

Minutes
Clark County School District
Regular Meeting of the Board of School Trustees
Edward A. Greer Education Center, Board Room
2832 East Flamingo Road, Las Vegas, Nevada 89121

Thursday, March 27, 2025

5:04 p.m.

Roll Call:	<u>Members Present</u>	<u>Members Absent</u>
	Irene Bustamante Adams, President	Emily Stevens, Member
	Brenda Zamora, Vice President	
	Tameka Henry, Clerk	
	Isaac Barron, Member	
	Lorena Biassotti, Member	
	Linda P. Cavazos, Member	
	Lydia Dominguez, Member	
	Ramona Esparza-Stoffregan, Member	
	Adam Johnson, Member	
	Lisa Satory, Member	

Brenda Larsen-Mitchell, Ed.D., Interim Superintendent of Schools

Trustee Bustamante Adams:

Good evening, everyone. I'd like to welcome you today. I'm President Irene Bustamante-Adams and call this regular board meeting of March 27th, 2025 to order the time is 5:04. I'd like to remind everyone to silence your electronic devices. We acknowledge that the land on which we gather is the territorial homeland of the Nuwu-the Moapa Band of Paiutes, and the Las Vegas Band of Paiutes.

Flag Salute

Trustee Bustamante Adams:

I'm going to turn it over. We're going to go to agenda item 1.01 and Pledge of Allegiance will be led by Trustee Henry. We also have the presentation of colors will be led by the Western High School ROTC.

Trustee Henry:

Please stand.

Adoption of the Agenda

Motion to adopt the agenda with flexibility with the following changes, reference material has been provided for item 3.06, Legislative Updates.

Motion: Satory

Second: Biassotti

Vote: Unanimous

Motion passed.

Trustee Bustamante Adams:

Please be seated. Before we move on to agenda item 1.02, the adoption of the agenda, is there anyone that has not completed a public comment card? I don't see any speakers lined up. Oh, yes. Do you need to complete one? Katelyn, can these two young ladies back here and can you verify what agenda item it is that they'd like to complete the card for? Okay. I think, Ms. Katelyn, is anything for 1.02. Okay, thank you. We appreciate the community's participation and new first time people. It's important for them to understand the process, so thank you for your patience. We're going to go to the adoption of the agenda. Since we have no public speaker cards, I would say that in the motion for Trustee Satory, we're going to entertain flexibility and that means to be able ... We have six presentations, so I would like to be able to move some agenda items around, but we have six presentations tonight and so Trustee Satory? Just so that we have flexibility.

Trustee Satory:

All right, Madam President, members of the board, I would like to make a motion to adopt the agenda with some flexibility on item numbers with the following change. Reference material has been provided for item 3.06 legislative update.

Trustee Bustamante Adams:

Thank you. Trustee Biassotti?

Trustee Biassotti:

I will second that motion.

Trustee Bustamante Adams:

Thank you, team. We have a first and a second. Please cast your vote and that passes six to zero. Please mark Trustee Stevens as an excused absence.

Adoption of Consent Agenda

Motion to approve the consent agenda

Motion: Biassotti

Second: Esparza-Stoffregan

Vote: Unanimous

Motion passed.

2.01 Approval of the Minutes.

Discussion and possible action on the approval of the minutes from the regular meetings of January 9, 2025, and January 23, 2025, is recommended. (For Possible Action) (Ref. 2.01)

2.02 Student Expulsions.

Discussion and possible action on approval of student expulsions according to Nevada Revised Statutes 392.467 (Board Policy 5114 and Regulations 5114 and 5141.1), as listed, is recommended. (CONFIDENTIAL) (For Possible Action) [Contact Person: Melissa Gutierrez] (Ref. 2.02)

2.03 Focus: 2024 Strategic Plan Update - Student Discipline.

Acceptance of a report as presented on Focus: 2024 Indicators and Results pertaining to SS-4(C): Student discipline. (For Possible Action) [Contact Person: Melissa Gutierrez] (Ref. 2.03) (According to Governance Policy BISE-3: Board Report and Progress Monitoring, BISE-4: Board Report Content, BISE-6: Board Report Schedule, and BISE- 7: Board Response to Board Reports)

2.04 Clark County School District 2025-2028 Distance Education Program Renewal.

Discussion and possible action to approve the Clark County School District 2025-2028 Distance Education Program Renewal and approval to submit an application to the Nevada Department of Education as required by Nevada Revised Statutes 388.838, effective July 1, 2025, through June 30, 2028, and for the Interim Superintendent of Schools, Clark County School District, to sign the Program Renewal Application, is recommended. (For Possible Action) [Contact Person: Dustin Mancl] (Ref. 2.04)

2.05 Warrants.

Discussion and possible action on ratification of the warrants as listed in the Bills Payable Transmittal and the Board Memorandum to be presented at the Board meeting, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.05)

2.06 Renewal of Engagement of Independent Financial Auditor for Fiscal Year Ending June 30, 2025.

Discussion and possible action on approval to renew the engagement with Eide Bailly LLP as the independent financial auditing firm for the Clark County School District for the fiscal year ending June 30, 2025 , to perform the District's financial and federal compliance audits; review the annual reports for Vegas PBS in order to meet certification requirements of the corporation for Public Broadcasting; and perform agreed upon procedures to review compliance with the Board of School Trustees' Governance Policies SE-5: Financial Planning/Budgeting, SE-6: Financial Condition and Activities , and SE-8: Asset Protection, to be paid from the following cost centers respectively: Cost Center 1010001060, Fund 1000000000 in the amount of \$291,700.00, and Cost Center 2022010140, Fund 2200000000 in the amount of \$80,000.00, for an approximate total cost of \$371,700.00, is recommended. (For Possible Action) (Contact Person: Diane Bartholomew] (Ref. 2.06)

2.07 Recap of Budget Appropriation Transfers.

Discussion and possible action on authorization to include the Recap of Budget Appropriation Transfers between governmental functions of all funds for the period beginning February 1, 2025, through February 28, 2025, in the official Board minutes as required by Nevada Revised Statutes (NRS) 354.598005, is recommended. (For Possible Action) (Contact Person: Diane Bartholomew] (Ref. 2.07)

2.08 Unified Personnel Employment.

Discussion and possible action on approval to employ unified personnel, as listed, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2 .08)

2.09 Licensed Personnel Employment.

Discussion and possible action on approval to employ licensed personnel, as listed, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.09)

2.10 Purchasing Awards.

Discussion and possible action on approval to purchase goods or services in the estimated total amount of \$15,856,086.00 in compliance with Nevada Revised Statutes (NRS) 332, as listed, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.10)

2.11 Purchase Orders.

Discussion and possible action on ratification of the purchase orders in the total amount of \$1,296,490.35 as listed, is recommended. (For Possible Action) (Contact Person: · Mike Casey] (Ref. 2.11)

