

Minutes
Clark County School District
Special Meeting of the Board of School Trustees
Moapa River Reservation, Administrative Building
1 Lincoln Street, Moapa, Nevada 89025

Community Engagement Meeting

Thursday, February 6, 2020

6:10 p.m.

Roll Call:	<u>Members Present</u>	<u>Member Absent</u>
	Lola Brooks, President	Deanna L. Wright, Member
	Linda P. Cavazos, Vice President	
	Danielle Ford, Clerk	
	Irene Cepeda, Member	
	Chris Garvey, Member	
	Linda E. Young, Member	

Jesus F. Jara, Ed.D., Superintendent of Schools

Also present were: Dr. Christopher Bernier, Chief of Staff, Office of the Superintendent; Dr. Brenda Larsen-Mitchell, Chief Curriculum, Instruction, and Assessment Officer, Curriculum; Maria Marinch, Chief Communications and Government Relations Officer, Communications and Government Relations Unit; Kelly O'Rourke, Assistant Superintendent, Assessment, Accountability, Research and School Improvement, Curriculum, Instruction, and Assessment Unit; Joe Caruso, Executive Director, Community Engagement Unit; and Cindy Krohn, Director, Board Office.

Flag Salute

Trustee Garvey led the Pledge of Allegiance.

Adoption of the Agenda

Adopt agenda.

Motion: Garvey Second: Cavazos Vote: Unanimous

Public Comment on Non-Agenda Items

Wendy Mulcock talked about the importance of school safety, and she said they have had multiple discussions around safety and how the schools would respond to an active shooter situation. She shared their vulnerability assessment.

Aimee Houghtalen said the small school allocation chart that CCSD currently follows has had a negative impact on the students and staff of the rural schools.

Public Comment on Non-Agenda Items (continued)

Rata Elmore said her family has been bringing their concerns regarding the Western High School mascot forward for over two years. She said cultural appropriation has no place in an educational institution, and it is damaging to minorities.

Alexis Salt said people are not feeling heard. She said emails were sent requesting an agenda item, and those emails were not answered. She said the people in this community deserve to have someone explain the procedures to them, and they deserve to be heard and respected.

Bob Lyman said the rural school campuses have no security. He said the CCSD safety committee has voiced their concerns of safety many times.

Mercedes Krause said there are less children enrolled in the Indian Education Opportunities Program than previously, but there are more Native Americans in the community because of growth. She said students should be receiving their federal Indian Education Opportunities Program services, and it is urgent that this be addressed. She asked that an item to discuss funding be placed on the next Board meeting agenda.

Lindsey Dalley said rural schools in Clark County do not receive the same funding as other rural schools in Nevada. He said he would like to have the District work with his community in addressing the Nevada Department of Education Commission on School Funding to secure adequate funding for the rural schools in Clark County.

Thelma Myers said her tribe's concern is a lack of funding for the Indian Education Opportunities Program. She said there is also a concern that the number of students in the program is lower, and the funding disappears if there are no students. She said they need to seek more funding for their students.

Shari Lyman said the Moapa Valley Community Education Advisory Board (MV CEAB) and their School Organizational Teams (SOTs) submitted a request to supplement the LIVE (Lockdown, Independently Evacuate, Vigilance, and Evaluate) program by training in the Fight Back Nation program, as the police response time in rural areas could be two hours.

Candice Grayman expressed concern that the Indian Education building is sometimes closed when staff is out in the field or just absent from work, and she said a solution needs to be found so the building remains open.

Susan Eswonia-Anderson expressed concern regarding bus transportation for the children at Stone Mountain. She said it is not fair that those children have to get on the bus two hours before school starts and ride around before getting to school.

Public Comment on Non-Agenda Items (continued)

Charlie Melvin supported comments made regarding the need for funding for the rural schools. She said she sits on the SOT for Mack Lyon Middle School and with regard to the loss of teachers, she stated the school is down an art program, which is crucial to their area.

Mercedes Krause said the Nevada Ready report of last year omits achievements of Native American students in grades 4 and 8, and there is erasure of their culture in the new curriculum. She said the report also states that Native American students report the least amount of emotional security in Nevada schools, and that is because of the erasure of their curriculum and achievement data. She said she wanted to know what would be done to correct these issues, and she asked that those topics be addressed on the Board's next agenda.

Nicolet Palmer said her family has been having problems with bus transportation for two years. She said the bus is delayed and because her child does not get to school on time, she received a truancy letter that stated she would have to pay a fine.

Lisa Wolfley said every year their school principal works hard to ensure there is one teacher for each grade level because each year they are at risk for losing one teacher for each grade. She said more funding for rural schools would make a big impact for all students, but especially for Native American students.

Achievement Updates for American Indian/Alaska Native Students

Presentation and discussion on achievement updates for American Indian/Alaska Native students who attend the Clark County School District.

