure that no one is left out. Our stakeholders indicated that they are on board to play their role in the process of improving the education experience for their students, but want to make sure that everyone is working together and for the right reasons. Another notable concern of our stakeholders was better understanding who determined what the community input questions would be. Our stakeholders also wanted to know ways that CCSD and the community can work directly together in being more proactive about ensuring that students are having their needs met.

Your Name	YESENIA GONZALES
Name of Your Organization	Parent Leadership Team of Nevada
Your Email Address	███████████
Your Phone Number	████████
Number of Participants in Conversation	8
Conversation Setting	One-on-one
Primary Stakeholder Group (select all that apply).	Parents
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	How would you like to see the funding from the ARP used in your opinion? Do you think there is a possibility of a repeat of last school year? Do you think we are prepared if the schools closed down again? Did any of you have a good experience with the teachers from the philippines?

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Teachers receiving better pay. Having teachers licensed and helping them obtain it Having teachers that are capacitated emotionally and intellectually School performance based on zip code. Students being able to and encouraged to advocate for themselves. Communication with parents from schools Classes taught to parents on how to help them navigate the programs students use Mental Health curriculums-based on age/grade level Safety between teachers and students- teaching children what is ok and not/boundaries Having Life skills taught New Grading policy parents were not in favor of special needs students social interaction
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Parents would like to see mental health/therapy type services in school or, they would like to see this to be provided in the form of workshops as FACES has offered other resources. Having a licensed teacher educated on the subject of mental health would also teach socio-emotional management on how to handle situations that can help them recognize the signs and put them into practice. That teachers receive a better pay as this would also help the current teacher shortage we are facing in the district along with helping the teachers that arrived from the philippines and allow them to continue teaching. Parents would like to see teachers take a course in psychology so they can teach the subject in school to students regarding the importance of mental health or have a psychologist teach them throughout their academic school year as a curriculum based on their grade level and understanding.

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Closed captioning to be offered when school board meetings are held so families are aware of what is happening and so they feel included.
	Have a program that students can use in their chromebook that allows them to work at their own pace, but also offers the ability to be advanced in subjects.
	Many parents asked why Title 1 schools are not being bettered for example; why are schools in north las vegas and east not that great and why other school like in henderson or schools not located in low income parts of city so much better? Why are these schools thriving while these minority schools are very behind or lacking great teachers and resources. how can we teach our youngest children and continue about the basic laws that protect them and what rights they have?
	Some parents considered that virtual education was more fitting or appropriate for students what were much older and not elementary based, they do recognize that social interaction is important, but students that are much younger or are disabled its important they socialize with their peers in person as they are most vulnerable
	Parents were unhappy to hear of the new grading policy as they feel their child should work hard to earn their grade and be given one if they didn't turn in their work and would like to know what can they do to change this.
Please share any recommendations to improve the toolkit, process, resources for the future.	Possibly in the future hold an event in spanish or other languages with trustees as it was offered in english

+ **Submission Data**

Your Name	Tonia Holmes-Sutton
Name of Your Organization	Teach Plus Nevada
Attach your organization's logo (optional).	
Your Email Address	███████████████
Your Phone Number	██████████
Number of Participants in Conversation	10
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Educators

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Our stakeholders shared *mental health and social emotional health, *professional learning (professional development), *mentorship, and *teacher pipeline (recruitment, diversification, and retention) through "Grow Your Own" teaching preparation programs as the themes most important to community stakeholders. They discussed the importance of prioritizing the funding in an investment of people (educators, leaders, students), their health and well-being, and development of administrators' and teachers' knowledge, skills, and experience rather than investing heavily and spending funds on programs/programming. The stakeholders emphasized the need for social emotional health to be as equally important as academic success. They noted that teachers need to be developed and engaged in ongoing, meaningful, and relevant professional learning regarding diverse, context-specific issues and topics (i.e. teacher preparation, additional training on differentiation, project-based learning, blending learning, job-embedded professional development, modeling/mentoring, and social-emotional learning) to best meet the diverse needs of the students.
My/Our stakeholders had the following input on how we can implement our community vision for	Our stakeholders offered the following input on how we can implement our community vision for schools through the American Rescue Plan, recommending prioritization of: *Mental Health: SEL training (specifically Panorama which was purchased by CCSD) and resources; trauma-informed teaching and environments; wrap-around services at more school sites; *Professional Development: invest in teachers, not programs; build capacity of teacher leaders to facilitate trainings; teacher advancement certification; administrators as instructional leaders rather than managers; meaningful, job-embedded professional development *Mentoring: invest in teachers beyond their first year; increased opportunities/structures for peer learning; teacher leadership; *Grow Your Own Programs/Teaching Pipelines: including teacher exchange programs; increased

schools by utilizing the American Rescue Plan Funds.	diversity; begin in middle school for recruitment into profession (introducing teaching as a career/profession); increase student teaching time (4-6 month, rotating residencies/apprenticeships in diverse grade bands within context-specific communities); strengthen partnerships with colleges and universities; increased scholarship/financial support for education majors.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	*What investment and/or supports can be secured for teacher mental health and well-being, in addition to student SEL and mental health? *What community-based partnerships and hoslitic systems support are in place and can be leveraged to meet the needs of students and teachers? *To what extent will teachers be included in the final decision-making process for the American Rescue Plan Funds? *What accountability measures will be prioritized for the spending of the funds? How will the investments/spending be measured for effectiveness? *How will equitable spending of the funds be ensured, assessed, and shared with community stakeholders?
Please share any recommendations to improve the toolkit, process, resources for the future.	N/A

+ Submission Data

Your Name	Holly "AJ" Huth
Name of Your Organization	The LGBTQ Community Center of Southern Nevada
Attach your organization's logo (optional).	
Your Email Address	▮▮▮▮▮▮▮▮▮▮
Your Phone Number	▮▮▮▮▮▮
Number of Participants in Conversation	15
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Students Other: LGBTQ+ identified students from different middle and high schools throughout the valley

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	1. What issues currently hold you back from a quality education? 2. What could the school district do to make you feel that you are receiving a quality education and make you excited about going to school?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	The top themes were bullying, mental health, and equity.
My/Our stakeholders had the following input on how we can implement our community vision for	Student's main concerns pertaining to bullying were not only from other students, but also staff. Bullying comes in many forms, such as, verbal, non-verbal, visual, and kinesthetic. Examples given include name calling, refusing to use preferred names for transgender students while having no problem with other students' nicknames, eye-rolls, lack of or no signs of acceptance (rainbow/trans flags, LGBTQ+ icons, teachers that look like them or identify similarly), lack of or no physical spaces to comfortably relieve their bladders or bowels. Solutions offered by students: 1. Training, training, training.

schools by utilizing the American Rescue Plan Funds.

a.   Staff trained in equity and diversity (racial, LGBTQ+, mental, alternatively abled persons, etc).

b.   Staff trained in de-escalation, crisis intervention, and mental health first-aid.

This should include ability to understand mandated training interpretation. Speaking of suicide isn't the same as a student contemplating suicide. Homelessness is not a reportable situation.

c.   Students trained on empathy. This could include equity and diversity training as mentioned above but the main theme was about empathy. One student thought that teaching other students about why bullying makes people feel good might be helpful. Another student thought that teaching other students what effect bullying has on the victims might be helpful.

2.   Internal tracking system upgrades.

a.   Staff and students can include a preferred first name, or nickname in the system that tracks attendance, timesheets, student ID's, etc. regardless of their legal names. I once had a student physically chew their student ID because it reflected their given name (also known as a dead-name), instead of their preferred name.

b.   Faster process to reflect legally changed names for staff and students.

3.   Hiring.

a.   Hire more, competent school counselors to balance the ratio of students-counselor.

4.   Policy.

a.   Implement transgender inclusive policies and create system to hold schools accountable for implementation. A students' safety and acceptance at school should not depend on their zip code.

b.   End and enforce sexist dress code policies. One student asked, "Can we stop sexualizing kids?" and "why do I need to cover my shoulders when it is 105 outside?'. Students understand that some policy is necessary but think that dress code rules should apply to all genders equally. If a girl can't wear a tank top then a boy can't either. Some expressed that the rules at their school seemed fair across genders, but others disagreed.

c.   Teaching children to not rape vs. teaching children to protect themselves from rape.

d.   Allow different colored hair. Students agreed that school is a place to prepare youth for professionalism on the job but some countered with middle school being the perfect time to have brightly colored hair because they won't be able to when they go into the workplace.

e.   Many LGBTQ+ youth are penalized for fighting back against bullying. Review bullying policy to address retaliation.

f.   Encourage a GSA in every school by encouraging teachers to sponsor a GSA club.

g.   School policies and consequences extend to transportation such as bussing.

5.   Curriculum.

a.   LGBTQ+ inclusive curriculum not only in our history classes but also in literature, math, science, athletics, sex education, etc.

i.   Teaching accurate history of the LGBTQ+ communities and prominent figures. Mention Alan Turing in math classes, Ruth Gates in math classes, etc.

ii.   Having LGBTQ+ inclusive themes in English classes.

iii.   Teaching sex education that includes LGBTQ+ people. I once talked with a young man, living with HIV. I asked him about his experience with sex education in school. He expressed that the sex education he received was comprehensive but, he didn't feel like they were talking about his relationships so, he tuned out.

iv.   All gender (co-ed) physical education classes and teams.

6.   Accessible spaces.

a.   Creating gender-neutral bathrooms in convenient to access places around campus. If you have a single stall bathroom, it can easily transform into a gender-neutral bathroom by changing a sign. One student described having to use the nurse's bathroom and how it wasn't possible to get to that location between classes without being late.
Gender-neutral bathrooms in gymnasiums and stadiums. This helps the non-binary children when they are dressing out for physical education classes but also helps family members that may need to care for loved ones of opposite genders while attending games on campus.

b.   Many students described the cafeteria as an unmonitored space that allows for most of the bullying from other students to occur and request permission to eat lunch in a classroom with a sponsored teacher. Sometimes these spaces occur organically: theater kids eat lunch in the theater or art room with that teacher present. Maybe teachers that sponsor GSA clubs or other school clubs could sponsor those members of the group during lunch?

c.   A quiet room where children with anxiety disorders or sensory processing disorders can go to calm down. The use of this space could be determined by utilizing an I.E.P.

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	1. They wanted to know if school counselors are licensed.
Please share any recommendations to improve the toolkit, process, resources for the future.	None at this time.

+ Submission Data

Your Name	Cynthia Mora
Name of Your Organization	The Public Education Foundation
Attach your organization's logo (optional).	
Your Email Address	▮▮▮▮▮▮▮▮▮▮▮
Your Phone Number	▮▮▮▮▮▮▮
Number of Participants in Conversation	12
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Parents
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?

Input Questions list to include in your Community Input Meetings.]	
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	NA
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Hire additional quality staff to work with children Have more tutoring available for students Provide additional assistance to ELL students Offer after school activities such as sports to engage students More collaboration with organizations that can assist with health issues
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Utilize funds to hire additional teachers to: -Have less students per teacher -Improve academic outcomes Offer assistance to students with IEPs -Offer afterschool activities such as sports -Offer additional help to ELL students Utilize funds to hire more counselors or school psychologist that can provide assistance with mental health and social emotional issues. Consider offering individual assessments to determine if child needs mental health services Increase teacher's salaries to retain quality teachers Use some of the funds to expand resources (dental, clothing, medical) to additional students. Provide tools to improve communication between parents/families and teachers Use some of the funds to make sure classrooms have a working air conditioner Purchase technology to help children learn more efficiently If digital learning is implemented consider the following suggestions to make it more effective: -Provide better internet services to avoid disruptions during instruction and testing -Make virtual classes longer to make sure children are learning -Make sure children are getting enough homework -Offer more elective classes like music to keep children engaged -Offer better resources to help with learning at home -Provide books/workbooks so children can continue reading at home -Offer more classes to parents to help learn about technology and be better prepared to help children -Provide tools to have better communication with teachers to make sure children are getting connected at

the right times.

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	NA
Please share any recommendations to improve the toolkit, process, resources for the future.	This session was conducted in Spanish. Some of the Spanish questions were not clear. The registration form was in English only. Please consider having more than one session in Spanish.