2.12 Change in Service: Cheyenne High School.

Discussion and possible action on ratification of a change in service to the commissioning services agreement for a net increase of \$49,360.00, for Cheyenne High School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015064, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.12)

2.13 Change in Service: Desert Rose Adult High School.

Discussion and possible action on ratification of a change in service to the commissioning services agreement for a net increase of \$38,632.00, for Desert Rose Adult High School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015521, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.13)

2.14 Change in Service: Green Valley High School.

Discussion and possible action on ratification of a change in service to the architectural design services agreement for a net increase of \$6, 190.00, for Green Valley High School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015058, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.14)

2.15 Change in Service: Kirk L. Adams Elementary School.

Discussion and possible action on ratification of a change in service to the architectural design services agreement for a net increase of \$53,510.00, for Kirk L. Adams Elementary School to be paid from the Governmental Services Tax, Fund 3400000000, Project C0017164, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.15)

2.16 Change in Service: Laughlin Junior/Senior High School.

Discussion and possible action on ratification of a change in service to the commissioning services agreement for a net increase of \$5,168.00, for Laughlin Junior/Senior High School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015935, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.16)

2.17 Change in Service: South Career Technical Academy.

Discussion and possible action on ratification of a change in service to the architectural design services agreement for a net increase of \$355,218.00, for South Career and Technical Academy to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001640, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.17)

2.18 Amendment Contract Award: Construction Services School Replacement-Guaranteed Maximum Price#2 at Cyril Wengert Elementary School

Discussion and possible action on approval of a contract amendment to Sletten Construction of Nevada, Inc. for the best-qualified construction manager at risk for construction services in support of the school replacement at Cyril Wengert Elementary School in the amount of \$41,182,194.52, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001650; and for Brandon McLaughlin, Assistant Superintendent, to act as the Clark County School District Board of Trustees' designee to sign the granting documents, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2. 18)

2.19 Contract Award: Replace Domestic Boiler - Gymnasium at Edmundo "Eddie" Escobedo, Sr. Middle School.

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder to replace the domestic boiler at the gymnasium at Edmundo "Eddie" Escobedo, Sr. Middle School in the amount of \$204,800.00, to be paid from the Governmental Service Tax, Fund 3400000000, Project C0018004; and for Brandon McLaughlin, Assistant Superintendent, to act as the Clark County School District Board of Trustees ' designee for all project documents, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.19)

2.20 Contract Award: Replace Football Press Box at Green Valley High School.

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder to replace the football press box at Green Valley High School in the amount of \$784,775.00, to be site-funded, Fund 1000000000, Project C0016232; and for Brandon McLaughlin, Assistant Superintendent, to act as the Clark County School District Board of Trustees' designee for all project documents, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.20)

2.21 Contract Award: Convert Room 207 to an Agricultural Mechanics Classroom/ Welding Shop at Sandy Valley Elementary, Middle, and High School.

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder to convert room 207 into an agricultural mechanics classroom/welding shop at Sandy Valley Elementary, Middle, and High School, in the amount of \$205,000.00, to be site-funded, Fund 1000000000, Project C0018091; and for Brandon McLaughlin, Assistant Superintendent, to act as the Clark County School District Board of Trustees' designee for all project documents, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.21)

2.22 Contract Award: Heating, Ventilation, Air Conditioning and Electrical Upgrade at Shirley and Bill Wallin Elementary School.

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder to upgrade the heating, ventilation, air conditioning and electrical at Shirley and Bill Wallin Elementary School in the amount of \$4,642,000.00, to be paid from the Governmental Service Tax, Fund 3400000000 Project C0017639; and for Brandon McLaughlin, Assistant Superintendent, to act as the Clark County School District Board of Trustees' designee for all project documents, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.22)

2.23 Engineering Design Services: Remove and Replace Rooftop Units at Mary and Zel Lowman Elementary School.

Discussion and possible action on approval to select the engineering firm of Precision Design Group, to provide engineering design services to prepare plans, specifications, and other construction documents for a design, bid, and build method of construction in support of the removal and replacement of the rooftop units at Mary and Zel Lowman Elementary School, in the amount of \$280,000.00, to be paid from the Governmental Services Tax, Fund 3400000000, Project C0017401; and for Brandon McLaughlin, Assistant Superintendent, to act as the Clark County School District Board of Trustees' designee for all project documents, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.23)

2.24 Professional Services Agreement: Test and Balance Services School Replacement at Laura Dearing Elementary School.

Discussion and possible action on approval to enter into a professional services agreement for test and balance services with Penn Air Control, Inc., to provide test and balance services in support of the school replacement at Laura Dearing Elementary School, in the amount of \$85,000.00 , to be paid from the 2015 Capital Improvement Program, Fund 3150000000 , Project C0001647; and for Brandon McLaughlin, Assistant Superintendent , to act as the Clark County School District Board of Trustees' designee for all project documents, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.24)

2.25 Amendment and Extension of the Interlocal Agreement Between the County of Clark and the Clark County School District for Operation of a Community and Recreational Center.

Discussion and possible action on extending an Interlocal Agreement for Operation of a Community and Recreational Center between the County of Clark and the Clark County School District for an additional 10 years, and for Brandon McLaughlin, Assistant Superintendent, to sign the extension letter on behalf of the Clark County School District Board of Trustees, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.25)

2.26 Special Counsel Rate of Compensation.

Discussion and possible action on approval of the rate of compensation of outside or special counsel employed by the District, as required by NRS 41.0344, and to authorize Jon M. Okazaki, General Counsel, to act as the Board of School Trustees designee to sign the necessary documents pertaining thereto is recommended. (For Possible Action) [Contact Person: Jon Okazaki] (Ref. 2.26)

2.27 Adoption of Clark County School District Policy 5129.

Discussion and possible action on approval of the adoption of Clark County School District Policy 5129, High School Graduation Ceremonies, is recommended. (For Possible Action) [Contact Person: Melissa Gutierrez] (Ref. 2.27)

2.28 Adoption of Clark County School District Regulation 5129.

Discussion and possible action on approval of the adoption of Clark County School District Regulation 5129, High School Graduation Ceremonies, is recommended. (For Possible Action) [Contact Person: Melissa Gutierrez] (Ref. 2.28)

2.29 Grants Applications Multiple Recurring Grants Various Funding Agencies.

Discussion and possible action on authorization to submit applications and implement multiple recurring competitive grants with various anticipated performance periods as indicated in the Recurring Competitive Grants table, in an estimated amount of \$1,912,898.78, to be paid from Fund 0279 and/or Fund 0280, with no impact to the general fund, is recommended. (For Possible Action) (Contact Person: Kellie Kowal-Paul] (Ref. 2.29)

Trustee Bustamante Adams:

We're going to go ahead and move to the consent agenda, item 2.0. Is there anyone that has not completed a public comment card for consent agendas? If not, I'll close it and move forward. Do I have a motion to adopt the consent agenda? Trustee Biassotti?