Ms. O'Rourke presented Achievement Updates for American Indian/Alaska Native Students as shown in Reference 3.01.

Ms. Electra (phonetic) asked if the methodology or framework for the culturally inclusive school analysis was available to the public.

Superintendent Jara said that is an internal document at this point.

Shari Lyman asked in terms of the criteria for magnet programs and increasing placement, was the District taking the rural students into consideration. She said the magnet schools are really not an option for them, and when a teacher is cut from their middle and high school, a program is cut, and when a teacher is cut from their elementary school, a whole grade is without a teacher.

Superintendent Jara explained that in looking at equity and access, the eliminated two criteria that they believed were barriers for allowing students into the magnet programs, which was citizenship and attendance. He said that change was made for all students across the District, not just in certain areas.

Achievement Updates for American Indian/Alaska Native Students (continued)

Ms. Krause asked if staff has examined a correlation between chronic absenteeism and the information in the Nevada Ready report which states that Native American students report the least amount of emotional security in Nevada schools.

Ms. O'Rourke said that would be outside of the scope of the data she has.

Ms. Krause said she does not understand why the data for Native American students available in the District is not included in the Nevada Ready report.

Ms. O'Rourke explained that the Nevada Ready report comes from the State of Nevada, not from the District.

Ms. Krause asked if District staff has communicated that the information is not included in the state's report and if they advocate for that.

Ms. O'Rourke said they do advocate for that on a consistent basis.

Ms. Krause asked if the Indian Education committee or community could be included in that communication.

Ms. O'Rourke said yes.

Ms. Krause said this data shows there are 1,194 American Indian/Alaska Native students enrolled in the District but only 697 students are enrolled in the Indian Education Opportunities Program.

Mr. Caruso said the survey to determine the number of students who qualify for services as American Indian/Alaska Native previously only went out to approximately 600 people. He said as of tonight the survey would be going out to 1,422 students and their families.

Public Hearing

Della Frank said the parameters for Title VI funding and Johnson O'Malley (JOM) are very specific, and there are American Indian students who do not have Certificate of Degree of Indian Blood (CDIB) card or letter, therefore, they do not qualify for the programs. She said that causes a problem for students at the Moapa Education Support Center (MESOC) because teachers are paid through that grant for tutoring. She suggested placing the Title VI (ED 506) and JOM forms in the registration packet for the students. She shared the Becoming Visible report from the Nevada Department of Education.

Bryan Dorsey said the tutoring center is a great place for students. He said they are shorthanded and more teachers are needed so they can be more effective tutors and help students achieve more. He suggested looking at increasing the pay for tutors to bring more teachers in to help.

Achievement Updates for American Indian/Alaska Native Students (continued)

Alexis Salt shared many concerns her Native American students expressed to her that have to do with their experience as students in the District and how they are treated in the District and suggestions for improving their experience as students. She suggested that District staff come and have a conversation with the students and discuss things that can be done to make their life experiences better and improve outcomes for kids.

Rata Elmore spoke to the fact that American Indians/Alaska Natives come from different places and different tribes and bands, and that should be recognized. She said there are minorities within the minority. She said in terms of the curriculum, this needs to change and we have to learn better vocabulary. She asked what happened to cultural competency training.

Lindsey Dalley pointed out that half of the items listed in the presentation under Access and Equity are not available in Moapa Valley.

Trustee Garvey asked for the comparison of students identified on page 8 of 11 in Reference 3.01 to the overall District.

Ms. O'Rourke said she could get that information for the Trustees.

Trustee Garvey said she would also like a follow up to be able to share information with the community specific to their students.

Ms. O'Rourke said staff could look at that data specifically for this community as well as the chronic absenteeism data.

Trustee Garvey said she would like to speak with the Clark County Commission to talk about Assembly Bill (AB) 309, the sales tax increase money, and how that could help support addressing absenteeism within the rural communities, and she asked Superintendent Jara to follow up with that. She asked for a Student Success Advocate (SSA) to speak to how they are addressing chronic absenteeism and how they are getting kids back in school and supporting them.

Ms. O'Rourke said addressing the chronic absenteeism is about building relationships with the students, paying attention to why students are not coming to school, and knowing who they are. She said she believes having those conversations is going to make an impact.

Diana Croci said she is one of two SSAs, and there is no SSA assigned to this area. She said in the past they did offer a class to parents through the Family and Community Engagement Services (FACES) called "Attendance Matters." She said they would also be offering that class to parents in the urban areas.

Achievement Updates for American Indian/Alaska Native Students (continued)

Trustee Garvey suggested the SSAs reach out to principals and share information, and the principals could then help assist the SSAs in their roles to be more effect and help students stay in school.

Ms. Croci agreed and said if they had the principals and school counselors reaching out to them and sharing information, it would be a tremendous help.