+ Submission Data

Your Name	Michelle Booth
Name of Your Organization	The Rogers Foundation / Educate Nevada Now
Attach your organization's logo (optional).	
Your Email Address	███████████████
Your Phone Number	██████████
Number of Participants in Conversation	8
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members
I/We asked my/our stakeholders the following	1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful?
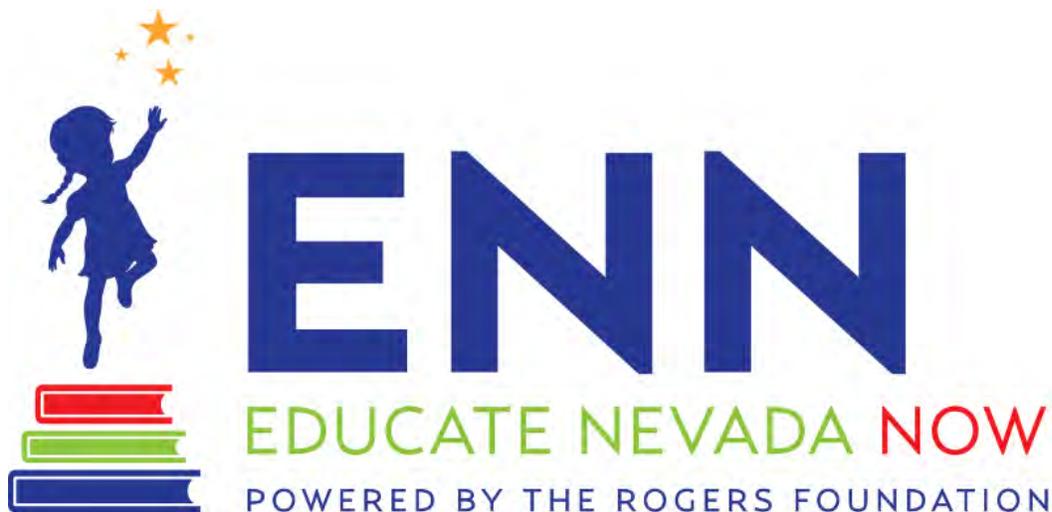
Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	What transparency and data outcomes do you want to see with the use of ARPA funds? What are your concerns with time-limited, one time availability of the ARPA funds?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Transparency School-level expenditure Data Long-term Vision Sustainability How do we ensure transparency and collect data to know what initiatives are most successful so that we can strive to maintain and expand these efforts? Are there critical one-time payment projects or efforts that could produce long-term results?
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American	ARPA funds should support safely keeping schools open and addressing learning challenges caused by the pandemic and distance learning. Participants are deeply concerned about the sustainability of any new or expanded programs/services, given the limited, one-time nature of these funds. They urge the district to consider and develop a plan for the inevitable fiscal cliff that will lead to an abrupt end of resources for students. Direct aid to districts will only represent a 3.8 percent annual increase in funding over the five fiscal years they are available for use. The limited amount and availability of these funds should be strongly considered in the development of the plan and clearly communicated to the public. Given the limitations of these dollars, the district should consider committing funds to one-time initiatives and resources or projects that have long-term sustainability. Examples include: A data system that allows for better tracking of specific resource and program expenditures, along with outcomes, to better understand how money is spent down to the school level and what

| Rescue Plan Funds. | initiatives/resources impact students achievement. Wider availability and analysis of this data will inform the district, principals, state agencies, and lawmakers on best practices and highlight programs or services that should be added/expanded in the long-term. It will keep the community engaged and aware of the specific use of funds and their impact. It may also offer insight on redundant community services and improve efficiency overall. Establishing a comprehensive data system will provide benefits to the district and the state at-large for years to come.

One-time educator incentives and other initiatives to close the teacher vacancy gap that has been exacerbated by the Covid crisis. Without a plan to address the chronic teacher shortage, the majority of proposed initiatives will be difficult to implement.

Professional development for staff that can be duplicated, has long-term lasting impact and can be modeled for new or incoming staff. This PD can focus on some of the needs that have arisen from the effects of the pandemic to include Social Emotional Learning and hybrid teaching models.

Necessary infrastructure projects that will create a safe environment that is conducive to learning and prevents costly secondary consequences brought on by unaddressed issues such as lack of maintenance or dirty/old filters that can result in a broken air conditioner and cause school closures . Students shouldn't lose instructional time caused by malfunctioning air conditioners or other facility failures.

These suggested resources are a necessary foundation for many, if not all, other potential ARPA programs/services. Ensuring and replicating success in the long-term requires a robust tracking system. Implementing programs and services requires adequate levels of educators and staff prepared to meet the challenges posed by the pandemic. Strong infrastructure is necessary for students to safely and successfully learn. These resources are sustainable and necessary to ensure a quality and equitable education.

Lastly, participants suggested that use of ARPA funds should coincide with CCSD's 5-year vision, Focus on the Future for our Kids and the Commission on School Funding transparency and accountability plan. This is an opportunity for schools to demonstrate that they can make good and equitable use of additional funds and resources.

The district and community at large must then also be prepared to advocate for increased and permanent funding so that our students get all the resources they need to be successful, well beyond the expiration of the ARPA dollars. |
| My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.] | Are there other critical one-time payment projects or efforts that could produce long-term results?

Will the district be engaging in a communication effort to keep the public informed of the use and success of these dollars?

How is the district working with other local agencies, local governments and other organizations to reduce redundancy and maximize efficiency? |

Please share any recommendations to improve the toolkit, process, resources for the future.

Consider aligning funding to any existing proven programs to simplify the reporting and to further demonstrate the importance of expanding these initiatives.

Your Name	Linda Young
Name of Your Organization	The Village Foundation, LJP
Attach your organization's logo (optional).	https://s3.amazonaws.com/files.formstack.com/uploads/4013043/11163248 1/846589944/111632481_the.village.foundation-logo-10x10_01_020816.pd f
Your Email Address	▮▮▮▮▮▮▮▮▮▮▮▮
Your Phone Number	▮▮▮▮▮▮▮▮
Number of Participants in Conversation	15
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators Other: Other non-profit groups and organizations
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1b. What can you do to support bringing that vision to life? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	How can students be engaged and find hope for their future in the current Clark County School District's educational process in their schools and community?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	The Top Themes were: 1. Education is important for student's success and the improvement of their family and community. 2. Great teachers help students to become successful by their encouragement and personal example. 3. Achievement, attitudes, and accountability must be articulated at all stages of a student's educational development. 4. Adequate resources both financial and human must be incorporated in education to support students' achievement. 5. An effective and efficient communication and management strategies and processes must be in place to realize and enhance life-long learning and student centered current and future goals.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Funds must be utilized in the following ways: 1. Early Childhood Learning with 2-5 years old with training of the parents/guardians and the community. 2. Juvenile Justice Training of staff and community for alternatives to the School-to-Prison Pipeline. 3. Social, Behavioral, and Emotional Training of student, parent, and community. 4. Global/International Leadership in world issues of saving people, countries, and the planet. 5. Mentoring programs such as: (a) Organization of Black Airline Professionals; (b) National Architects Organizations for Students of Color; (c) Professional Educators: teachers, principals, support staff, counselors, school psychologists, school nurses, speech therapists, and central office staff.) 6. Learning, appreciating, and sharing the history, culture, and background of students, families, and communities in the Nevada, United States and the World.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Stakeholders are concerned about the social justice and racial disparity that must be discusses and remedied in the Clark County School District and the Greater Clark County Community. All communities must come together for the greater good of students, our future leaders, and that equity, diversity, inclusion, and access must be the norm not the exception. Additionally, discussion must centered around the national issues of special interests groups that push the notion that white supremacy is being resurrected. While the lack equality and diversity continue to dominate the political arena thereby destroying the credibility, trust, talent, and hope of community supporters for public education to correct these issues in Nevada and in the United States of America.
Please share any recommendations to improve the toolkit, process, resources for the future.	Improvement of the tool kit process must begin by making certain that credible and trusted people of color are included in the leadership of this Toolkit Development Process. It must not use the same people who have political agendas and with fairly decent presentation skills but no real life experience or trust factors with the core Historic West Las Vegas Communities that matter in the Clark County School District Schools. There were no African Americans who have the understanding and trust of the Historic West Las Vegas Community were included in any of these planning and high-level discussions for recommendations of the development of the toolkit processes and resources for the educational future. The process is flawed when the themes of equity, diversity, inclusion, and access are not addressed, missing, demonstrated, or modeled in all of the toolkit planning just by the simple lack of appropriate and credible representation.

Your Name	Jodi Thornley
Name of Your Organization	Vvceab
Your Email Address	████████████████
Your Phone Number	████████
Number of Participants in Conversation	12 + personal interviews with others
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	Did you see any inequalities surface during the pandemic? Are we taking different school and community needs into consideration?

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

Local autonomy / control over funds is extremely important to our community as we have such unique needs. SOT's were set up by law and contain all the important people in attendance needed to execute effective and timely local school education programs. We feel dividing up the funds equally and distributing to the local sot's is the best way to use the funds effectively in order to catch our students up based on the losses in their education due to the pandemic.

One size fits all approach does not work for our rural schools. We are approximately 90 miles away from Las Vegas and therefore do not have access to all the programs that the urban students do. Given the autonomy and funding we can create these same opportunities for our students in a unique way through out sot's and our region superintendent. We have great local support and we are willing to help ourselves as much as possible but we do need help with funding from ccsd as well.

In rural schools, one teacher will teach multiple subjects, coach and/or oversee clubs. This is unique to rural schools and needs to be noticed and addressed.

Students in rural communities do not have adequate mental health care. This became even more apparent during the pandemic.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.

Our community feels the best way to utilize the funds effectively and get it into the classroom where it is needed most is to divide up the funds equally either by school or by student body and allow SOT's to determine how to catch their students up after experiencing educational loss due to the pandemic.

We feel people over programs is the best use of funds.

Summer school in small groups was a huge success here locally with local control.

Panorama seems to be a good program for monitoring students mental health. It's a start but we need more personal interaction.

We need sbt in elementary schools and counselors, right now teachers are dealing with all of the mental health and other personal needs of students and are still expected to teach effectively. We need more personnel in the classrooms! More aides.

We need to expand interventions in elementary schools.

We need instructional coachs and data experts on campus.

We need after school programs especially for at risk homes.

We need to improve retention attrition. Better compensation for teachers.

One liability issue surfaced about funding athletic trainers.

The most effective professional learning has been site based. We need to compensate teachers on site for training.

We hope online learning stays an option however we want more accountability. Specific online teachers, training for parents and students on how to best utilize online learning. This will prepare students college and career.

Substitute teachers, sbta's, support staff ect need more funding and benefits if we want to attract and retain good employees.

Rural steipends!

Easier ways for teachers to advance or step up in pay.

Rural differential incentives are needed.

Ell students and families need help. During the pandemic and online learning it became even more apparent that the ell students families had a more difficult time assisting their students with their learning because of the

language differences. We need funds to teach parents and community members and students english so they can be better informed and able to assist their students in the home.

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	More mental health for teachers, support staff ect. included in benefits or offered on campus. Lower functioning kids tend to be the ones that do not attend summer school. This type of option needs to be offered during school. Perhaps after school times with funding incentives for teachers, aids, special needs personnel ect. to expand their day. We NEED lower class sizes! We NEED more qualified people in the special needs programs at the schools to help catch these most vulnerable students up. Most have significantly regressed and need extra time and effort given to them in small groups or one on one. Also many have pleaded with ccsd to install cameras in special needs classrooms and were always met with a funding issue. This would be a great use of some of these funds coming in. It helps for liability on both ends.
Please share any recommendations to improve the toolkit, process, resources for the future.	I really liked the approach of having individuals living in the community conduct these input sessions. I feel people are more willing to tell their honest feelings in this type of environment. I do feel like it is still more catered to the urban schools then it is to rural schools but it was a valiant effort that did not go unnoticed. I just hope what we had to say is taken into serious consideration.

Your Name	Jaime Cruz
Name of Your Organization	Workforce Connections
Your Email Address	███████████████████
Your Phone Number	██████████
Number of Participants in Conversation	31
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	None
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	K-12 graduates should leave ready for further post-secondary skill acquisition or with enough skills to enter the workforce. Making sure the needs of business are thread into the K-12 system as early as possible, through relevant career pathways.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Making sure students and school staff are as safe as possible from virus spread.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Continuing to strengthen the connection between K-12, CSN and the One-Stop System.

Please share any recommendations to improve the toolkit, process, resources for the future. N/A

+ Submission Data

Your Name	Jordan Sommaggio
Name of Your Organization	YMCA of Southern Nevada
Attach your organization's logo (optional).	
Your Email Address	▬▬▬▬▬▬▬
Your Phone Number	▬▬▬▬
Number of Participants in Conversation	87
Conversation Setting	Other: Survey
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	How do you see the Y helping to meet the needs of CCSD students?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	1). Equality: same access for all; taking into account diverse abilities; food insecurity; etc... 2). Holistic: extracurriculars; academic and social-emotional interventions; wraparound services; more electives; caring for the whole child even after the school day ends; family engagement and supports; etc... 3). Better Teachers: more patient/caring; more involved; teach more instead of relying on homework/testing; individualize learning; higher qualifications; more longevity (through higher pay); more resources (training and tools to excel); lighter workload to focus on what matters; supportive of students and supported by administration (sets and promotes realistic and measurable goals) etc... 4). Engaging Learning: hands-on; trendy; technology use; challenging; etc... 5). Social-Emotional: social-emotional learning; mindfulness activities; age-appropriate discipline; positive school climates; bullying prevention; mentoring; creative projects and play; peer support groups; more qualified therapists/counselors; in-person learning; etc... 6). 21st Century Learning: college readiness; teaching skills needed for future jobs; vocational training; teaching with (not through) technology; staying abreast of leading education tools/practices; etc...
My/Our stakeholders had the	1). Equality: same access for all; taking into account diverse abilities; food insecurity; etc... 2). Holistic: extracurriculars; academic and social-emotional interventions; wraparound services; more electives; caring for the whole child even after the school day ends; family engagement and

following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	supports; etc... 3). Better Teachers: more patient/caring; more involved; teach more instead of relying on homework/testing; individualize learning; higher qualifications; more longevity (through higher pay); more resources (training and tools to excel); lighter workload to focus on what matters; supportive of students and supported by administration (sets and promotes realistic and measurable goals) etc... 4). Engaging Learning: hands-on; trendy; technology use; challenging; etc... 5). Social-Emotional: social-emotional learning; mindfulness activities; age-appropriate discipline; positive school climates; bullying prevention; mentoring; creative projects and play; peer support groups; more qualified therapists/counselors; in-person learning; etc... 6). 21st Century Learning: college readiness; teaching skills needed for future jobs; vocational training; teaching with (not through) technology; staying abreast of leading education tools/practices; etc...
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	The concept of Foundational Learning (back to the basics of reading, writing, arithmetic; unbiased; etc...) was brought up many times. The overwhelming majority of participants view the Y as instrumental to CCSD (1) providing a holistic school model; and (2) supporting the social-emotional development of students.
Please share any recommendations to improve the toolkit, process, resources for the future.	We recommend reworking the suggested questions. A few were repetitive and none asked how ARP dollars can be used to actualize the vision.