Trustee Biassotti:

I would like to make a motion to adopt the consent agenda.

Trustee Bustamante Adams:

Thank you. Do I have a second? Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

I will second that motion.

Trustee Bustamante Adams:

Okay, I have a first and a second. Please cast your votes. That passes six to zero. I'll go ahead and move to ask Trustee Henry to please read the warrants.

Trustee Henry:

Wrong one. Thank you, Madam President. The ratified warrants as listed in the bills payable, transmittal and board memorandum number 15-24-25 in total amount of \$167,985,655.16.

3.01 Notice of Intent – Clark County School District Regulation 5111.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Regulation 5111, Age of Entrance and Enrollment Requirements, prior to submission to the Board of School Trustees for approval on Thursday, April 24, 2025, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 3.01)

Motion to approve Notice of Intent – Clark County School District Regulation 5111.

Motion: Esparza-Stoffregan Second: Satory Vote: Unanimous

Motion passed.

Trustee Bustamante Adams:

Thank you. We're going to go ahead and move to item 3.0, our trustee and superintendent business items. We're going to have the leaders of regulation 5111 to come forward, but before we do that, is there anyone that has a public comment card they need to submit for this item? Okay, seeing none, I'll close that. Just want to just express my gratitude to the team. I know that our heavy lift has been since January, February and a few weeks in March and they continue to be present and show up and to tackle. Especially the newly elected trustees, they hit the ground running without extensive training that we normally do. We are on a path of governance training for the entire team over a two-year period, but continue to express my gratitude for all the trustees

Trustee Bustamante Adams:

who put in the work, and so just thank you publicly. Now, with 3.01, I'll turn it over to Mr. Casey for Clark County School District Regulation 5111.

Mike Casey:

Thank you. Madam President, members of the board, interim Superintendent Larsen-Mitchell, Mike Casey, for the record. I'm joined with David Miller, the Director of Student Information Systems, to bring before you tonight a notice of Intent to Revise Regulation 5-111. The proposed update, if you scroll through, you can see it consists of a number of capitalization revisions as well as the inclusion of a new section. That being section F. Section F has been added to regulation 5111 to clarify the age-appropriate grade placement for students with the exception of the provisions outlined in Section D and the retention or demotion guidelines as outlined in regulation 5123. That regulation will be presented to you shortly. Children essentially will be placed in grades based on their age as of August 1st. The age-appropriate grade is determined by the ages as outlined in NRS 392 as amended. Essentially, just bringing in additional clarity and alignment with NRS. With that, I'll pause for any questions on this item.

Trustee Bustamante Adams:

Thank you. Do we have any questions from the trustees? Okay, Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

Madam President, thank you. Since there are no questions and no further discussion, I'd like to make a motion to adopt item 3.01 Notice of Intent, Clark County School District Regulation 5111 as presented.

Trustee Bustamante Adams:

Thank you. Do I have a second? Trustee Satory?

Trustee Satory:

I second the motion.

Trustee Bustamante Adams:

I have a first and a second. Please cast your votes. Miss Lydia, did you cast it? Did you? Okay, thank you. That motion passes six to zero.

3.02 Notice of Intent — Clark County School District Regulation 5123.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Regulation 5123, Promotion, Retention, and Demotion of Students, prior to submission to the Board of School Trustees for approval on Thursday, April 24, 2025, is recommended. (For Possible Action) [Contact Person: Dustin Mancl] (Ref. 3.02)

Motion to approve Notice of Intent – Clark County School District Regulation 5123.

Motion: Esparza-Stoffregan Second: Biassotti Vote: Unanimous

Motion passed.

Trustee Bustamante Adams:

Next, we're going to move on to 3.02, Notice of Intent, Clark County School District Regulation 5123 and as they're sitting, what I'm going to do is take out of order. After this presentation, we are going to put the Teachers Health Trust update, so please be ready. Dr. Mancl, please proceed.

Dustin Mancl:

Great. Thank you. Madam President, members of the Board, interim Superintendent Larsen-Mitchell. For the record, Dustin Mancl, Chief Academic Officer. I am joined by Alaina Criner-Wilson, our Assistant Superintendent of the Curriculum and Instruction Division, and Monica Martin, our Director of Guidance and Counseling. Today we are here to provide a notice of intent to amend Clark County School District Regulation 5123 titled, Promotion, Retention and Demotion of Students. Regulation 5123 was last revised by the Board of School trustees in 2009. The proposed amendments to this regulation will align with the updates proposed to regulation 5111, age of entrance and enrollment requirements. Additionally, language refinements were made to enhance consistency and clarity. Madam President, with your permission at this time, I'll hand over the presentation to Mrs. Criner-Wilson and Mrs. Martin who will provide the proposed amendments to regulation 5123, Promotion, Retention, and Demotion of Students.

Alaina Criner-Wilson:

Madam President, members of the Board, interim Superintendent Larsen-Mitchell. For the record, Alaina Criner-Wilson, Assistant Superintendent of Curriculum and Instruction Division. I would like to take a quick moment to thank our principal representatives, region leadership, and members of the district's extended leadership team for providing input and feedback and refining these recommendations. We appreciate everyone's collaborative efforts. The reference material for item 3.02, Notice of Intent, Clark County School District Regulation 5123 outlines the proposed deletions and additions to the regulation. Sections one and two, focus on promotion, retention and demotion of students enrolled in the elementary grades, specifically kindergarten and grades one through five.

The proposed amendments include first, removing items aligned to enrollment as this information is included in Clark County School District Regulation 5111, age of entrance and enrollment requirements. Next, including the CCF 731, kindergarten through grade five, student retention checklist in section one on page one and section two on page two. Also, reorganizing Section two, parts A, B, C, and D to be in the same order as the title of the regulation, starting with promotion, double promotion, retention, and then demotion. Finally, removing section two-part E as this information is addressed in Clark County School District Regulation 5121, Student Progress Grading and in Clark County School District Regulation 5122, Reporting to Parents.

Monica Martin:

Madam President, members of the board, interim Superintendent Larsen-Mitchell. For the record, Monica Martin, Director of the Guidance and Counseling Department. Section three focuses on promotion and retention of students enrolled in grades six through eight. The proposed amendments include the addition of the statement regarding general practice in Section three, part A, number one. On page three, section three, part A, number six was added to this section. This information was previously found on page six of this regulation. On page four, in order to support the reorganization of the regulation, we move the academic probation information to page five, section three, part B, number one. Also on page five, section three, part B, number two, we've added, the principal of the sending middle school in agreement with the principal of the receiving high school may determine if a student in grade eight is placed on academic probation. We provided clarity in section three, part B, 2A, academic probation will consist of the appropriate remediation in the subject areas in which the student failed to pass in middle school.