Hal Mortensen, Principal, Moapa Valley High School, spoke about the Indian Education Opportunities program that was in place 15 years ago. He said they had a full staff at the MESC, and he was able to simply call for help with a student. He said now there is not enough staff to perform the services they used to.

Trustee Young spoke about the Indian Education program that was in place in 2005, the staffing, and the services they offered and how the staff and principals worked together to help students.

There was some discussion about what the funding was in 2005 compared to recent years and around effectively using resources that are currently available and how everyone must work together to advocate for more funding.

Trustee Cavazos said she would like to look at what services and programs are actually available to the schools in rural areas. She said in looking at chronic absenteeism, she would like to consider the socioemotional aspect and what might be happening at home that may be causing students to be absent.

Trustee Cepeda asked to see more longitudinal data for additional context. She asked for information on the small school allocation.

Trustee Ford suggested looking at a timeline from 2005 when the program was in place to the present, and working to replenish those resources. She noted that the public comments in the minutes from a community engagement meeting in 2016 reflect the same concerns being expressed at this meeting and said the District needs to provide some answers.

Trustee Brooks stated that since 2008 the District has cut \$500 million from its budget; since 2016 the District has cut \$60 million; and the District would be looking at cutting \$10 million this year. She stated that Mr. Caruso has been working with this community to resolve some of the issues that were noted.

Superintendent Jara said the Board approved the amended final budget, and the District might have to cut \$9.5 million from the budget this year. He said the District must balance its budget before replenishing programs.

Achievement Updates for American Indian/Alaska Native Students (continued)

Trustee Ford said she does not believe the numbers for Free and Reduced Lunch (FRL) students or the title distribution data, for instance, is accurate. She questioned how it could be determined that the chronic absenteeism numbers are declining, if the data is incorrect. She said she would like to see the actual data. She asked about dual credit opportunities in the rural schools. She asked how many students in the rural areas live within a transportation zone of a magnet school. She asked what supports the Board should expect to see for Indian Education in one, two, and five years.

Trustee Garvey suggested looking at estimates of numbers for funding based on enrollment of all the students who should be enrolled and how that would affect federal grants. She said then staff could look at how they would structure a budget around those numbers. She suggested looking at the resources that are available and how those could be leveraged to help the students in this community.

Ms. Krause said the District is missing out on federal funding because the energy has not been put into this community. She stated there is a trust and treaty obligation that is not being met.

Ms. Frank said the Indian Education Opportunities Program operated under the Equity and Diversity Education Division, but parents advocated to move the program away from Equity and Diversity Education because they felt they were being ignored. She said at that time Indian Education had an assigned counselor, and two SSAs worked 11 or 12 months, and she was working a full year plus her add-on days. She said staff now works 9 months, and she now does the work of the employees that were in Equity and Diversity.

Trustee Brooks agreed with looking at what resources are available currently and what would be the best way to use those resources.

Superintendent Jara said he would bring information to the Board.

Trustee Young asked about a follow-up discussion to talk about next steps.

Trustee Brooks said the Superintendent would provide information to the full Board.

Board and Superintendent Communication

None.

Trustee Request for Agenda Items or Information

Trustee Garvey requested information regarding the concern that was expressed about information being erased from the curriculum and what curriculum is available. She asked Ms. Krause to forward any information she has.

Trustee Request for Agenda Items or Information (continued)

Ms. Krause said she would be sending an article to the Board that talks about what other states are doing in terms of their curriculum. She said last year she provided information to the District and never received a response.

Mr. Caruso said Ms. Krause is now on the CCSD curriculum commission and said he connected Ms. Krause with Aalya Page, Assistant Superintendent, Curriculum and Professional Development Division, Curriculum, Instruction, and Assessment Unit. He said he would send a follow-up email.

Trustee Ford said she learned that Board members do not have any oversight of the Superintendent's travel or expenses, nor that of his staff. She asked for an agenda item to discuss this.

Trustee Brooks briefly reviewed the checklist to determine how Trustee Ford's request for an agenda item would be met. She said since this would be a request to review a Board policy that would be done at a work session.

Public Comment on Non-Agenda Items

Aaliyah Segmiller shared how the MESC helped her graduate a year early, and she said it is sad to see current students do not have those resources available to them.

A woman asked if the Board would be finding funding for special education. She said a program that her son was in was discontinued at his school, and she was told he would have to go to another school, and she was concerned with him being in a different environment away from his peers and his culture. She said there needs to be a focus on special needs Native American children.

Michael Mohar stated that if the Moapa Band of Paiutes could apply for the 21st Century grant directly instead of applying through the District and through the state, it would save a significant amount of money, and the tribe would be able to get indirect funds that would also help support the tribe.

Wendy Mulcock said they are not asking that the District fund their active shooter training, but they are asking for permission to move forward with the training. She said there are only nine police officers to serve a large area, so this training is very important.

Adjourn: 8:53 p.m.

Motion: Garvey Second: Cavazos Vote: Unanimous