+ Submission Data	

Your Name	Jordan Sommaggio
Name of Your Organization	YMCA of Southern Nevada
Attach your organization's logo (optional).	the Y YMCA ®
Your Email Address	███████████████
Your Phone Number	████████
Number of Participants in Conversation	56
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Students

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	1). If you had $1 million dollars to improve your school in a way that will help you achieve your dream job, what you would spend the money on? 2). What is the most important thing about education? 3). What qualities make a good teacher?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	1). More subjects/electives (historical fiction, pottery, criminal justice, etc…). 2). More engaging learning opportunities (learning math through Lego architecture projects instead of a workbook, class pets, field trips, guest speakers). 3). More afterschool enrichment (tutoring, college/career readiness, life skill development, coding/robotics, builders club, movie makers club, mock trial club, dance club, community service club, artifact/antique club, fitness club, cooking club, RC club, rocket club, etc…). 4). Infrastructure improvements (better A/C, better WiFi, more classrooms to reduce crowding, larger playgrounds, more water refill stations, more quiet spaces, etc…). 5). Homework is viewed as ineffective and a way for teachers to deflect from actually teaching. 6). More teaching before testing. 7). More access to pools, fitness equipment, and basketball courts. 8). More/better books and supplies. 9). Use technology more when teaching (electronic body to learn human physiology) 10). More/better teachers through increased pay (more kind/patient, better qualified, adapts to student needs, etc…). 11). Most students liked in-person learning, because it allowed them to see their friends. Students

	reported the benefits of virtual learning as: more breaks, got to wear pajamas to class, more engaging learning opportunities (learning games).
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	1). More subjects/electives (historical fiction, pottery, criminal justice, etc…). 2). More engaging learning opportunities (learning math through Lego architecture projects instead of a workbook, class pets, field trips, guest speakers). 3). More afterschool enrichment (tutoring, college/career readiness, life skill development, coding/robotics, builders club, movie makers club, mock trial club, dance club, community service club, artifact/antique club, fitness club, cooking club, RC club, rocket club, etc…). 4). Infrastructure improvements (better A/C, better WiFi, more classrooms to reduce crowding, larger playgrounds, more water refill stations, more quiet spaces, etc…). 5). Homework is viewed as ineffective and a way for teachers to deflect from actually teaching. 6). More teaching before testing. 7). More access to pools, fitness equipment, and basketball courts. 8). More/better books and supplies. 9). Use technology more when teaching (electronic body to learn human physiology) 10). More/better teachers through increased pay (more kind/patient, better qualified, adapts to student needs, etc…). 11). Most students liked in-person learning, because it allowed them to see their friends. Students reported the benefits of virtual learning as: more breaks, got to wear pajamas to class, more engaging learning opportunities (learning games).
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	N/A

1 *empty field was not displayed.*

Focus on the future for Kids: Community Input Report
West Las Vegas Promise Neighborhood: Community Conversation
Facilitated by the Education Pillar of WLVPN
June 30, 2021

Contact for further information
Contact Name: Athar Haseebullah
Contact Email: ███████████████
Contact Phone: n/a
Number of Participants: 80

Topic	Response
Conversation Setting	___ *House Meeting* ___ *Virtual Group Conversation* ___ *One-on-one* __X_ *Other (Panel Discussion)*
Community Stakeholder Demographic (check all that apply)	_X__ *Parent* ___ *Educators* __X_ *Students* __X_ *Education advocate* _X__ *Other (Community at large)*
I/We asked my/our stakeholders the following questions: [Please place a checkmark next to the 3-5 questions you selected from the Question Bank to include in your Community Input Meetings.]	**Question Bank** ● ~~What do you want to be true for kids' education?~~ ● What do you think a school's commitment is in bringing this to life? ● What can you do to support bringing that vision to life? ● ~~What can your school do to ensure students are academically successful?~~ ● What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? ● What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? ● **(Question for educators)** What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
We asked my/our stakeholders these additional questions:	● What is the one thing you would do to impact education? ● What are the top things schools could do to achieve racial justice?

[Please list any additional questions you asked your stakeholders.]	
Our/My stakeholders shared the following themes as most important: [Insert no more than three themes.]	● More access to trades in high schools including pathways ● Focus on quality methods of teaching in the classroom with greater representation of students in teachers and leaders ● Access to early intervention and early childhood programming
Our/My stakeholders shared these specific ideas for the ARP funding [Add as many bullet points as needed.]	● Ensure that schools in communities with higher instances of poverty, receive the same resources as schools across the Valley. ● Bring back driver's ed to increase student's ability to transport themselves ● Bridge the technology divide in a sustainable way
Our/My stakeholders had the following outstanding questions/considerations: [Inset 1-5 questions/topics that were left unanswered or unfinished.]	● How can we make sure the table of influence is bigger to ensure more voices in the decision making? ● How can we ensure that teachers are held accountable for what they say to students? ● How can we find a way to demonstrate to students that adults care, especially when those students are being bullied?

** Note, this document will be published along with the final report.

Your Name	Tara Phebus
Name of Your Organization	City of Henderson
Your Email Address	███████████████████
Number of Participants in Conversation	4
Conversation Setting	Other: Responses were solicited via Microsoft Forms electronically
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	No additional questions were asked.

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

True for Kids' Education
• Provide students with skills, tools and mindsets necessary to succeed in changing/diverse/global world
• Vast majority of students succeeding in academics by 3rd grade
• Every student has equitable access to high quality education (led by highly qualified and fully licensed educators)
o Vibrant, engaging, interactive classrooms
o Community support for schools ("commit sufficient financial resources," and celebrate accomplishments of schools/teachers/students)
• All students have access to high quality school
o Students graduate equipped for success and to find purpose/meaning contributing to the community

School's Responsibility
• Provide excellent educators, relevant curriculum and instructional tools
o Transparently assess and inform community of outcomes
• High-quality pre-k; all day kindergarten; mastery of reading/math by 3rd grade
• Create "learning-centered culture" to provide high quality and equitable learning for all students
o Safe
o Engaging
o Promote democratic ideals: freedom, equality, justice and order
• Accountable for results
o Students at-or-above grade level
o Students connected & supported at school

Personal (Community) Responsibility
• Hold elected officials accountable
• Advocate
• Create the type of environment that schools should provide (lead by example)
o Build/foster/maintain high quality partnerships with PK-12 partners
• Advocate for better outcomes & choice in education opportunities

School to do to Ensure Student Academic Success
• Address student/family/business needs
• Train/support good teachers
• Implement high quality support systems that allow students/teaching candidates to learn and grow
• Implement proven strategies/programs; "targeted, intentional practices" that create academic success
o Hold leaders accountable and adjust as needed

Social and Emotional Support and Mental Health Needs (via School)
• Equip educators (mentally and emotionally) to support students
• Remove social needs from classroom
o Social workers in schools; Communities In Schools
• Students need to be cared for by adults both in school and

home/neighborhood
• Daily social-emotional learning
o Real connection between students, teachers, faculty and community

"Anywhere, anytime" (digital) Learning
• Differentiate learning to meet student needs
• Support students "who have traditionally not done well in-person"
o Support home schooling
• Leverage technology to individualize education
• Mastery-based, individualized learning for all students

(Educators Only) Professional Learning/Development
• Technology skills
o Brain-based educational strategies
o SEL
• Best practices of teaching (science of literacy, fundamental five, curriculum, standards)
o Understand data/results
o SEL
o Cultural competency

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Given the timeframe we could not hold a meeting of our CEAB members because those are public open meetings and we didn't have time to organize and properly post the meeting. Therefore we used an online survey with the questions provided in the toolkit which did not include a direct question about the use of ARP funds. Therefore this was not addressed with this small group.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	None were included in respondent's online responses.
Please share any recommendations to improve the toolkit, process, resources for the future.	I think this was difficult because of the variability in how information was collected from different stakeholders. For example, initially there was direction to not focus on the funding aspect, but this later shifted to be a central component of the discussion. Therefore, groups were not asked the same questions so it makes it difficult to combine the information in analysis. I like the idea of holding multiple stakeholder groups but I think it would have been helpful to provide a facilitator to help structure and guide the discussions for each group as well as help in creating the summary of themes. That can be a difficult task for those that have never done that before.

+ Submission Data

Your Name	Yvette Williams
Name of Your Organization	Clark County Black Caucus in partnership with the 100 Black Men Las Vegas Chapter
Attach your organization's logo (optional).	
Your Email Address	████████████████
Your Phone Number	████████
Number of Participants in Conversation	180 in both venues
Conversation Setting	Other: We hosted a virtual community meeting with 63 participants and the CCBC also provided an online survey on our website and received an additional 117
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	This report includes results from both the virtual community meeting hosted by the CCBC in partnership with 100 Black Men Las Vegas, and the CCBC survey provided on their website and completed online as stated above. After presenting an overview of the American Rescue Plan and it's priorities and mandates, we had a brief general discussion on what the funds can be used for under the law. Our focus is on funding equity and education justice, and therefore our approach was to better understand what our community felt about specific interventions in one portion of our virtual meeting, recognizing that not all participants where knowledgeable about historical trends, data, strategies, and opportunities and/or lack of access for Black student success. Those are reflected in our Reflective Statements developed by our meeting planning committee (many current and retired educators in CCSD), in hopes of meeting the needs of students related to COVID-19, including students most affected by the pandemic and for whom the pandemic exacerbated preexisting inequities, not just during the pandemic but beyond centered in the goal of eliminating the proficiency/opportunity/access gaps currently and historically existing for this underserved student population, as intended by the US Department of Education, Congress, and re-emphasized by the President of the United States of America. Open Discussion Questions: (Community Input Questions as identified as 1-5 was addressed in the following text and themes identified below: 1. In reimagining our schools in CCSD, what would that look like, feel like, mean for students attending? 2. What do you want students to know and be able to do when they graduate from any one of our CCSD schools? 3. What priorities should be given when deciding how to spend CCSD funds, and considerations made at the school site? 4. What role should distance learning have in CCSD schools and virtual instruction? 5.a. What types of professional learning will support you as teachers to move forward student achievement? (educators only) 5.b. What supports do you need as a school administrator/principal to move teachers and students from where they are to academic success? (admins only) Reflective Statements: (Participants weighed in via live polling as agree, not sure, disagree responses. Those responses are captured as a percentage indicated below directly after the reflective statement.) 1. ESSR, GEER, ARP (American Recovery Plan) dollars should be prioritized first to address the needs of students least proficient (in lowest 25% quartile), by implementing an aggressive district-wide plan of action with specific goals and benchmarks by student group, early warning indicator (EWI) systems to promote targeted engagement strategies and recovery planning, with regular

report outs to the public on progress made in eliminating achievement gaps and ensuring access to instructional equity in mastering standard academic English.
91% of all participants agreed with this reflective statement

2. Recognizing that not all students have sufficient or the ability to read at home, more time should be carved out during a school day for literacy instruction and for students to read, based on their individual academic needs and without labeling students with a stigma.
70% of participants agreed with this reflective statement

3.   Many African American learners speak a second language (AAVE=African American Vernacular English) and should have the same access to tools/resources and opportunities other second language learners are provided at CCSD, in efforts to master standard academic English and eliminate student literacy gaps.
86% of participants agreed with this reflective statement

4.   The academic success of students correlates directly to low teacher expectations and the way in which school staff members behave in the classroom. Negative stereotypes, implicit biases and racism are dangerous and becoming increasingly normalized. Implementing strategies such as TESA (Teacher Expectations and Student Achievement) apply high expectations and positive strategies designed to encourage equitable interaction with all students resulting in a rise in student achievement.
72% of participants agreed with this reflective statement.

5.   CCSD has a responsibility to address the needs of our African American students who want to succeed and only need the opportunity. Therefore, it is critical that ACCESS to those same opportunities of other students already identified are addressed by dismantling systems/processes that create disparity, and instead scale up and create equitable pathways in a safe learning environment.
83% of all participants agreed with this reflective statement.

6.   Restructure classroom instruction and focus instruction on priority standards and acceleration, which should be literacy first. Align CCSD 2024 Plan with a new 2 year accelerated plan towards eliminating the proficiency gap. Center proficiency gaps as a racial justice issue.
89% of all participants agreed with this reflective statement.

7.   While schools and districts work to ensure a physically safe learning environment, they should work just as urgently to understand students' social, emotional, mental health, and academic needs and identify multi-tiered strategies such as SEL (Social Emotional Learning) to address those needs on school campus, that keep students in school, with direct access to mental health professionals at the school site.
87% of all participants agreed with this reflective statement.

8.   CCSD including school site principals should expand efforts to increase the diversity of both their teaching and administrative staff to reflect an inclusive school climate, and promote professional development around cultural proficiency, including central office cabinet level and decision-making positions that directly impact curriculum and student achievement.
70% of all participants agreed with this reflective statement.

9.   It is important that CCSD Implement multi-cultural academic standards adopted by NDOE (passed by Nevada Legislature in 2015) in CCSD curriculum to provide a more welcoming school climate for culturally diverse student populations.
89% of all participants agreed with this reflective statement.

10. I believe CCSD will value my opinions and suggestions, and will incorporate community input into their plan, giving fair representation and weight to those minority and underrepresented voices often marginalized by majority groups, when decisions are being made based on popular vote.
25% of all participants agreed with this reflective statement.

11. My community (BIPOC=Black and Indigenous People Of Color) is included and well represented on the Planning Team and benefits from initial discussions and decisions prior to their community input requests.
1% of all participants agreed with this reflective statement.