In summary, the proposed changes in section three highlight the criteria for a grade eight student to be promoted to high school in alignment with NRS 392.033, number four. Moving to page six, you will again see the organizational updates where sections were either moved to earlier sections or removed because the information is addressed in Clark County School District Regulation 5121 student progress grading and in Clark County School District Regulation 5122 reporting to parents. Section four focuses on students enrolled in grades nine through 12. The changes in this section are consistent with recommendations from section three. We ensured items that address enrollment were removed as this information is in Clark County School District Regulation 5111, Age of Entrance and Enrollment Requirements. We also remove the information regarding assessment and monitoring progress as this information is addressed in Clark County School District Regulation 5121, Student Progress Grading and in Clark County School District Regulation 5122 Reporting to Parents. These updates are consistent with Nevada Administrative Code 389.445 and Nevada Revised Statutes 392.033. Thank you for this opportunity to share the proposed amendments regarding Clark County School District Regulation 5123, Promotion, Retention, and Demotion of Students. At this time we will pause and take any questions from the board.

Trustee Bustamante Adams:

Thank you. Do I have any questions from the trustees? Remember you can go direct. Trustee Dominguez?

Trustee Dominguez:

Myself up. Thank you, Madam President. I know a lot of this verbiage was to clean up and make it consistent, so I appreciated that. One of my questions that I had here, and I know a lot of my questions were answered during the briefing, but I wanted to make sure some of these questions were public is just our at-risk kids. If you could take me through the decision-making for section four, I believe it was, for ninth through 12th grade. Thank you.

Monica Martin:

Yes, thank you. Trustee Dominguez. Monica Martin for the record. At-risk students in grades nine through 12, hopefully previously have been identified coming out of middle school. Every high school student has a four-year academic plan that they've created with their counselor and their parent. A lot of interventions are done with teachers in terms of tutoring or after-school programs or summer school or credit-bearing classes to make sure that students are on track for graduation.

Trustee Dominguez:

Then, for parents that feel like their kid or possibly the grades are not reflecting failure, but the parents are hesitant or wanting maybe extra time, how are those situations handled?

Monica Martin:

Thank you for the question. Monica Martin, for the record, again. Those are pretty much handled on an individual basis. I would say that the best point of contact is the school counselor. Generally, a parent will call and want to make a parent-teacher conference and a counselor works with the teachers to try and understand what's happening in the classroom and then how to best support the student.

Trustee Dominguez:

Perfect. Thank you.

Monica Martin:

You're welcome.

Trustee Bustamante Adams:

Thank you. Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

Thank you again. I appreciate the alignment now with the law and I think the language is very ... It was outdated, as you said, so it's bringing it up to date and really showing that alignment. I'm looking at page six of nine and oftentimes, when we're talking about things that we're trying to revise, I always look at it as an opportunity for our community to actually learn about how we can communicate going forward in the future. The question that I have is, the section where it talks about students who exceed 10 unexcused absences in any course during the semester shall receive a failing grade. They shall not earn semester credit for that course and may be retained in the current grade. I really want to use this opportunity because attendance everyday matters is a huge focus for the district. Oftentimes, I want to say that what is it that we are doing to message that parent understand the importance of having the students bring in excused notes or to communicate with the school site because that would definitely impact their ability to not get credit for a class.

Monica Martin:

Thank you, Trustee Esparza-Stoffregan. Monica Martin, for the record. I appreciate you asking the question about denial of credit is what it's commonly referred to as and the importance of attendance and speaking with the school and the community about why a student was absent. This is also found in regulation 5113, so a separate regulation governing attendance is where we find more specific information about it. It is absolutely an accurate statement to say that the importance of the family being involved at the school and explaining why a student is absent because, like this says, unexcused absences will result in denial of credit and an F in the course.

Trustee Esparza-Stoffregan:

Thank you. As a follow-up, I think we need to credit all of our school leaders and our counselors because of the messaging that parents can access on the portal, the Infinite Campus, to really view and see when is their student in class. Correct? They can look at their grades and they can look at all the notes that maybe teachers or others would be putting in there. How is that possible? Then, that was my last follow-up.

Monica Martin:

Thank you for the question, Trustee Esparza-Stoffregan. Yes, Infinite Campus does provide real-time updates. If a student is marked tardy, if a student is marked absent, there's an option for it to send notification to the parent. Parents can track a student's attendance, how many absences they have. They can also log in to see the student's course plan, academic plan, graduation status, diploma status. There's a lot of information in that parent portal.

Trustee Bustamante Adams:

Thank you. Trustee Barron?

Trustee Barron:

Thank you, Madam President. Thank you very much for the presentation. I realize you put a lot of hard work into this. My first question actually was, I think it was asked pretty well by Trustee Stoffregan again, but I have just a couple of quick questions. Parents who don't agree with the terms in this regulation. Do they have a recourse? Do they have a redress? Do they have an appeal if they feel that their child's needs are not being met by this regulation?

Alaina Criner-Wilson:

Madam President, members of the board, interim Superintendent Larsen-Mitchell, Alaina Criner-Wilson for the record. Thank you for the question, Trustee Barron. At the elementary level, what's important to remember is that the parent or guardian should be involved the entire time. If there is a need to be able to remediate and provide a student additional instruction, that parent should be informed the entire time of what's going on, the progress that's being made. At the end of the day, at the elementary level, with the parent input, let's say if the parent doesn't agree with the decision, the parent can always voice that starting with the principal and share that with them. If they still don't agree with that, then I would say that they would continue to follow that chain of command.

Alaina Criner-Wilson:

We should be very collaborative with our parents, letting them know from start to finish what's going on and checking in with them because we want to make sure that the student has every opportunity to be successful.

Trustee Barron:

That's good. One slightly different question. It seems like at Rancho High School, we were always at the landing spot with the transitional nature of many of the families, of course, in our community. There always seems like there are students who fall through the cracks. We get kids who come in from another state and there was no IEP done for years, for whatever reason, have kids come in and I mean, there are just a multitude. Do we have a mechanism also to be utilized in case there are children who fall through the cracks? We don't want them to fall through the cracks. That could be like, for instance, again, a student who comes in the middle of the second semester and this happens all the time.

Monica Martin:

Yes. Madam President, members of the board, interim Superintendent Larsen-Mitchell, Trustee Barron, thank you for the question. It does happen all of the time. I think the best answer might be that on an individual basis, based on what the student is falling through the cracks because of or for. I'm thinking there could be some academic concerns, there could be some learning gaps, there could be some attendance issues, there could be some behavior challenges. Each student would present with maybe different needs and between the teachers and the counselors and administrators and parent and family, a collaborative conversation around what we best need to support the student towards graduation.

Trustee Bustamante Adams:

Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

Madam President, I'm not trying to negate or shut down our discussion, but if there are no further questions, I'd like to make a motion.

