



Clark County Education Association

the union
of teaching
professionals

4230 McLeod Drive
Las Vegas, NV 89121
Tel. 702/733-3063
800/772-2282
Fax 702/733-0240
www.ccea-nv.org

OFFICIAL BARGAINING PARTNER TO CLARK COUNTY SCHOOL DISTRICT, REPRESENTING MORE THAN 18,000 LICENSED PROFESSIONALS.

May 9, 2025

Nevada Senate Committee on Education
C/O Chair Senator Taylor
401 S Carson Street
Carson City, NV 89701

Greetings, Chair Taylor and Members of this Committee,

For the record, my name is Jessica Jones, and I'm an educator at Hickey Elementary School on the east side of Las Vegas. I also serve as the Secretary of the Clark County Education Association. I'm writing in support of S.B. 460 and focusing on the section of the bill which prioritizes filling classroom positions and the importance of accountability at school sites for administrators.

Accountability for student outcomes begins with a licensed teacher in every classroom and strong leadership at the school. Administrators are responsible for effectively managing staffing, overseeing instruction, and monitoring data. When leadership is weak and classroom vacancies go unfilled, student achievement suffers. As a kindergarten teacher, I see firsthand how critical the early years of learning are because elementary schools lay the foundation for all learning. Yet in many CCSD schools, including at times mine, kindergarten through second grade classrooms have vacancies. Instead of being taught by licensed educators, young students are often placed into classrooms with long-term substitutes that lack the training to teach foundational skills in English language arts and math. This creates a domino effect because when foundational learning is missed, students struggle for years to catch up—if they catch up at all.

At my Title I Tier 1, one-star school, this issue is all too real. Three years ago, my school had high vacancies and many long-term substitutes. We had five kindergarten positions but only three were filled, resulting in class sizes of 25 to 27 students. In fifth grade, we needed four teachers but had only one. Our principal chose to keep four strategists and added a second assistant principal. These are all positions outside the classroom. When educators raised concerns, we were told these roles were needed to support substitutes in other grade levels rather than placing licensed staff back into classrooms. My administrator should have prioritized student learning by filling those classroom vacancies but instead she leaned on long-term substitutes to fill vacancies. Because of my administrator's ineffective staffing decisions, both educators and students struggled. With our large class sizes, we had three educators leave the school. Of those three, two left the profession entirely. That year, growth on test scores stalled, and the following year, our English Language Arts scores dropped. We remained a one-star school.

We can't meet students' needs without first filling classroom positions, especially in elementary schools, where the foundation for learning is built. Staffing classrooms should be a top priority for administrators. When leadership is ineffective and student achievement remains low, there must be a system to support and hold principals accountable. Strong school leadership has been shown to enhance both student outcomes and school culture. Additionally, if support is provided but student progress isn't made, school administrators should be held accountable, just like educators are. That's why I urge you to support S.B. 460.

Respectfully,
Jessica Jones
Kindergarten Teacher, Hickey Elementary School