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Eliminate proficiency gaps was the #1 theme expressed. Other top themes included a focus on literacy and mastering standard academic English for African American students; restructure classroom instruction with a focus on priority standards and acceleration; understand and support students mental health, social/emotional needs and provide DIRECT services at school site and home WHEN the student needs and less dollars spent on referral services; funding EQUITY in how the dollars and spent with a priority first to students least proficient; multicultural academic standards implemented; implement strategies such as TESA (Teacher Expectations and Student Achievement); access to early childhood education, CTE, AP & advanced courses, magnet and choice schools; engage students; staff cultural competency and diversity; distance learning should not be an either or, but virtual should complement in classroom instruction; and last but not least...racial equality and a school climate that is welcoming to all students.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	First, see the reflective statements above for recommendations for implementation. Other input included: Smaller classroom sizes; engage students focused on meeting the needs and goals of the student; more family resource centers on school sites; end school to prison pipeline and racially disproportionate discipline of Black students; more empathy towards students mental health needs; provide laptops and equipment powerful enough to run software available to support student achievement; implement more tutoring and assist students to the next level; use the Harvard model for school site administrators, educate parents on how to help their student(s) be successful; help with ideas on how to create a distance learning atmosphere in the home; project based learning is essential; appropriate training for teachers in virtual/distance instruction; develop strong mentoring/coaching network to support teachers; celebrate more in the community of positive accomplishments at the school site and beyond.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Participants are concerned that their input will not actually be valued in the discussions at CCSD and be reflected in the final plan for ARPA funds, and also voiced their concerns that Black and indigenous people were not represented in the "Planning Team" and early discussions and initial planning for this project.

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Your Name	Irene Cepeda
Name of Your Organization	District D students
Your Email Address	███████████████
Your Phone Number	████████
Number of Participants in Conversation	89
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Students
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	What are some of the largest problems that you see in school? What do you want the $770 million CCSD will be receiving over the next few years to go toward? What is important to you as a student? For the problems you identified, what solutions do you propose? In other words, how do you think the problems should be addressed with the funding that CCSD is receiving? In what other ways, besides academics and learning, do you think schools could be improved? This could pertain to physical and mental wellness, environment and safety, school management, support that schools provide your home and parents, information provided by the district regarding policy changes, etc...
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Infrastructure issues: bad wifi, outdated technology, rundown facilities, lacking in supplies, broken AC, classrooms are too small which leads to overcrowding, traffic/crowding in hallways, in the cafeteria, and in the bathrooms Need for mental health services/professionals (student led programs-they want programs to be free of judgement/destigmatized, easier to seek help) Need for safe, clean environment (concerns about Covid, bullying)

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Improve technology and facilities , buy more resources/supplies Hire more adults (but make sure the teachers are quality and genuinely care) and pay them well in order to reduce class sizes/adult-to-student ratio: teachers, counselors, social workers, psychologists More opportunities: clubs, activities, classes (art, science), community partnerships, sports , trips
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Concern over the grading system

Your Name	Jodi Gutstein
Name of Your Organization	DISCOVERY Children's Musuem
Your Email Address	▉▉▉▉▉▉▉▉▉▉▉
Your Phone Number	▉▉▉▉▉
Number of Participants in Conversation	20
Conversation Setting	Other: Qualtrics Survey Link
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	The overall themes -better educators, inquiry-based learning like our Museum has and more funding for programs just as cultural resources

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Funding more teachers and reducing class sizes. Funding resources for all kids with a focus of play and fun by allowing great field trips and exposure to areas or environments that they would not normally have.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Being last in most of the educational surveys is a huge concern and they feel the lack of teachers and the lack of resources contribute to the decline of the educational system. They would like to understand why this is a continual struggle to put education at the forefront of priorities in this state/city.
Please share any recommendations to improve the toolkit, process, resources for the future.	One survey link that is generated by CCSD and distributed to all the stakeholder so the results are uniformed and sent to CCSD.

Appendix A: Report Out Template

Focus on the future for Kids: Community Input Report
East Las Vegas Councilwoman Diaz

Contact for further information
Contact Name: Sylvia Lazos
Contact Email: █████████████
Contact Phone: ████████
Number of Participants: 20
Meeting Date: August 8, August 17, and August 18

Area	*Response*
Conversation Setting	X *Group Meeting* ___ *Virtual Group Conversation* ___ *One-on-one* X *Other: student panel, town hall*
Community Stakeholder Demographic (check all that apply)	X *Parent* X *Educators* X *Students* X *Education advocate* X *Other: Community members, CCSD staff, CCSD principals, CCSD teachers, community groups, ARRIBA, CHISPA, Mi Familia Vota, Hispanics in Politics, NVALAS, church group*
I/We asked my/our stakeholders the following questions: [Please place a checkmark next to the 3-5 questions you selected from the Question Bank to include in your Community Input Meetings.]	**Question Bank** ☐ What do you want to be true for kids' education? ☐ What do you think a school's commitment is in bringing this to life? ☐ What can you do to support bringing that vision to life? ☐ What can your school do to ensure students are academically successful? ☐ What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? ☐ What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? ☐ **(Question for educators)** What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?

We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders.]	● What worries you, after experiencing COVID and remote learning, about your student's education during the coming school year? ● What do we want to see in CCSD schools to support your child's success? ● How can we use upcoming federal funds to invest in our shared community vision, or to help children deal with the impacts of CoVid?
Our/My stakeholders shared the following themes as most important: [Insert no more than three themes.]	● More resources: after school tutoring, school supplies, reliable internet/devices ● Access to opportunities: electives like coding and tech programs, technology training for students and parents, education on safe online practices, more sports (swimming) ● Mental health supports ● More teachers, specifically ESL/bilingual teachers and pay teachers well
Our/My stakeholders shared these specific ideas for the ARP funding [Add as many bullet points as needed.]	● Teacher bonuses ● Better security at schools ● Tutoring ● Hiring and retaining more quality teachers, specifically ESL/bilingual ● New class/sport offerings ● Electric buses ● More mental health professionals, counseling/therapy ● Basic resources: supplies like paper, better technology, reliable wifi
Our/My stakeholders had the following outstanding questions/considerations: [Inset 1-5 questions/topics that were left unanswered or unfinished.]	● Will bonuses be offered to substitutes who fill long term/vacancy positions?

** Note, this document will be published along with the final report.

Appendix A: Report Out Template

Focus on the future for Kids: Community Input Report
INVEST: Igniting Nevada's Education System Together

Contact for further information
Contact Name: Caitlin Wall
Contact Email: █████████████████
Contact Phone: ████████
Number of Participants: 100
Meeting Date: July 14, 2021 and August 11, 2021

Area	*Response*
Conversation Setting	___ *Group Meeting* X *Virtual Group Conversation* X *One-on-one* X *Other: survey*
Community Stakeholder Demographic (check all that apply)	X *Parent* X *Educators* X *Students* X *Education advocate* ___ *Other*
I/We asked my/our stakeholders the following questions: [Please place a checkmark next to the 3-5 questions you selected from the Question	**Question Bank** ☑ ~~What do you want to be true for kids' education?~~ ☑ ~~What do you think a school's commitment is in bringing this to life?~~ ☑ ~~What can you do to support bringing that vision to life?~~ ☐ What can your school do to ensure students are academically successful?

Bank to include in your Community Input Meetings.]	☑ ~~What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?~~ ☐ What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? ☑ ~~**(Question for educators)** What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?~~
We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders.]	N/A

Our/My stakeholders shared the following themes as most important:
 	
[Insert no more than three themes.]
	We believe the following interventions and resources need to be in place in schools in order for students to be safe, healthy, happy, and successful:
	    ○ *Access to academic supports (tutoring, option to choose an extended school day, interventions, paraprofessionals to provide 1-on-1 supports, etc)*
	    ○ *Access to mental health services and SEL curriculum and training for both students and staff (social workers, counselors, and school psychologists, community partnerships with pre-existing service providers/organizations)*
	    ○ *More adults in the classroom/reduce the student to teacher/staff member ratio: hire and retain more teachers and paraprofessionals*

Our/My stakeholders shared these specific ideas for the ARP funding [Add as many bullet points as needed.]	● *After school tutoring, paying teachers at their contract rate* ● *Extended school day with increased cooperative play time, opportunities for social interaction, and SEL instructional time* ● *Hiring paraprofessionals to support interventions and small group instruction models, as well as reduce class ratios*

	● *Funding wraparound services - social worker, counselor, and school psychologist positions at each school campus and paid a living wage* ● *SEL curriculum and training - SEL curriculum with comprehensive and sustained training for staff members with cycles of observations and support. Create contracts with local providers to support SEL and trauma-informed practices* ● *Community partnerships - expand successful community partnerships (FACES Family Engagement Centers to more campuses, BoysTown behavior wraparound services, and Communities In Schools partnerships, etc)*
Our/My stakeholders had the following outstanding questions/considerations: [Inset 1-5 questions/topics that were left unanswered or unfinished.]	● *How have the ESSER I and ESSER II funds been spent? Is the district planning on releasing information regarding the spending of these funds?* ● *Will any of the ARP funds be used for resources this school year, or is the district's plan to allocate these funds for future use only? What is the timeline for the distribution of the ARP funds? What was the decision making process on allocating the ARP funds for future use only? Why was the community not involved in that process? Why did the community not get a say in whether ARP funds should be used to allocate for resources now rather than later?* ● *How is the district balancing the urgency of distributing resources to students as soon as possible and having a robust community input process?* ● *How will the district be held accountable in ensuring the feedback gathered through the community input process is actually considered when developing the plan? How will the district be held accountable in the use of ESSER I, ESSER II, and ARP funds now and in the future?*

** Note, this document will be published along with the final report.

+ Submission Data

Your Name	Michelle Jackson
Name of Your Organization	Junior Achievement of Southern Nevada, Inc.
Attach your organization's logo (optional).	
Your Email Address	███████████
Your Phone Number	████████
Number of Participants in Conversation	11
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators
I/We asked my/our stakeholders the following Community Input Questions:	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?

[Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	7. What part if any do you see Junior Achievement's programs assisting the school district and educators goals or objectives you shared in prior comments? 8.How important do you believe access to comprehensive financial literacy programs are for student long-term success? 9. How important do you believe access to workforce readiness curriculum and experiences to be for student success? 10. How important do you believe access to entrepreneurial curriculum and learning labs to student success? 11. Should the ESSER funding be used to support more widespread access to programs like Junior Achievement that covers financial literacy, workforce readiness, and entrepreneurship?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	1. Prepared for the future in work and college, varied, practical and motivational curriculum, have access to technology, life skills training with focused and inspirational teachers. 2. The schools responsibility is to have the resources, know how to implement those resources, and provide fair, unbiased access to all students no matter race, religion or economic level. To provide an atmosphere conducive to learning, to provide the resources necessary that will make learning happen and to have an engaging curriculum that stimulates our students. Offer Life Skills Classes, increase counselors to student ratio and be aware of different learning styles, quarterly meetings with students to closely track progress 3. Be aware of what students bring home, quarterly check in with all teachers, support administration by staying informed. 4. Teaching some financial survivor skills so when these students start working they know how to plan their money. We always are stating PLAN for the future. What is just as important is PLAN out your money and financial success, more one on one time, review their progress, talk to the students and parents if they see grades dropping. More communication with the teachers-not just when students are in trouble. 5. More counselors, more classes on how to combat depression, cooking classes on eating healthy, basic skills training, advanced training to teachers/counselors to recognize more subtle signs. 6. Digital is part of the landscape now but most feel the in-person is the best method for emotional well being and actual instruction. too many ways around the digital landscape of teaching 7. Financial and real-world subjects provided by JA are instrumental to students, in developing skills not covered in traditional subjects such as English and history. The JA learnings also compliment and take math and science to the next level. This spans beyond just under-served communities, but all students who will be making life and financial decisions when they venture out on their own. 8. 98% believe it is important to have access to comprehensive financial literacy programs 9. 100% believe it is important to have access to workforce readiness curriculum and experiences 10.91% believe it is important to have entrepreneurial curriculum and learning labs
My/Our stakeholders had the following input on how we can	100% believed it was vital to offer more varied learning opportunities, better trained and more teachers and counselors per student, better communication between teachers/counselors and students/parents, and access to more widespread programs like Junior Achievement that cover financial literacy, workforce readiness and entrepreneurial thinking AND learning labs.

implement our community vision for schools by utilizing the American Rescue Plan Funds.	
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	NA
Please share any recommendations to improve the toolkit, process, resources for the future.	NA

Your Name	Tammy Malich
Name of Your Organization	Las Vegas My Brother's Keeper Alliance
Your Email Address	███████████████████
Your Phone Number	████████████
Number of Participants in Conversation	8
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	None

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Professional Development for all staff
	Blended learning model
	Mental health resources
	Mental health supports for students and staff
	Class size
	Personalized instruction
	Relevant instruction
	Eliminate busy work
	Partnerships with community agencies
	Mentoring for youth
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Professional Development for all staff- Cultural Competency, Educational Equity, Restorative Practices, Integrated SEL, Trauma Informed Practices, ACES
	Eliminate "one size fits all approach to education"
	Use a blended model of in person and virtual instruction
	Increase mental health resources and mental health supports for students and staff
	Reduce class size and provide for more personalized instruction
	Make instruction relevant, eliminate busy work
	Increase partnerships with community agencies to increase mentoring opportunities for youth
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	None

CCSD Focus on the Future for Kids
Community Input Session
July 30, 2021

Host organizations: The Village Foundation, Africa's Cry, National Action Network-LV, Vote Nevada, National Coalition of 100 Black Women, Dr. Paula McDonald, LVABSE, Ministers Alliance Association of Southern Nevada, Infinity Diversity Matters, LLC, Black Leadership Summit