Trustee Bustamante Adams:

I will entertain that motion.

Trustee Esparza-Stoffregan:

Give me one moment. What item are we on? Okay. I would like to make a motion to approve item 3.02, Notice of Intent, Clark County School District Regulation 5123.

Trustee Bustamante Adams:

Thank you. I have a first and Trustee Biassotti?

Trustee Biassotti:

I will second that motion.

Trustee Bustamante Adams:

Thank you. I have a first and a second. Please cast your votes. That motion passes six to zero.

3.04 Teachers Health Trust Update

Presentation and discussion regarding the state of the Teachers Health Trust as required per section 12(i)(vi) of the Memorandum of Agreement between the Clark County School District and the Clark County Education Association Regarding the Negotiated Agreement for 2023–2024 and 2024–2025 School Years. [Contact Person: Diane Bartholomew] (Ref. 3.04)

Trustee Bustamante Adams:

I'm going to go ahead and ask the Teachers Health Trust update. This is not an action item, and then we will right after that update, we will move to the Capital Improvement Plan 3.03. Please proceed.

Andrew Helms:

Good afternoon, trustees. My name is Andrew Helms. I'm the Chief Financial Officer for Teachers Health Trust. Today, I'll be presenting the audit results for fiscal year ending June 30th, 2024. First, I'll walk you through a brief journey of our financial history and how we got here. Then, I'll review the fiscal year 2024 audit summary followed by plan, cost analysis and benchmarking comparison. Finally, I'll conclude with some notable benefit enhancements to the member experience.

Teachers Health Trust was established in 1983 as a self-funded health plan for educators through collaboration between CCSD and CCEA. For over 30 years, THT was regarded as a best in community health plan with rich benefits and affordable premiums. Around 2016, THT experienced industry pressures and financial insolvency resulting in \$55 million of debt owed to providers. In July, 2021, THT installed new leadership, which is currently still in place and CCSD provided \$35 million prepayment to the trust. By June, 2022, all provider debts have been settled and THT's financial position was improving. As of June 30th, 2024, THT had repaid the \$35 million debt to CCSD and maintained 22.5 million in reserves. Still, the claims' liability estimate or IBNR, which stands for incurred but not reported claims was projected at \$30 million, so THT was 7.5 million. Short of this estimate.

Fast forward to current day, THT is now completely financially solvent, meaning we're debt-free and we have enough assets to cover our liabilities. June 30th, 2024 fiscal year audit was conducted by Houldsworth Russo & Company and they issued an unqualified audit opinion. In other words, the financials reported to the school district throughout the year were reliable and did not have any significant issues. The financial statements were presented fairly and free of material misstatements. Additionally, THT complies with generally accepted accounting principles, otherwise known as GAP. The auditors did issue a going concern, and that's for three reasons. First, benefit obligations exceed net assets. After repayment of the \$35 million to CCSD, our reserves were less than the estimated outstanding future claims. As of December 31st, this is no

Andrew Helms:

longer the case, and THT now has enough assets to cover our obligations. Second, there's one litigation matter remaining that was a result of previous THT administration. This litigation pertains to historical issues from around 2014. Finally, there was a \$7 million loan outstanding. As of December 31st, the \$7 million loan has been repaid and THT is officially debt-free.

Moving on to the audit summary. Between fiscal year 2023 and fiscal year 2024, revenue increased by \$21 million or 10.7%. This is based on increased rates and a growing member headcount. Our medical expenses or claims cost, this increased by \$18 million or 11%. Even though we proactively manage our costs, utilization in the ERs and the hospitals rose significantly, and therefore we had to increase our claim liability estimate or IV&R. The comparison between revenue and expense demonstrates that the funding we received from the school district was appropriately aligned with our actual medical costs. Our administrative expense, this includes things like TPA fees, legal fees, office overhead. This increased by 2.2 million or 21%. However, more than 50% of this increase was driven by fees related to the No Surprise Billing Act, which is relatively new federal regulation. However, we're proactively managing the additional fees and we put new measures in place to help control our administrative costs. Then, lastly, we end the fiscal year with a positive \$806,000 or 3.5% increase in net income year over year.

As fiduciaries, we have a personal responsibility to ensure that we're investing in high quality programs that are guaranteed to improve the health benefits and enrich our members' lives. This is no easy task. The industry standard for administrative expenses is around 15%. In other words, 15% of revenue is allocated to nonmedical expense, such as overhead and TPA fees. For most health plans, 15% is acceptable. It's the standard. However, at Teachers Health Trust, we obsess over quality and accountability. Due to the hard work and diligent efforts of our team, we were able to achieve a 5.9% administrative cost ratio on fiscal year 2024. That means that only 5.9% of revenue was used for overhead. This resulted in approximately \$20 million in savings that we were able to reinvest back into additional benefits for the teachers and substantially improve the Educator's Health Plan.

For the past two years, there's been no increase in teacher premiums for THT health plans. Comparably, the THT premiums are significantly less than other similar non-THT health plans. Additionally, THT has maintained competitive rates for both single and family deductibles. Teachers Health Trust members have access to the Sierra Healthcare Options or SHO Network. This is the largest provider network in the Las Vegas area, with the same providers utilized by Nevada's largest employers, including MGM, Caesar Entertainment, Station Casinos, and the State of Nevada. Then, we track our provider count on a monthly basis. For example, in the month of January, we had around 8,800 medical providers and around 1100 behavioral health providers in the SHO Network.

An additional benefit and one that we're very proud of, members who enroll in THT's most popular plan have priority access to our newly designed Health Investment Program at no additional cost. The Health Investment Program was recently developed by Teachers Health Trust, and it's been catching a ton of traction with our members. Under this new benefit enhancement, plan members can utilize high quality local providers with \$0 copays and expedited appointment availability.

Andrew Helms:

Additionally, members have free access to in-home urgent care through our wellness partners, including Doctoroo and IncrediCare Pediatrics and Dispatch Health.

Additionally, we offer various programs to help members with specific health needs. This includes \$0 options for lab work and diagnostic imaging, one-on-one consultations with registered dietitians and educational tools to help members lose and manage their weight. We offer these programs in a variety of formats, including live webinars and online education. At Teachers Health Trust, we're continuously improving. Over the past year, we've completely redesigned our website to help members get to the information they need, but faster and easier. Our new website is a great resource and we consider it to be the central hub for our members. Everyone knows that there's a ton of barriers in the healthcare industry, whether it's cost, communication or provider access, but quite frankly, we just continuously obsess about breaking down barriers to appropriate care.

As a reflection of our member engagement, we've increased our average monthly website views by 143% since the new website was launched in early 2024. Then, in addition to our website, we have a dedicated THT member services team available through phone Monday through Friday, and UMR member services available 24/7. Then, we hold ourselves and our member service partners accountable by using various key performance indicators to measure our support levels. For example, our team does an outstanding job during peak season, such as open enrollment and getting members the support they need is simply our highest priority. I can't say it enough. We're all about taking care of the members and improving their health plan. That concludes my presentation of the fiscal year 2024 audit results. At this time, I can respond to any questions or comments. Thank you.

Trustee Bustamante Adams:

Thank you. Tom, would you introduce yourself?

Tom Zumtobel:

Tom Zumtobel, I'm the CEO of Teachers Health Trust.

Trustee Bustamante Adams:

Thank you so much. Trustee Dominguez?

Trustee Dominguez:

Thank you, Madam President. Thank you for coming in today and giving us this brief. I have a lot of questions in regards to the financial oversight of this. One of the first things I want to go into is what controls or what oversight do we now have in place to prevent us from going back into instability like in 2021?

Andrew Helms:

Sure. Andrew Helms for the record. We have monthly reporting requirement. We report monthly to CCSD, and that's part of the collective bargaining agreement between CCSD and CCA. We report to our own board. We have a board meeting. We have THT trustees as well and we report to them every month. We have an annual audit performed independently. We also submit that audit to CCSD. We have a group of diversified board members. Our trustees come from all sorts of different backgrounds with experience in different aspects of the healthcare industry. I think that's the main functions that we use for controlling our-

Trustee Dominguez:

Thank you. Who is the, I guess, the firm or who are you using for the audit?

Andrew Helms:

Sure, absolutely. We're using Houldsworth Russo & Company. They're a very popular and prestigious nonprofit audit firm in Las Vegas.

Trustee Dominguez:

Thank you. I do have more questions, if that's okay. I know there's a growth happening in the cash reserves. Do we have a current plan for maintaining or growing those reserves?

Andrew Helms:

To put it simply, I mean, the plan is to stay the course. We've been doing really well monitoring our administrative expenses. That's the bucket of expenses we have the most control over. That's pretty much the plan.

Tom Zumtobel:

The thing that we talk about at every one of the board meetings, and I'm sorry, Trustee Dominguez, Tom Zumtobel for the record. We have to build enough reserves so that we don't get in trouble like we did in the past, to your earlier question. But there's a point where that becomes enough money. And Andrew referenced in his presentation that about \$30 million is our incurred, but not reported. So when we have that amount of money on hand, we can meet all of our obligations. So we don't need to build much past that. We want to have a little bit of a rainy day. We look at \$40 million.

And so then, at that point, what he did mention a minute ago is, the last two years, there's been no increase for premiums for the educators. And so, what we'll do in the future, if we continue to do as well as we're doing, that money will go back into either lowering their premiums or to improve their benefits. As you all know, every time I get here, I talk about how proud I am of what we do and what we've accomplished for educators.

One area where we still have a lot of work to do is our premiums for young families with more than two dependents are high. They're not higher than the market and they're not, but they're high for teachers and they're high for the amount of money that educators make. And so, that's where

Tom Zumtobel:

would be the first place that we start to spend some money and start to improve that for the educators.

Trustee Dominguez:

Got it. Thank you. And I did have one more question. I'm so sorry. I know in this brief; it has a large number of providers. I hear a lot from teachers that sometimes those providers aren't available or the actual availability or appointment time or wait times are not there. Can you update us on that portion of it and if there is something we can remedy or how we can best improve that?

Tom Zumtobel:

Yeah, that's a great question also, Trustee Dominguez. Part of the reason that, in that slide, we show that we have the same providers as the MGM, Clark County Metropolitan Police Department, a lot of large employers, that gives some credibility, right? But then, it also means that everybody's using the same providers. And this is truly a community-wide problem. You can't go to any health statistics that was reported on Nevada that says we're doing very well anywhere. I hate to say that. Access to primary care, access to maternity care. We would have less physicians per capita than any. We're 48th, 49th in all of those categories continuously. So we can't just sit around and not do anything about it. And that's why we introduced this health investment program. And we call it health investment because we pay the providers a little bit more money than they get in their normal business because then it gets them to engage and it also gets them to create slots for our people because if they make a little bit more money when our people are there, that's good. And engagement is essential.

And we go and train these officers because when a teacher walks into these offices, we want the front desk to smile at the teacher. And that happens because if they're trained, they know how it works, they know what their expectation are. So we invest in that.

Then we also eliminate the member's copay. So that's the other reason it's a health investment. So the member doesn't pay. We just did a focus group and were talking to the members, they go... When they understood that we're not saying it's zero, it doesn't cost you zero, what we're saying, it doesn't cost you the money, but the health plan is still paying because they still wanted to know that they were getting value. They didn't want to think, "Oh, this is a cheaper doctor that's given a bigger discount." No, these are doctors we're paying more money to and we're providing to you for free. So those are two operational components.

The beauty of the program is we get these doctors together every month. They come and four times a year, they meet with us face to face. Eight times a year, they're on virtual calls with us. And we talk to them about what's going on in the market and then give them this help. Because if a health plan comes and we go and solve their problems, it's no good if we don't really understand what they're facing. So what we do is we talk about what is out in the market as far as they'll call them point solutions. And we say, "Would this help you to be a better doctor? Would this improve? Would this make your workflow better?" And they help us to figure out.

Tom Zumtobel:

And the last thing we're doing, it's two things that are significant, we're linking their medical records. So all of these health investment doctors, they're linked. So if you go to doctor A in the morning and doctor B in the afternoon, only the health investment, not all the thousands of doctors that are out there, but this couple, this 150 health investment doctors, you can get the medical record. We would send it to the doctor in the afternoon so you wouldn't have to ask for your medical record. It would be there when you got there.

And then, last but not least, we're measuring the satisfaction of these doctors with our member, but everybody measures satisfaction. We're also measuring the wellbeing, it's called an SF-12. So the patient, at the beginning of their treatment, they fill out this. And if you're above 50%, then your wellbeing is positive, if you're below 50%, it's negative. So this whole population, we're starting to figure out how we're impacting their wellbeing. And this is all really look into the future because we live every day... We understand better than any... Not better than anybody, but we understand and are empathetic to the amount of work teachers do. They can't even read emails from us at night because they're too busy. So we have to figure out how to get information to them when they're sick and when they need it. And that's the journey that we're just constantly on.

Trustee Dominguez:

I appreciate-

Trustee Bustamante Adams:

Again, I would just say, Trustee Dominguez, I encourage you, they've shared their calendar of meetings, but they've also invited us to take a tour. It was my first time a couple of months ago. Very impressive. So if you don't mind, I have three other colleagues in the queue and I could come back if you still have... Okay, Trustee Barron.

Trustee Barron:

Thank you, Madam President. Gentlemen, thank you very much. Your organization's come a long way and this is from someone who was a teacher who was sitting there looking at things that look pretty bleak here a few years ago. And you have managed to turn this sucker around, you turned the ship around, so fantastic, you should be lauded for that.