Responses/Notes	Main Ideas
• The school's responsibility is to encourage that and help them to know how to get through those hurdles. • We have to keep speaking truth to power.	Encourage Speak truth to power Teach how to get through hurdles
• The 21st century educator must embrace social and emotional learning. • I really wish we could get some input about how racial and ethnic are reducing that gap because it is a huge disparity. • We have to start from the beginning,	Social & emotional learning Racial & Ethnic disparity Black & Brown in leadership academy Administration mentoring & coaching Teacher mentoring & Coaching to prepare for leadership. Equity & Diversity in everyday occurrences Culturally responsive teaching

if so many of <mark>black</mark> and brown individuals are even getting accepted into the Clark County School District Leadership Academy, because you have to <mark>go through the leadership academy.</mark> ● Look at mentoring <mark>or coaching</mark> for those who are not successfully getting into that <mark>leadership</mark> process. ● <mark>Equity and Diversity trade</mark> is always separate is never embedded into the everyday occurrences of all of the professional learning that occurs at a school district, so as long as we keep it separate people got to look at what equity and diversity are the culture and the climate or culturally responsive teaching isn't really a part of what I should be responsible for on a daily basis.	Look at culture, equity, & diversity
● It was the inside <mark>self-esteem</mark> that I found that I had to really work on for them to even walk into a boardroom. And when you say social skills, you know, <mark>Teamwork</mark> makes the dream work. ● They need to understand that they can get those basic needs so much more quickly if they can learn to build lasting <mark>relationships.</mark>	Self-esteem Social Skills Teamwork Dream Work Build Lasting Relationships Basic needs
● I think the primary function of the school is to <mark>educate</mark>, <mark>edify, encourage</mark>	Educate Edify

and offer a level of ==mentorship==, not parenting and raising children but to educate them. ● We want them to be ==comfortable== but we are not ==teaching== them how to ==communicate appropriately== in different ==environments==. ● We have to ==help== our young people understand that they're in society with two different messages, two or more different norms. ● We look at some of the things that happened, that did work, that did impact and ==make a difference in a young person's life,== and add that to our protocol toolbox.	Encourage Mentorship Comfortable Teach to communicate in different environments Teach to understand societal messages Evaluate what things worked and add to that toolbox.
● We have to reach those parents and have their children ==assessed, and support== them and understand where their children are grade level wise, and then ==ensure== that the district is offering support because they're not.	Assess and support children Know grade levels of each student Offer support to student needs
● We need to ==focus== on those testimonies that were just shared about children that were considered special needs, and children that were pretty much marked off and began to ==succeed== so we can model from that. ● We need to ==implement== more	Focus on special needs Succeed Implement more creativity Invoke dreams

creativity and invoke dreams.	
• One of the things you need to do is make it a part of the superintendent's job performance that those numbers change in terms of the number of teachers and administrators in the district already that goes down on his plate as not performing. • We need to <mark>make sure that the committee's that screen and interview these people are diverse</mark>, because the committee's to hire people who they are. • You have to go to a target rich environment. A target rich environment is Washington DC, Atlanta, Georgia, Chicago, Houston, Texas, Dallas, Texas, you need to go, where there are people who can come in now. • There needs to be somebody responsible for that. it cannot be drawn on somebody's job as one of the things that they do. Among 9000 Other things you're supposed to do. Somebody has to be responsible for spending some money.	Job performance for superintendent should include progress on changing numbers for teachers and administrators. Diverse committees that screen and interview administration Target rich environment Recruit from Washington, DC, Atlanta, Georgia, Chicago, Houston, Texas, Dallas.
• We need to find w<mark>hy teachers aren't getting into that leadership academy,</mark> and then also why we got to figure out who to work with to try to get the statistics on those that apply, and	More teachers in leadership academy Statistics on the leadership academy pool

possibly are qualified and for whatever reason are not getting in.	
● Is there a current report that is being reviewed monthly on applicants that is broken down by region, to include a category that ==discloses race==, so that we can see the numbers between those who have applied versus those who have been accepted into the positions.	Accountability reports that disclose race in the district.
● We never really ==hear black people talking about their experiences== and their own people of color and this diversity training really talks about their experiences. ● I think we really need to take time to understand where people idea has brought and they come from so that we can have honest conversation with the adults first and I think this also is really important and why we also need our ==psychologist== to be a part of this process so that we can begin to unravel all this ideology and this ==pipes identity== that people will bring into schools because once were out of the way were pretty much depending on the professionals in the school to teach students based on their process ideas about who they are whey they grow up and I don't know it makes sense but hopefully	Black people Experiences People of color experiences Diversity training that includes talk about experiences Psychologist to help with identity Pipes Identity Schools Honest conversation Respecting people's ideas

some of the teens come out that we really need this to get to a deeper level of what people are thinking because we do professional development , we do training but not necessarily.	
• We had to have <mark>accountability,</mark> and as a <mark>black woman,</mark> and history being very important to us. • What processes are in place or are coming into place to remove the biases in hiring Black administrators ES, MS, and HS? We do need more <mark>Black support staff!</mark>	Accountability Black Woman Black Support Staff Remove biases in hiring Black administrators
• Each CCSD school is responsible for meeting every student's <mark>social and emotional learning</mark> needs and is responsible for preparing every student to have <mark>self-determination</mark> upon reaching adulthood. • Our ratio of school <mark>psychologists</mark> to students should be 1 to 500 students, but our ratio in Clark County is 1 to 2,000 students. We cannot address students' social and emotional learning under these circumstances. • Schools can work with students and their families to write an <mark>individual learning plan</mark> for each student that is updated each year. This will put students on a path to <mark>achieve self-determination.</mark>	Social and emotional learning Self-determination Psychologist 1 to 500 students Individual learning Achieve Learning Plan Achieve Se-determination Childs Social, emotional and health needs Digital Learning Professional development Social, emotional learning techniques Assessment strategies Mental and Behavioral Health degrees

● Each school should have at least one psychologist, one nurse, and one social worker to meet every child's social, emotional, and health needs. ● Digital learning can help students not miss important learning opportunities. If students can remediate themselves when they need some extra help and skill reinforcement, they will be less likely to fall behind. Many college students today take online classes to ensure they can graduate on time, so it will help if K12 students are already familiar with online learning before arriving at college. ● Every teacher needs access to high-quality professional development in social emotional learning techniques and in assessment strategies. ● We need to pay the college education costs for students in education, education administration, and mental and behavioral health degrees. We also need to increase the pay in all of these areas. From there we need the legislature to engage in due diligence and ensure that hiring and promotion processes are free from bias and cronyism.	Individual learning plans for each student Self-determination training for students One psychologist in each school One nurse in each school One social worker in each school
● I think the school's responsibility is to be accountable for assuring that our	Accountable Value of Learning

child learn expected benchmarks well in an environment that makes them feel safe, valued, and an excellent part of society.	Life Skills and Survival
	Opportunity to demonstrate
	Fullest Accomplishments in learning
	School accountability measures
● I can offer children the means & ==value of learning== these concepts and applications not only for the test but also for life. I can show them how to apply what they learn to ==life skills and survival.==	Students should be safe and valued, and feel to be an excellent part of society
	Life skills and survival skills
● Our schools can give students the ==opportunity to demonstrate== how what they have learned applies to & can solve some of the challenges of the world.	
	Explorative learning
	Demonstrate learning
● I want the students to have the opportunity to share social and emotional things that may be hindering their ==fullest accomplishments in learning== and retaining expected benchmarks and the ability to receive whatever mental and social support needed to make that a reality.	Solve real world challenges
	Social emotional support & sharing
● Anywhere, anytime ==positive learning== plays an important part in the ==students' accomplishment,== enrichment and enjoyment of recognizing the value & application of what they have learned.	
	Positive Learning
	Student's Accomplishment
	Neutralize Biases
● Types of professional learning the district can provide to educators to	Recruit mentor
support their ability to move students	Professional learning for educators

from where they are to excellence and proficiency through workshops that help them recognize their own biases; teach them means to <mark>neutralize these biases</mark> through modeling; show teachers how lessons in conflict resolution and peer mediation to share with students can help alleviate the urge for "hateful" resolutions.	Workshops to recognize biases Modeling Lessons in conflict resolution Peer mediation
• Though the district has not listened to previous suggestions, they need to make concentrated efforts to <mark>recruit, mentor,</mark> and promote the underrepresented and underserved populations of our student populations at each of the levels of student contact which includes not only teachers and administrators, but also counselors and <mark>paraprofessionals</mark> to work with the underserved population of our schools. These recruits should have a compassion for proficiency in education, a love for teaching, an understanding for and a willingness to share and infuse potential value for success into the student.	Recruit Mentor Promote underrepresented and underserved administrators, teachers, paraprofessionals, counselors to work with underserved populations. Compassion led individuals Proficiency in education

	Paraprofessionals
● I think that this survey with the manner in which these questions have been formulated does not provide for concrete examples of exactly should be done, in what manner, with what materials and manner, and with what ==embellishment or enrichment==. It does not offer the opportunity to state, for example, how s==chool programs==, trips, co-curricular opportunities or projects could ==enhance learning abilities,== enjoyment, or retention/applications.	enrichment School Programs Enhance learning abilities School programs School funded cultural and educational enrichment Trips. Co-curricular opportunities Project based learning
Schools must support the parents and home and infuse the vision that education is important for their child's success and ultimately will lead to the financial improvement of their family and community. This partnership educational vision between home and school must be wedged early in the student's formative years.	Parental support Home support Vision of education Early partnership with parents
This vision can be brought to life by supporting the CCSD in getting	Certified and talented teacher Encouragement

certified and talented teachers to help students to become successful by their encouragement and personal example. Belief in the success of students must be a part of the teachers core mission in helping students to believe in themselves.	Personal examples Belief in success of students Teachers core mission
Adequate resources both financial and human must be incorporated in education to support students' achievement. The social and emotional support and mental health needs provided at schools for student must be prioritize. This priority must have a budget that includes related services staff such as school psychologists, counselors, nurses for wraparound services as well as speech and language pathologists and sport coaches and fine arts teachers to augment the schools academics program for students.	Adequate financial resources Adequate human resources Support student achievement Social & Emotional support Mental health provided at schools must be priority. Budget for related services. Budget for school psychologists Budget for counselors Budget for nurses Budget for wraparound services Budget for speech & language pathologists Budget for sport coaches Budget for fine arts teachers
Educators professional learning must incorporate high-level math programs, cutting edge literacy programs in reading, writing, speaking, and listening skills, local, national, and global student leadership skill development, top-level computer techniques in student learning and study strategies, international learning and internship programs, international language and	Educator professional development Incorporate high-level math programs Cutting edge literacy programs in reading, writing, speaking, and listening, skills, local, national, and global student leadership. Top level computer techniques International learning Internship programs International language programs Cultural awareness programs

cultural awareness programs, future job trends and global problem-solving, and inspiration and hope in making the world a better place for all living creatures, big and small. An effective and efficient communication and management strategies and processes must be shared with educators to realize and enhance life-long learning experiences for student centered current and future goals.	Future job trends Global problem-solving Effective & efficient communication process shared with educators. Effective management strategies Student-centered current & future goals
The community in Historic West Las Vegas and other professional educators are concerned about the social justice and racial disparity that must be discusses and remedied in the Clark County School District at all levels of educational operations. All communities must come together for the greater good of students, our future leaders, and that equity, diversity, inclusion, and access must be the norm not the exception as a model in district and school operations. Additionally, discussions must centered around the national issues of special interests groups that shares the notion that white supremacy is being resurrected. By improving equality and diversity in the CCSD, this will improve student and community perception of credibility, trust, talent, and hope for	Social justice in Historic West Las Vegas Analyze racial disparity Remedy disparities Come together Equity, diversity, inclusion, access Discussions centered around national issues Discussions centered around special interests groups that share the notion that white supremacy is being resurrected. Improve equality and diversity Credibility Trust Improve racial/ethnic diversity of teaching staff Improve racial/ethnic diversity of administration staff, including central office cabinet & decision making positions.

parents and community supporters for public education. This will correct and improve racial/ethnic diversity of both teaching and administrative staff, including central office cabinet level and decision-making positions that directly impact student achievement and growth.	
Students should have an opportunity to really dig deep into real world issues and be prepared to be global citizens. Students should have an opportunity to engage in a multicultural education curriculum.	Prepared to be global citizens Engage in multicultural education
The leadership pipeline requires transparency, increased in diversity and equity. Teachers should be provided training to enter the leadership pipeline. Increasing Black male leadership should be a priority. Students need to be able to see themselves in positions of power and leadership roles.	Increased diversity and equity in leadership pipeline. Teacher pipeline to leadership Increase Black male leadership
Schools should not be the conduit to prisons. Develop programming that eliminates school to prison pipeline. Prove strategic and effective mentorship and programming for students who are high risk for school to prison pipeline. Establish clinical psychologist and rehabilitation services for high risk students.	Eliminate school to prison pipeline Establish in house for high risk students Mentorship for students Programming for students Provide clinical psychologists for students at high risk. Provide rehabilitation services for high risk students. Include enrichment opportunities during and

Establish in house programming before arresting students.	after school, & on weekends.
Many students have lost a lot of instruction due to virtual education. Provide students with tutoring services to catch up. Provide social & emotional curriculum by professionals.	Tutoring services Social & emotional support from professionals.
Students should have enriching activities.	Gospel Choir, Dance, Step teams additional after school recreational activities, competitive & recreational bowling, swimming, board & card games, weekend reading centers, enrichment study halls

Recurring Main Ideas *What **main ideas** occur again and again throughout your community's responses?*
Synthesis of Major Themes *Based on what you heard and learned from your community about the Recurring Main Ideas, what do they inform about the major themes that are important to your community?* ● One of the most important themes that comes up for our community is equity, inclusion, access, expansion of resources, and heightened opportunities. ● Leadership: Community leaders and stakeholders would like to see recruitment and retention of Black administrators and teachers throughout all levels of the district. Professional development/training/workshops for educators and staff around cultural awareness, and high quality curriculum. Provide mentorship and coaching for teachers who are interested in the leadership pipeline. ● Social Justice/Equity Lens: Our community believes that students should be centered

on a social justice/equity lens. .