I do have a couple of questions. Could you be so kind as to back up the slide presentation to number nine? I'm very happy that, of course, you talked about the partnership that you've made with the local providers. And believe me when I say that, again, I was very happy to be a part of THT, but I just can't help but notice on my side of town, Central, North Central, Northeast, there's like a big hole right there. And could you explain what that hole represents? And maybe something that, if you have a target, as to how maybe you could help bring the services closer. Because I know I still live in... I don't want to say I live in a hole, but I still live in that area, and there are a lot of teachers who live and work in that same area. And it would be really beneficial to have these services. [inaudible 00:41:15].

Trustee Bustamante Adams:

Sorry, just for a second.

Trustee Barron:

And that's question number one.

Trustee Bustamante Adams:

Yeah, hold on for just a second. I believe it's Trustee Johnson on the phone. Thank you. Please Tom, if you'd like to respond.

Trustee Barron:

Question 101A, I guess.

Tom Zumtobel:

Trustee Barron, this program is fairly new. We rolled it out October 1st. We did a soft launch. And so, we need to actively recruit providers. I am a little bit fearful about committing because a lot of North Las Vegas ends up being a little bit of a healthcare desert also. There's not too many providers.

Trustee Barron:

5% of the, actually, 5.3, we made a shift, we opened up a clinic, we've got a shift there, 5.3 of the available medical providers for the whole valley.

Tom Zumtobel:

Yeah, that's a challenge. What we can do is work with some of our... I mean, [inaudible 00:42:08] Culinary went out and built a big clinic out there, right? And I think that's the way that you have to solve it. I really appreciate the way the school district has worked with us over this past period of time, it's just been more open. And you can kind of feel it in the meetings that it's really just remarkable. And the work that we've had with Diane, this is the CFO, the cooperation's been remarkable.

So you guys did, sorry, sorry, you guys, the school district started this opportunity with Vera Health where you actually did two clinics for the support staff and the administrators, we're trying to figure out how we could tap into that. And what Vera has told us is they would be willing to build another clinic if we bring our lives.

So we're trying to figure out if there's some way to create an opportunity to bring care. And we will go out and look in that area. And if there are providers available, we will find them family practice and some. And if you had recommendations of providers, you know out there, we'll contact them and work with them. Otherwise, I think it might be a requirement to build and recruit doctors out there to make it happen frankly.

Trustee Barron:

Okay. Fantastic. And my second question. It seems like every dollar that is spent in wellness programs to, of course, educate us on the actual cost of partaking in certain, well certain substances, Diet Coke, right? And the importance, of course, of wellness. Can you maybe speak a little bit? Because again, these are early interventions that in the long run, they are force multipliers when it comes to our health. And of course, they're in the city, North Vegas, we actually have a gym right there at City Hall. We have programs where you have Get Fit for February. And of course, I don't participate in them, but I know that other employees who have they report lots of great... Could you please speak to wellness programs that are provided and maybe being promoted by THT to affect, I guess, down the road costs?

Tom Zumtobel:

Trustee Barron, it's a great, big question. And Andrew put up, on the slide, a lot of the programs that are available at \$0. We don't have a gym membership that we offer to educators. And in our experience, people who are going to, for the most part, go to the gym, go to the gym and they take advantage of it... And sometimes, you pay a lot of money for people to go to the gym and some of those people are not ready to go to the gym. And so, the reason that we don't spend our money there is we spend a lot of money creating access to care and with doctors. People don't want to be unhealthy; we truly don't believe it. We've had phenomenal results with our bariatric program. We really embrace health, but we embrace health where you get it in a relationship with your doctor and you and your doctor work on accountability.

The one component that I think is remarkable that we're doing that nobody else is currently doing. So in addition to free access, no charge, access to primary care, we include physical therapy in there. When I showed up here, our [inaudible 00:45:31] was \$30. Every time you go to a physical therapist, you had to pay \$30, so 10 visits is \$300. I go, "That's crazy." So we got it down to 10 in the second year.

Now it's zero, but it's not only zero, it costs you \$0 to go to the health investment physical therapist, more importantly, you can go directly there. And we're trying to educate members on that. And it speaks specifically to the wellness question because if you have a sore back or you have pain, you can go directly to a physical therapist. And that's what we want them to do.

Because if you go to an orthopedic surgeon, there's a good chance they're going to find a reason to do a surgery, right? And if you go to another doctor, there's a good chance they're going to write a prescription and have you on a medication.

Physical therapists are remarkable. And so we really do, and I think we do better in North Las Vegas on physical therapy. I'll have to look at the map and see, but we really embrace access to care and it's the thing that we think is the only way we win at this game is good doctors and access to care.

Trustee Barron:

On that one, with your indulgence, how about access to yoga? I mean, that's a fantastic... I mean, I'm dead serious, that's-

Tom Zumtobel:

Well, you have to marry my wife. I do yoga every night, but that's when I get home. So she holds me accountable. Sorry.

Trustee Barron:

Well, almost TMI there.

Trustee Bustamante Adams:

That's too much information, Tom. No, I'm just kidding. Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

So I do also want to echo the reserves at 22.5 million because I remember being not in this space, but looking at what happened and the contention and the shortfall, it was a very hard, hard time. So just echo the kudos. So a question that I have is on slide 13, if we could go there. So the question that I have is very simple, two questions and then one is a little deeper. So the first one is at 16,700 total.

Andrew Helms:

The 16,750 tickets, support tickets?

Trustee Esparza-Stoffregan:

And then, the span of time, what is the duration? Because I know there's call metrics of peak season and off season, but what is that total span of time?

Andrew Helms:

I believe this span of time, the 16,750 tickets corresponded with the timeframe July, September. And that was the internal tickets that THT handled separate from UMR's tickets.

Trustee Esparza-Stoffregan:

Like from July to September? Like a full cycle?

Andrew Helms:

I believe so, yeah.

Trustee Esparza-Stoffregan:

Okay. And the reason I'm asking is, to your point, and I do not want to mispronounce your name Tom, I'll just say Tom, it's easier for me. I know how it is about mispronouncing names. So anyways. So I want to get into the graph. Because of your comment about the amount of work that all of our educators, and I say educators, because administrators are in this and teachers, support staff, so what is this call center? What are some of the... like 7% of the claims that are coming in,

Trustee Esparza-Stoffregan:

right? But can you break it down? Like what is the need? I'm just curious. Because you did a significant transformation of mitigating a lot of the issues and the problems and the complaints. So now, where are we in this space of time with need and what are the concerns that they're having with this data that we're seeing?