- Budget for Related Services: Increased budget and services for mental health, school psychologist, clinical psychologists, nurses, provisions to decrease the technological divide, and wraparound services.
- Historic West Las Vegas: Gather, analyze, and compare data from schools across the district to provide data on disparities in facilities, resources, curriculum materials, extracurricular activities, funding, transportation.
- Multicultural Education: Each student should have an opportunity to learn about cultures/backgrounds/ethnicities around the world to include, Black History and contributions of the Black diaspora. All students throughout the district should learn and become proficient in Spanish writing, reading, and speech.
- Diverse Teacher Pipeline and Recruitment: Programs should be in place to increase Black teachers and provide for training to enter the workforce.
- Social/Emotional Support: Students need professional services in this area.
- Teacher Mentor & Coaching: Teachers should have mentors and coaching and preparation for leadership pipeline if interested.
- Culturally responsive teaching: teachers and professional staff should understand, have training, and provide culturally responsive teaching. District resources should include these types of materials.
- Mentorship: Mentorship should be provided for all students, especially at students at risk. There should be multicultural speakers and artists throughout the year. Various ethnicities can be included especially with the ethnicities that have a month long school year celebration.
- Evaluation and assessment of what has worked and what has not.
- Superintendent job performance: Should include progress on increasing diversity district wide as well as modeling positive aspects of fairness, kindness, and peaceful resolutions of differences.
- School programs that support student loss in learning due to the pandemic.
- Parental and home support provided for families.
- Increased budget for sports coaches and fine arts teachers, and co-curricular transportation.

- Multi-Cultural awareness programs should be implemented across the district.

Your Name	Sylvia Lazos
Name of Your Organization	Mi Familia Vota, Councilwoman Olivia Diaz Ward 3, La Luz del Mundo
Your Email Address	▬▬▬▬▬▬▬
Your Phone Number	▬▬▬▬▬
Number of Participants in Conversation	Aug 8 - 50, Aug 17 -60, Aug 18 -
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators Other: food workers, (retired) principals, NVALAS, NIC community groups, ARRIBA, CHISPA, MFV, ELV pastoral congregation of 500+
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	1. What worries you, after experiencing COVID and remote learning, about your student's education during the coming school year? 2. What do we want to see in CCSD schools to support your child's success? 3. How can we use upcoming federal funds to invest in our shared community vision, or to help children deal with the impacts of CoVid?

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

TOWN HALL at East Las Vegas Community Center, April 8, 2021, hosted by Councilwoman Olivia Diaz, President LINDA CAVAZOS, and VP Irene Cepeda

1. Concern for COVID safety. Parents had observed sick staff and teachers at open house. One parent remarked that her son was very fearful of returning to school because health protocols were so unclear.

2. Lack of quality schools in East Las Vegas. A parent had surveyed the star ratings of all the schools in her neighborhood and concluded there were no quality schools in her neighborhood. Rather, for children to be able to attend magnet schools, and she noted transportation was difficult or not available. " why are there no quality schools in East Las Vegas?" struck a chord with all the participants (lots of head nodding)

3. Teaching and Learning. Overcrowded classrooms, teachers who were not attentive to children during remote learning. Concern for lack of tutoring opportunities to help children make up learning gaps. Parents and students were NOT blaming but acknowledging that the situation of teaching and learning had placed both students and teacher in a very difficult situation. They wanted to see teachers supported, and parents suggested professional development, bonuses, smaller class sizes

AFTER class supports, for ELL children, or children behind academically were mentioned several times.   Parents concerned that their children were not learning "college ready skills" during COVID and/or had not progress during remote learning.

MANY comments that chrome books didn't work, connectivity was difficult, COX discount really was not accessible. "COX was horrible"   In sum that remote learning had been very difficult and CCSD students still had issues on the connectivity front.

Parents acknowledged that they were unable to supervise remote learning. "the whole situation was very difficult." "children just slept"

Teacher vacancies, staff vacancies. Specifically, a retired principal mentioned that CCSD was reopening with teachers being "burned out" and staff shortages. She suggested that ARP$ be used to provide incentive bonuses, starting with staff and front line workers, bus transport and then teachers. CCSD should acknowledge the level of stress and burnout over the last year and give a reason to current personnel to show up. Show appreciation and commitment. "GIVE THEM $4500 bonus to show appreciation"

CLASS SIZE. ARRIBA reps were clear that CLASS SIZES were too large and there were not enough teachers in ELV schools.

CURRICULUM enhancement Magnet schools should have sports and

nonacademic options.

4. Social Emotional. Several parents stated that their children were depressed, anxious and fearful. One parent, specifically shared that her child had issues with suicide ideation after two friends committed suicide but did not receive any help after calling the hotline. One child did not want to go to the lunchroom any more because he was anxious about COVID. 'Our students need mental health' "Our youth need mental health supports. They are frustrated."

5. ELL. Students and parents both remarked on CCSD's lack of support for ELL children. INnparticular one youth remarked that at his high school teachers asked him to translate for newcomer. Mention was also made of the lack of support for newcomers, at a time when the flow of unaccompanied minors is increasing.

6. ADULT EDUCATION. ARRIBA advocated for English classes for their parents so that they could better communicate with their student's teachers.

7. MOVE TO ELECTRIC. Top issue for CHISPA, to use ARP monies to initiate a move to climate friendly bus transports.

8. When is CCSD going to hire more special ed teachers? Why are there so many substitutes?

9. One small business owner wanted to see lunch program open to small business providers who could provide higher quality lunches.

II. TOWNHALL Aug 17, La Luz del Mundo, hosted by Pastor Zavaleta, Councilwoman Olivia Diaz, Trustee Irene Cepeda (no show), Mi FAMILIA VOTA

1. COVID SAFETY. Overcrowded classrooms in old buildings, no AC, over stuffed lunch rooms, children having to share a table at lunch with no social distancing. Why isn't ARP monies being used to make sure every space at the school is 'safe', cleaned, partitioned?

2. Teaching and Learning.

 Overcrowded classrooms, parents recognized teachers can't do quality teaching in 40 student classes. yet they are the norm in ELV schools

 Overstuffed schools. In East LV, CCSD just stuffs existing old schools with more and more children. There is no caps

Children cannot learn in old buildings where the AC breaks down daily

TEACHER BURNOUT. Teachers are frustrated, and they were exhibiting frustrations with children during Covid. They need to have support in

increasing their capacity to understand how to interact with children.

TEACHING is not creative. Teachers using same lesson plans for years and years. Nothing creative going on in classrooms. Teachers read to students (passive learning) Teachers don't care if children are engaged. Why not spend ARP monies in ensuring teachers can be creative and really engage students? Build teaching capacity. lesson plans are old and boring.

Person to person teaching. A student observed that she learned better with a teacher helping her through difficult lessons. "it is not right that I am being pushed into computer programs and remote learning "

A student noted the lack of college going electives in her East LV school. All that is offered for my electives is sports. " I want tutoring help, and I want electives that will hep me go to college." it seems that there is NO equity in course offerings.

In our schools there are too many vacancies and subs. One student complained that she had had three subs in one week in one of her core classes. Teachers need to be treated better - increase pay with bonuses, reduce class sizes, motivate with professional development.

A parent noted that she wanted music courses for her children because she knew that music would help them achieve balance. Her children's school make no offerings other than the basics.

STAFF workers are "essential workers." I am a food worker and the reason there are vacancies is because CCSD compensates just the minimum. I get paid $10/hr and allowed to work three hours, and I and another food worker serve lunch to 500 children. We deserve a bonus and incentive pay like nurses.

Several parents though that teachers needed bonuses and better pay. That would allow better quality teaching in East LV schools, and would allow CCSD to retain teachers and not have so many vacancies.

REMOTE Learning just didn't happen. Children slept through remote learning. Or they didn't get up. We really need for classes to be engaging so that our children can learn what they didn't get during the year during remote learning. Several parent voiced anxiety that quality teaching and learning was not happening, and while they could accept that remote learning did not work, there is expectations that there is better quality learning this year in person to person.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.

SOLUTIONS/ARP INVESTMENTS:

a. COVID SAFETY. Parent suggested that teachers and staff who got ill should receive a sick pay stipend to help them recover from illness.

b. Spend money on making schools safer for covid, more space, partitions, cleaning supplies

c. Bonus stipends for teachers, food workers and staff. Start with the lowest paid.

d. Professional development for teachers so they can build their capacity to improve teaching and learning

e. ELL should not be a student translating. Rebuild ELL capacity so that it is legally compliant and CCSD teachers are not asking bilingual students to do a job that they shouldn't be doing.

f. Where are all the special ed teachers? Hire them with ARP $

g. FIX AC!!!!!!!!!!!!!!!!!!

h. Enhance curriculum at high schools so that all high schools have college going electives. increase electives that are tutoring and helping students catch up. Bring back after school academic supports.

i. Adult education aimed to helping immigrants learn Spanish. support parent involvement by providing means for them to be supported in school related activities, eg SOT discussions.

j. More rounded curriculum. Bring back music. Sports in magnets

k. Mental health is nnot happening from parents perspective. More counselors, better hot lines, better access. Review what is happening with mental health because students are frustrated.

l. Start investing in a GREEN transportation system. And how about ensuring that there is transportation for magnet schools, all schools?

m. Many parents questions NV Superintendent's assertion that every student is connected. Remote learning didn't happen for many youth. If CCSD returns to remote learning, it must be improved.

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]

1. WHY are schools in East Las Vegas the oldest, with very bad AC, and very few/none are on the schedule for renovations? Why are classrooms so crowded?

2. Why is East LV community not represented in the CCSD Bond committee?

3. Why do schools like Hewettson have constant issues with AC?

4. Several parents were concerned with the quality of food served. Thought the food was unhealthy.

5. Job conditions for food workers are unjust. There was a gasp when a mom, who is a food worker, shared her compensation ($10/hr only 3hrs daily) and work load (one of two food servers for 500 children)

6. Current safety protocols are so inadequate that several parents reported that their children were afraid to go to school. Lunch is served in cafeterias that are crowded and not safe. One child went without eating.

7. Students' mental health is a concern for all parents.

8. Improving quality teaching and learning in every class may not be a fix through ARP$ but at La LUZ there was unanimity that parents did not think that the level of quality teaching was present and that CCSD did not establish systems to make sure that this community's children would be able to go to college.

9. Adult education needs to function. It has been neglected and immigrant parents need this support.

10. Connectivity issues may not be fully solved.

Please share any recommendations to improve the toolkit, process, resources for the future.

1. The tool kit is not designed for communities of color, immigrant. communities, working class parents, . The toolkit questions just not comprehensible and conversation stoppers not starters.   The toolkit questions translated into Spanish did not communicate the point of this exercise, in our view. We were lucky to have Councilwoman Diaz and Mi Familia Vota Cecia Alvarado as facilitators who were able tor reframe the questions with examples, and more practical frames understood by parents who are working class and not college graduates. More effective was when facilitator shared her experiences. Examples of how COVID $$ could be spent.

2. CCSD has very little diversity in its leadership and management. In a school community that is 66% plus diverse and art 50% immigrant.   More diverse leadership is essential for good decision making.

3. Our participants wanted to get to the point quickly. Most of our community is unfamiliar with levels of government that have a role in ARP monies, and what is the role of a Trustee. Almost no one has attended or observed a CCSD Trustee meeting. But every parent that attended was there because they had a direct interest in an issue that affected them, their children, people like them. The part where participants get to speak needs to happen almost right away. Our town halls were successful in that Trusttees and Councilwoman did respond to concerns that felt immediate and to which there cold be immediate answers and solutions. That's not the format of the toolkit, but it is the structure that MFV in consultations with electeds chose because we know "nuestra gente."

 4. Rep Dina Titus participation was very helpful, and she emphasized at EastLV that ARP was taxpayer monies that belonged to the community and the community should decide priorities. That's the intent of the law. So framing this as federal $ to be channeled to community priorities in education is more reflective of the intent of ARP and also more inviting for communities that are accustomed to being ignored by bureaucracies.

5. All of our community conversations were held in Spanish 100%, and facilitators were both facilitating and translating. Sometimes there were gaps when we got involved in the organic flow of the conversation. Councilwoman Diaz had translators on stand by.

6. The ARP spending regulation requires community input exercise to continue every six months over the course of the ARP grant funding. We strongly recommend that the community input function be restructured.

7. The timing of this exercise, mostly when school was out, certainly depressed participation and enthusiasm. When issues are pressing, such as when your child just returned to school and there is no COVID safety protocols being followed, is right time to ask parents to participate and provide input. That's why MFV and Councilwoman Diaz, Trustee Cavazos, and Trustee Cepeda chose the dates Aug 8, Aug 17, Aug 18. We knew

this was timing that was "right" for this community.   Gratitude to President Linda Cavazos who worked on getting our community this space.

Your Name	Tammy Malich
Name of Your Organization	NAACP #1111
Your Email Address	███████████████
Your Phone Number	███████████
Number of Participants in Conversation	10
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	None

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Access
	Equity
	Opportunity
	Exceptional Education for all
	Culturally Relevant Curriculum
	Highly Qualified Teachers
	Blended Learning
	Mental Health Supports
	Therapists
	Onsite Mental Health Support

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Access to quality education for all students regardless of zip code, heritage or family income
	Equity as an action not just a buzz word
	Opportunity for all students and parents, not just those that are catered to
	Exceptional Education for all with high quality schools, trained and dedicated staff, adequate support professionals such as counselors and therapists- pay better
	Culturally Relevant Curriculum that is reflective of all students and contributions
	Highly Qualified Teachers must be recruited, trained and retained- with a focus on hiring more licensed staff of color
	Blended Learning- continue some form of virtual learning for students who fall ill, have mental health needs, are behavior risks, etc.
	Mental Health Supports must be available at every school, especially given the trauma that our youth are facing
	Therapists and other licensed professionals must be hired and ratios must be reasonable, for social workers, counselors, psychologists
	Onsite Mental Health Supports in place at all schools
	Training for staff must include Behavior support, Trauma and the impact on Student Behavior, SEL, Emotional Intelligence, Implicit/Explicit Bias, Cultural Intelligence
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	There was a strong belief that CCSD must complete drug testing and psychological assessments on all licensed staff prior to hiring.
Please share any recommendations to improve the toolkit, process, resources for the future.	None

Your Name	Sylvia Lazos
Name of Your Organization	Nevada Immigrant Coalition (NIC)
Your Email Address	▉▉▉▉▉▉▉▉▉▉▉▉
Your Phone Number	▉▉▉▉▉▉▉
Number of Participants in Conversation	coalition members over the course of several NIC coalition meetings
Conversation Setting	Other: coalition conversations
Primary Stakeholder Group (select all that apply).	Other: advocacy groups working on behalf of immigrants and working class families
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	NIC EDUCATION PAST AND CURRENT PRIORITIES and how these fit into CCSD community input on ARP funding.

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

1. NIC has supported and prioritized Zoom and Victory funding in advocacy with the Nevada Legislature, and understands that for immigrant communities, working class families, and communities of color this categorical funding has raised the level of equity, as Z/V are targeted investments in schools located in our poorest zip codes, immigrant enclaves, historic W Las Vegas, and East Las Vegas. For immigrants and working families, education is about upward mobility. Quality education that succeeds in providing upward mobility should be supported by state and federal funding. Zoom and Victory are the most successful investments Nevada has made in our high minority, high immigrant schools and should be continued. Because this has been a ten year investment, during Covid is not the time to cut off these funds. So ARP funding should be continued to support as an equity investment, and investment in immigrant, children of color, children in segregated areas, and ELL children.

2. ELL department has been cut by CCSD by 25% three years ago. ELL master plan that had gotten national level awards ceased to be implemented. With ARP funding and new Title ! federal funds, CCSD has the resources to restart ELL master plan implementation. Principals need to be held accountable for closing ELL achievement gaps and trained to the legal obligations, such as it is an illegal practice to have bilingual children translate for teachers. CCSD needs to ensure that principals are not turning away newcomers because they fear that their school ratings will fall, or they lack personnel trained in ELL/ELAD.

3. NIC supports Global as a newcomer school, where teenagers have a community that helps them learn enough English to be able to complete high school. This community is supportive. NIC believes that GLOBAL serves an essential function for refugee families and should not be eliminated. We know that our recent refugees and unaccompanied minor are traumatized and need an atmosphere where there is the support both in academics and social emotional.

4. For APIA and Latinx communities, about half are immigrants, and most adults have difficulty with English. Translations of school materials and important information into the languages spoken by Clark County's immigrant communities should be automatic, appropriate for the education level of immigrants, culturally attuned.

5. There is lack of diversity both in CCSD teachers and administrators. in particular, immigrants, Latinx and APIA are not well represented at any level, yet these two demographics make up close to 2/3 of CCSD students. CCSD must DO BETTER to increase the representation of teachers who look like our children, and principals/admin who understand our communities. A diverse work force is smarter.

6. DREAMERS struggle in CCSD. Many teachers do not understand what it is like to be a DRAMER or to be part of family where an adult is

unauthorized immigrant. Comments are made in class that are hostile and make Children doubt their belongingness in America. CCSD Counselors do not know the law on DREAMERS and DACA. Teachers make racist and ignorant anti-immigrant comments. Why is that tolerated? How are these teachers coached? Hopefully soon this will change. But CCSD does not have a system that makes sure that its administrators understand immigration law. The term "illegal" is thrown around much too casually.

7. Our working families have access to mostly low rated schools. No matter how hard an immigrant student works she cannot achieve her full potential, because her teachers don't challenge her, counselors have low expectations, there are not enough AP courses, no tutoring after class, school law enforcement racially profiles. The long term vision is that CCSD develop the capacity where equity is just not a word dropped in for a speech, but a reality in our neighborhoods.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.

1. Continue Zoom and Victory. Possibly consider collapsing these similar programs into one program. Recognize the successes of Zoom, eg Herron, Tate, Martinez, etc.

2. Implement ELL master plan and increase funding for ELL dept. Increase ability of ELL to monitor illegal practices, such as refusing services to ELL 'children or asking children to translate in class. RESTART training of all teachers in ELL per the research based practices/training of the ELL Master plan.

3. Adult education to give youth a second chance to graduate, and to help immigrant adults learn English. Parents want to be involved in their children's school and need English to advance.

4. Do not defund Global

5. REAL TIME translations as required by law, culturally appropriate materials, in immigrant lagnagues Spanish, Mandarin, Tagalog, etc.

6. Do not misinform students about legal status issues like DACA, access to financial aid, access to legal assistance, access to occupational training. Counselors need legal training in the opportunities for DREAMERS and should not be giving WRONG legal information, or telling students, "that's not for you."

7. CCSD leadership training is not working because it is not producing diverse leadership and leadership that reflects the community CCSD serves. ARP funding can be used to restart old programs, to reassess the rubrics of who is a good leader, to train staff to become teachers, to mentor APs to become principals... A great deal can be done to improve the leadership profile of CCSD to reflect greater diversity and inclusion.

8. NIC long term goal is that every community have quality schools, access to a five star school, magnets, technical schools, apprenticeships. We know that in our immigrant enclaves and communities of color our families have access to low rated schools, no magnets, no technical training. this is the big equity agenda. ARP allows CCSD to make real headway in TRUE equity with investments like a more EXPANSIVE ZOOM and Victory program, more magnets, more CTEs.

1. Continue Zoom and Victory. Possibly consider collapsing these similar programs into one program. Recognize the successes of Zoom, eg Herron, Tate, Martinez, etc.

2. Implement ELL master plan and increase funding for ELL dept. Increase ability of ELL to monitor illegal practices, such as refusing services to ELL 'children or asking children to translate in class. RESTART training of all teachers in ELL per the research based practices/training of the ELL

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	1. NIC coalition includes stakeholders who strongly believe that CCSD law enforcement should not be using pepper spray. NIC also supports efforts in restorative justice, and the philosophy of restorative justice rather than punitive discipline as reflected in law. The observation is that CCSD has not made sufficient investments, training of law officers administrators. CCSD's understanding of restorative justice, as implemented, is not sufficiently comprehensive. Please listen to students.

2. The lack of language access impacts all immigrant communities.   CCSD must invest in language access and offer Spanish, Mandarin and Tagalog and other Asian languages in its translations.

3. Every immigrant family has a "sad" story of interactions of their ELL student with CCSD. Getting ELL services is a struggle.   CCSD is 46% immigrant, and it does not make sense that appropriate ELL services is an after thought. Principals are not held accountable for poor progress and achievement gaps.   CCSD ELL students have been neglected. ELLs are the only demographic group that have done worse on NAEP scores in last three years in Nevada.   A paradigm culture shift needs to happen for CCSD to progress.

4. Refugees have trauma. How can CCSD help refugee children and families with this severe trauma? Minnesota recognizes this subcategory of ELL students and provides more holistic supports. We anticipate that Nevada will see an increase in refugees.

5. CCSD anti racist policy development should include anti immigrant racism.   DREAMERS, and Latinx/APIA/AfAm have suffered. Anti-immigrant sentiment in Nevada is on the rise, as evidenced by the attacks of the Nye county commissioners on Kathy Sisolak. Going beyond black-white understanding of racism is key for policy development. NIC supported laws that expand "social studies" to include mutli-cultural studies, so CCSD understanding of what is multiculturalism will impact students' anti-racist learning. Understand that racism against immigrants is its own dynamic and has to be dealt distinctly from the White-Black racial paradigm. Is CCSD equipped to develop antiracist policy that includes immigrant and ethnic experiences? |
| **Please share any recommendations to improve the toolkit, process, resources for the future.** | These questions that you pose are not the questions that fit our group. As a coalition we have already come together behind a vision and purpose statements. We believe in equitable opportunities for immigrants and working class families, and the principle of non-discrimination towards our immigrant communities of color.   We have been very committed to an education equity agenda that is relevant to the expenditure of ARP funds. |

+ Submission Data

Your Name	Mayra Pacheco
Name of Your Organization	Nevada Institute for Children's Research and Policy - Prevent Child Abuse Nevada
Attach your organization's logo (optional).	
Your Email Address	████████████
Your Phone Number	██████
Number of Participants in Conversation	9
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Parents Students
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?

from the Community Input Questions list to include in your Community Input Meetings.]	
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	None - parents and students responded to questions 1-3.
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Top themes: Mental Health Supportive education - less based on testing and more on acquisition of material at the pace of the student Family friendly school environment
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	More mental health professionals available - there is a lack of therapists and psychologists available in schools and in the community Tutoring programs afterschool and weekends Improve school lunch program - students need more time to eat and better quality food Increase play time and meaningful interactions between students and staff - students do not feel connected to their teachers and other students. It is not that they do not like them but there is no time to bond and interact with them other than sitting and listening to the class (this was more prominent on older students - Middle and High School) - Students also mentioned that even the "good teachers" do not have much time to talk to them because they are stressed out and doing too much Family activities hosted by the school - both parents and students emphasized the importance and desire to do more outdoor activities. Stakeholders also mentioned the importance of having events where everyone in the family is welcomed Programs that teach healthy coping strategies to parents and students together Efforts to ensure all families and students feel welcomed at school and increase sense of belonging Decreasing classroom size - too many students per teacher, overcrowded schools Bullying and violence prevention - focusing on building healthy and stable relationships rather than a "don't do this" / "don't be mean" approach
My/Our stakeholders had the	Information is constantly given last minute and it increases stress in parents and students. Both parents and students requested less changes and more time to prepare for any transition/changes. Every school has very different approaches when it comes to communication and changes. Parents

following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	understand no school is the same but having a more streamlined approach on communication would reduce stress greatly specially for parents that have children in different schools. Students in Middle School and High School also need love, care, and time for positive interactions. They also deserve play time in a safe environment. Some students mentioned they feel school is a prison, even during their lunch which is supposed to be their "free time."
Please share any recommendations to improve the toolkit, process, resources for the future.	The toolkit was well organized and easy to read and access. The translations were decent. My suggestion would be to give more time to gather feedback. I understand there is a time constraint on this but if CCSD will continue to do community input sessions (which I think it is extremely important to do) then I suggest giving at least 3 months for this. I only had time to do one session but if I had time to plan it I could have done at least 3 more.

+ **Submission Data**

Your Name	Rebecca Garcia
Name of Your Organization	Nevada PTA
Attach your organization's logo (optional).	
Your Email Address	███████████████
Number of Participants in Conversation	125
Conversation Setting	Other: One-on-one, virtual and online survey.
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators Other: Extend family and guardians
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?

Input Questions list to include in your Community Input Meetings.]	
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	How do you think the district should inform and update the community regarding the decisions on how federal relief funds will be used? What additional ideas or concerns do you have regarding CCSD's use of these federal funds?
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Schools need more staff (teachers, support staff, counselors etc.) to provide smaller class sizes and more individualized instruction for students. Schools need to foster an environment for learning and growth that supports the needs of the whole student and prepares students to reach their goals and be prepared for a successful future. Students need to be provided with instruction and opportunities that meet their needs not just what is offered in a specific grade or school. Student learning needs to be the highest priority with all students provided equitable opportunities with high quality teachers, classes, and schools. Equity must look at special education in addition to demographics.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Almost universal agreement that more staff are needed to reduce class sizes and provide additional resources such as social-emotional for students. More quality training is required for staff and more creative solutions when staff shortages cannot be resolved. Funds need to reach students and classrooms and those closest to the students need to have a say in how programs are chosen, and funds are spent. There is great distrust that central office purchasing, and programming decisions do not match the needs of students or educators. Suggestions include providing funding for SOTs to leverage and or more adequately incorporating families and educators in the decision-making process at the school level on specific funding decisions not just high-level visioning such as this process. Better training is needed for educators on technology and modern education practices to provide better personalized learning for example flipped classroom, using technology to meet students where they are and provide opportunities for all students regardless of zoned school or school model/design. Overreliance on "canned" programs or valuing technology over educators or increasing standardized testing should be avoided. Health and safety including facilities and students needs should be included in funding priorities.
My/Our stakeholders had the following outstanding	While vision setting is important the overwhelming feedback was that there is not trust in how the decisions to use the funding will be made, who will be invovled in that decision making process and how the community will remain informed regarding the steps in the process. There was consistent feedback from both families and staff that feel funding will be used on central office projects and choices and not reach the students or even worse be mismanaged entirely. There was consistent feedback from parents especially that disliked the questions posed - especially "what do we hope to be true" and felt like the timeline was chosen to purposely avoid real dialogue and engagement

questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	since summer is a hard time for families and educators. Unfortunately the feedback seems to be that the way this process has rolled out hasn't alievated any of the distrust issues that exsist in the community. Participants seemed to recognize that while this is a signficant investment it will not solve all of CCSD's problems and so wanted a more direct process to be provided options and timelines with the opportunity to weigh in quickly on those choices. High disturst that this vision excercise is just a way to not involve the community in real decision making about funding choices and implementation.
Please share any recommendations to improve the toolkit, process, resources for the future.	We used almost all the questions exactly as written and those did not resonate well with families or educators. The community really wants to weigh in regarding actual funding choices and implementation. Many recommended that updates regarding the process, funding choices and timelines with the opportunity for more community participation be provided often and in multiple formats (email, website etc.), multiple languages and in languge (remove jargon etc.) that is easy for the average parent to understand.

1 *empty field was not displayed.*

Your Name	Patricia Haddad
Name of Your Organization	Opportunity 180 and Public Education Foundation
Your Email Address	▬▬▬▬▬▬▬▬
Your Phone Number	▬▬▬▬▬
Number of Participants in Conversation	15
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	N/A
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	Need for wraparound services: vision, dental, mental health Provide additional mental health supports for students and staff: counselors, social workers Hire and retain quality educators and support staff (to retain teachers, provide them with better resources, better pay, reduced workload, a positive and welcoming environment)
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Fund wraparound services Hire more mental health professionals and provide mental health/SEL curriculum and training Hire more educators and pay them more
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Concern about the amount of and need for testing Additional supports for special education students

Your Name	Lior Nissim
Name of Your Organization	Pilates & Co. LLC
Your Email Address	▮▮▮▮▮▮▮▮
Your Phone Number	▮▮▮▮▮▮
Number of Participants in Conversation	8
Conversation Setting	In Person Group Conversation
Primary Stakeholder Group (select all that apply).	Parents
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future?
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	How do you think the CCSD should manage the Virus Control at the schools in order to reduce the number of Covid infected ? How do you think we can prepare our kids for the possibility of another pandemic?

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

Ideally, school should prepare our kids for their future and adult life. More than history and math classes, we would like to see education about the following:

1. Nutrition- Students should learn about healthy diet and the importance of our immune system. We believe that healthy diet can reduce the risk of getting infected by virus as well as preventing obesity and diabetes.

2. How to deal with stress- Meditations, visualization, breathing techniques. Our kids are dealing with a lot of stress on a daily base (expectations, grades, socialization) and should learn healthy ways to deal with it as early as possible.

3. Modern Finance- How to budget, how to invest, stock market, cryptocurrencies.

4. Give back- the importance of donations and volunteering.

5. Gender equality.

6. IT classes for all grades. Basic knowledge on how to use Word, Excel and PowerPoint from 1st grade to better prepare our kids to virtual studying in case we face another pandemic.

7. The Students, parents and teachers should feel safe coming to school. We would like to see daily sterilization for all the facilities, school buses, surfaces, equipment and playground. We believe that would dramatically help to reduce the number of infected students/teachers . As some of us have younger kids that are going to private day cares, we see a dramatic difference in the number of Covid infected students/educators within the schools that are sterilized daily and those who aren't.

8. Daily symptoms check for all staff & students and specifically temperature check at the entrance of every school. We must be focused on prevention, and keeping students and teachers the might be sick at home is mandatory. A virtual version of the classes should always be available for the students to avoid a gap.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.

With the provided funds we are hoping that the standards of the CCSD will be just as high as the private schools when it comes to hiring the most qualified staff, providing the healthiest lunch, and choosing the highest level of Virus control (sterilization, temperature check, etc.) to ensure the safety of our students and teachers.

My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]

The past year has dramatically affected our kids' grades which led to decrease in their self confidence and their willingness to study. Students that used to be at the top of their classes are now falling behind and still unable to close the gap. We hope that the CCSD will focus on closing this gap with one-on-one tutoring, and repetition on the previous school year.

Your Name

Riley Caspersen

Name of Your Organization

Public Education Foundation

Attach your organization's logo (optional).

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Your Email Address

██████████████████████

Your Phone Number

███████████

Number of Participants in Conversation

35

Conversation Setting

Virtual Group Conversation

Primary Stakeholder Group (select all that apply).

Community Members

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]

1. What do you want to be true for kids' education?
1b. What can you do to support bringing that vision to life?
2. What can your school do to ensure students are academically successful?
3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends?

I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]

N/A

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

Increasing Teacher Pay and Support Accessing Resources, Training
Providing Safe Learning Environments - Mentally and Physically - to Keep Kids in the Classroom
Improving Community/Nonprofit Partnerships to Expand Programming and Support
Providing Wraparound Services (Nutrition, Health)
Increasing Mental Health Supports and Anti-Bullying Teaching
Increasing and Expanding Academic Programming and Achievement (Literacy, STEM, Foreign Language)
Resources for Parents and Home/School Partnerships
Expanding Programs for Different Learning Styles/Magnet Programs/Early Learning
Improving Real World Readiness for College and Career
Smaller Class Sizes
Giving Students More Break Times
Inclusion for All Students

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	Special education/needs support - adaptive play equipment, funds for aids, more resources Staff and Teachers - investing in the teacher pipeline, school nurses and health care, school psychologist and social worker at every school, more paraprofessionals and teacher aids, counselor/therapist at each school (even if it's rotating), Mental health support - specific mental health programming like SameHere Teacher and student apps, mental health services for teachers and staff, training/education for teachers, partnering with a telehealth company to provide therapy for students, allowing students other avenues (more 'front doors') on getting help. I.E. - social media platforms, QR codes, 1 800 #'s etc. Allocating funds for nonprofit organizations to provide wraparound support and programming (dental, medical, vision, literacy/Read by 3/one-on-one reading tutoring) Funding GATE/Magnet programs Prepare students for college - partnerships with community colleges for credit, online classes through counselors, guidance counselors Providing out of school support - making Summer Acceleration Program permanent, providing After School programs to assist parents Giving schools flexibility to spend the funds as they see best for their community Water refill stations instead of water fountains More field trips
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	-Community subcommittee to discuss, address, and track outcomes of this focus forum. -Creating active support groups that advocate in particular areas; including quarterly meetings - Emotional help, after-school programs - advocates from the community to assist and create a higher level of success -Establish committees to develop plans for implementation, Committees should include parents, teachers and administration -Regular report outs and progress to the community...quarterly? -See other programs happening with these funds in other districts and take ideas -Our district is too big! We need to split it up so areas can narrow focus to specific needs for specific areas. -Examine birthdates in relation to kindergarten -Teaming up "highly" resourced schools with Title I schools for mentoring, volunteer ops, other human capital resources...

+ Submission Data

Your Name	Ivy Quintero
Name of Your Organization	Teach For America Las Vegas
Attach your organization's logo (optional).	**TEACHFORAMERICA** | Las Vegas
Your Email Address	▮▮▮▮▮▮▮▮▮▮
Your Phone Number	▮▮▮▮▮
Number of Participants in Conversation	50
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?

Input Questions list to include in your Community Input Meetings.]	
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	No other questions were asked

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	- Equity: We know not all students in Las Vegas are getting the same quality education.
	 - Focus on the students- use research and data, tested and true methods to focus on what students need at each stage in their development.
	 - Teacher recruitment and retention
	 - Teacher development with a long term outlook.
	  - Preparing our students for the 21st century by teaching them 21st century skills
	  -Centering on academic and socio-emotional excellence for our students
	 -Student mental health
	 -Increase parent school partnerships

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	- Schools can start defining what is academic and socio-emotional excellence for students and provide a curriculum that would support their development. Keep the bar high for students and teachers and create a system of accountability for all. - "There is no excellence without equity". We need to reduce the gap of BIPOC/low income students in Las Vegas. - Teachers seemed concerned about the turnover they see in their schools and their own hesitancy for staying in the classroom. "It is not sustainable long term" they said. They encourage our school system to find ways to find strategies to retain talent in Title I schools. One of those ways is by developing their skills and facilitating pathways for career growth. - Find ways to support students who have had 18 months of isolation and many have faced trauma. This can be done by preparing teachers to support students within their classroom and be able to connect them to other resources outside of the classroom. We need the level of empathy for students to increase when we get back to school. There has to be a focus on relationship building. - Our teachers expressed increasing professional developments for teachers. They shared that school is the place for students to receive high quality education and raise knowledgeable citizens. Increasing collaboration and professional development and design cross-subject curriculums can lead to building student centered content. Additionally our teachers see the value in project based learning. "No drill and kill. Start engaging Project Based Learning in all schools and not just the wealthy areas" - Our teachers expressed that schools should increase expectations for students, and ensure that mastery and grade level or more of content and skill is being connected to student academic success. - Our teachers also expressed increased professional development in how to incorporate online resources into a classroom. This past year of virtual learning our teachers often found themselves being unofficial tech leads on their school campuses- for the lack of knowledge and skill of digital/technology. - Our parents expressed for schools to be more inclusive. Parents said that current school

	environments are not welcoming to parents, and they are often left out of the loop when it comes to their child's education.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	- Teacher Pipeline: some -Stop the pressure to enter college but focus on students to be prepared for college, career, military or any other pathway that can take them to economic mobility. -Provide personalized education. Meet every child where they are. -Not lowering expectations for students
Please share any recommendations to improve the toolkit, process, resources for the future.	During the summer/start of school it is really hard to engage participants. I know it is not easy to perfectly align the timing but maybe we make a listening tour a spring activity every two years, when we still have a captive audience. This could also help us be closer to our community.

Your Name

Trustee Evelyn Garcia Morales

Name of Your Organization

Clark County School District, District C/County Commission District D

Your Email Address

███████████████████

Your Phone Number

█████████

Number of Participants in Conversation 25

Conversation Setting

In Person Group Conversation

Primary Stakeholder Group (select all that apply).

Community Members
Educators

I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community Input Questions list to include in your Community Input Meetings.]

1. What do you want to be true for kids' education?

I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]

None

My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]

Staff/Buildings
- Diversity/Representation: We want our students to see themselves in the staff, teachers, and administrators that run our school district. Emphasis on black educators and administrators. Further, our curriculum should reflect the diversity that exists in our community.
- Learning environments: students and staff should have safe and clean learning environments.
- Our school district will have set clear parameters and training to support restorative justice practices vs. punitive discipline.
- Students deserve quality and new supplies, materials, books, etc.

Student Paths
- Career Options: Students will leave our school district prepared for the demands of the workforce. This includes trade school, career options, college preparation.
- Every student leaves our school district with the knowledge and skills to navigate a global workforce. This includes technology, coding, robotics, etc.

Broadband/Technology
- Every student and their family will have access to reliable, and fast internet/Wi-Fi without causing undue financial burden.
- Every student will have access to a computer device.

Extra-curricular
- Students will have access to skill building classes such as: computer science, artificial intelligence, sewing, cooking, finance, business, art, cursive, band, choir
- Students will have easy and affordable access to after-school activities.
- Each student will graduate from high school with a clear college or career plan/path. - academically prepared for success.

Community
- Our community will prioritize funding in education for areas of town that have typically seen decades of divestment of resources, buildings, staff, etc.
- Our kids will have a world class education system, no longer last in funding and quality education.
- We will end disparities that exist in quality education, resources, support, etc. for black and brown children.

My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	- Schools with the greatest need should be prioritized for capital improvements. Some middle schools in district c, for example, do not have lockers requiring students to carry their books and materials. - Provide students with curriculum that will help them be critical thinkers. - Address learning delay by creating hybrid classrooms with mixed grades, such as: kindergarten and first-grade students. - Review and discuss student achievement data (reading, literacy, math, writing, etc.) at a community level - Document the impact COVID19 has had on the mental health and learning its had on students. This study can serve as an instrument to formalize the strengths and challenges faced by the school district and its impact on students. - As a community identify ways to support our educators and staff. Help improve the moral of our teachers. - Provide mentoring opportunities for students. - Provide after-school tutoring programs. - Hire safe school professionals for every campus. - Provide extensive customer support for families and students when in virtual learning. - Waive extra-curricular fees that students and their families typically have to pay out of pocket. It is too expensive for a family of 3 or 4 to pay for student fees, often making it inaccessible for students to participate in after school activities or clubs. - Provide more comprehensive college counseling, especially in communities of greatest need. - Grow our own talent pool of teachers, staff, administrators. - Provide college access support for schools. - Listen to CCSD teachers.
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Communicate a follow-up plan to track the funds used by individual district.

+ Submission Data

Your Name	Rico Ocampo
Name of Your Organization	Make the Road Nevada
Attach your organization's logo (optional).	
Your Email Address	███████████████████
Your Phone Number	████████
Number of Participants in Conversation	20
Conversation Setting	Virtual Group Conversation
Primary Stakeholder Group (select all that apply).	Community Members Parents Students Educators
I/We asked my/our stakeholders the following Community Input Questions: [Please place a checkmark next to the questions you selected from the Community	1. What do you want to be true for kids' education? 1a. What do you think a school's commitment is in bringing this to life? 1b. What can you do to support bringing that vision to life? 2. What can your school do to ensure students are academically successful? 3. What do you want to be true regarding the social and emotional support and mental health needs provided at the schools your student attends? 4. What role do you see "anywhere, anytime learning" (i.e., digital learning) playing in student success in the future? 5. (Question for educators) What types of professional learning can the district provide to support your ability to move students from where they are to where we would like them to be?

Input Questions list to include in your Community Input Meetings.]	
I/We asked my/our stakeholders these additional questions: [Please list any additional questions you asked your stakeholders, if applicable.]	Not applicable.
My/Our stakeholders shared the following themes as most important: [What were the top themes most important to your community stakeholders?]	The top themes most important to our community stakeholders were increased access to mental health professionals and counselors for students, expand adult education programs, restorative justice programs for students especially, cultural relevant training for school staff when working with undocumented students, removal of police in schools, and reducing the digital divide.
My/Our stakeholders had the following input on how we can implement our community vision for schools by utilizing the American Rescue Plan Funds.	- Create an elective course on how to grow your own food, learn about agriculture in your own schools, learn to recycle water, teach about the importance of ecosystems and using nature to teach this course. - Remove the technology fee for families that cannot afford it. Some families of 3+ students in the household struggle enough with back to school supplies. - Create a free broadband pilot program for low-income CCSD families that cannot afford to pay for internet. - Create personal enrichment classes that teach students how to start a small business, do their taxes, and learn about financial literacy - Increase mental health resources such as at-home visits, virtual access to a mental health professional, and hold workshops on the importance of mental health every quarter. Students should also learn at an early age how to handle conflict and are able to address their mental health needs. - Implement more restorative justice programs that goes beyond counseling and drug classes. Once students receive a citation they're much more likely to repeat past mistakes or worse, and that's how they end up in the school-to-prison pipeline. - Replace school police officers with mental health teams, counselors, social workers, and people who can respond with empathy instead of force. We can do this by defunding the Clark County School District Police Department and funding mental health wrap around services resources. - Implement sensitivity training for CCSD direct staff to understand the impact of being an immigrant

student.	
My/Our stakeholders had the following outstanding questions/considerations: [This could include other concerns that did not fall under a main idea or theme but that are important to note.]	Digital learning can and will be a good thing for our community but CCSD has to do it right, which starts with the equipment that is purchased. During the pandemic, CCSD passed out Chromebooks and computers that didn't have the same charging plugs, that confused a lot of people. If CCSD gave everyone the same equipment it would really simplify things. There should be a school psychologists at every school.

1 empty field was not displayed.