Tom Zumtobel:

Thank you sir. Thank you. Trustee Esparza-Stoffregan, back at you. So these are the call center stats specific to THT. So the office that you visited, that's the calls that come in. And it's primary eligibility is the primary focus that we do in that office. And so, that's why you see there eligibility. And so, life events, those type of things, people call. But then, the benefit questions are anybody that is either going to Cigna, they're going to UMR and if they're not getting what they want or it's a combination issue of multiple carriers, then we advocate for them. And so, that's why the benefit questions are... These are the hard benefit questions. It's not like conduit, where's my doctor? What's my deductible? Those all go to UMR, to our third party vendor.

Trustee Esparza-Stoffregan:

Thank you for that clarification. Now I understand that is totally different than what I was thinking.

Tom Zumtobel:

Right.

Trustee Esparza-Stoffregan:

So the only other last question, and I apologize colleagues, this one I do want to know. So when will you be coming back for the next report? Because what is happening at the national level will impact, and I'm concerned about you saying how wonderfully we don't have to increase the premiums for our teachers for the past two years, but what is that going to look like and what do you, in the crystal ball, foresee?

Tom Zumtobel:

First, we're happy to come back whenever you ask us to come back. And it does make sense we do it once a year, maybe every six months, depending on your agenda. But whenever you would like us to come back, we're happy to come back. And what President Bustamante Adams just said too is we'd circulated our board meeting schedule and we invited any of you, not only to come to our facility, but come to one of our board meetings. And you could truly come to our board meeting the equivalent of unannounced. You don't have to give us notice because our agenda won't change, when you show up, we'll have the same agenda and it'll be... And we would love that.

Andrew talked a little bit in the presentation about our board, but when we started this, it was an all-teacher. When I first took this role, we were 100% educator board, which is wonderful, but we all know they work all day long and then, they show up and we're throwing healthcare words at them and healthcare numbers at them. And it was hard. So we brought in a CEO of a medical center.

Tom Zumtobel:

We brought in the executive director. A lot of you probably know Laura Rich, but she was the executive director of the PEB Medical Plan. And then, we brought in a new chair who is an educator, Peggy Melton. And she had worked in the healthcare industry, the real... but she had this other experience, and she's been our chairman and been leading it remarkably. And so, it's a big part of our success. But we would love to have you come in.

The national picture's scary, right? And the worst thing that potentially happens is Medicaid gets cut and then as Medicaid gets cut, then the providers will try to get the money out of commercial plans. So our costs go up because Medicaid gets cut. So we just have to work it through.

Trustee Bustamante Adams:

Thank you. Trustee Cavazos, then Trustee Satory. And then, we'll transition and have the Capital Six presentation.

Trustee Cavazos:

Thank you, Madam President. Thank you, gentlemen, for this presentation and also for your bravery in stating that you'll come back anytime that we ask you to come back. Okay? So I like that. I have a brief question and it's from a constituent who contacted me who is thinking of applying for a teaching position, single mom with two children, that she wants to know, under the 1100 behavioral health providers that you have, if you have the information right now as far as the breakdown on psychologists, social workers, services for autistic children, do we have any kind of an idea of how that kind of shakes up?

Tom Zumtobel:

I don't know that breakdown. I'm happy to provide it for sure, but I don't know the breakdown in types right here. But recognizing... And I am sorry that I go on so long, I apologize. But also, in your question, just because we have a list of doctors and we get people to doctors, we don't think our job is done on behavioral health because just because you get to a name on a list doesn't mean you get to somebody who fits you and who you want. So we worked with Behavioral Health Options, BHO is our behavioral health network, and they put together a concierge service.

Because we used to have people that would call, our old chairman called and said, "I need behavioral health." And they gave him five options. Well, he needed family health for specific reason and they gave him five options that were taking appointments, but they weren't the right people, they weren't what he needed. And even when you get to the right category, you still have to find the right person. So we obsess with getting people to the right care and the right...

I'm happy to give you the breakdown, but we do have a concierge service. So if they call and say, "This is the need, this is the part of town I live in, this is my hours, this is when I'm available," we'll do it.

And then, last thing about that too that's remarkable, we do MD Live on behavioral health, virtual behavioral health, and the teachers love it. We are their biggest client and they get great access.

Tom Zumtobel:

And you get the same therapist every time too. But it's virtual, so you do it from home. It's been a great program.

Trustee Cavazos:

Thank you so much. And I have heard good things primarily about MD Live. I think this person, and of course, I am encouraging her to apply for a teaching position. I think she was concerned because she has received specific services for her children in another district. So I said I would try to find out as much information as I could. And she hasn't given me the specific information yet, but I know I can contact you and find out some more information. So I thank you both.

Trustee Bustamante Adams:

Thank you. Trustee Satory?

Trustee Satory:

Yes, thank you. And thank you so much for that presentation. Having joined the district in 2007, I definitely was able to see where we were then, where it went, and all of the hard work that I know you've put in to get us to the good position that we are in now. And I really thank you too for just how you're always very open, transparent, willing to communicate, willing to explain things in a way that's understandable. I had the opportunity to visit the office when I was appointed. I do definitely want to attend a board meeting so thank you for that invitation as well.

My question, and it may be on here, but was it clear or it may not be an option, that's why I'm asking it, but as far as with the health, education and wellness... And I also want to comment that I appreciate that very much, to focus on, I know you, many times, have mentioned a focus on some preventative healthcare options and wellness opportunities, so that's wonderful. Are there any options for holistic or natural type medicine or any of those types of options or is that something that can't be provided under...

Tom Zumtobel:

I'm going to have to get back to you because I believe yes, and I know acupuncture and so, but I'll get back to you and tell you that.

Trustee Satory:

I'd be curious to know what options there are along those lines.

Tom Zumtobel:

Yeah. I'm relatively sure, but I just have to get back to you with that and I will.

Trustee Satory:

Thank you, I appreciate it.

Tom Zumtobel:

Thank you.

Trustee Bustamante Adams:

Thank you. And I know we have a guest, I mean, a trustee on the phone. So Trustee Johnson, just wanted to see if you had any questions.

Trustee Johnson:

Good evening. No, [inaudible 00:56:39].

Trustee Bustamante Adams:

Okay.

Trustee Johnson:

Hey Tom, great to hear from you.

Trustee Bustamante Adams:

Thank you. And that was not an action item, so we don't need a vote. So thank you gentlemen for the update.

3.03 2015 Capital Improvement Plan, Revision 6.

Presentation, discussion, and possible action on approval of the proposed 2015 Capital Improvement Plan, Revision 6, with an amendment to the June 20, 2024, recommendation of the Bond Oversight Committee, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 3.03)

Motion to approve recommendation 1, site one of ten elementary school locations, and table recommendation 2, pause school projects to evaluate strategic alignment of facilities, while ensuring to continue the work of Matt Kelly Elementary School, until a later date.

Motion: Barron Second: Dominguez Vote: Yeses – 4 (Cavazos, Dominguez, Henry and Zamora); Noes – 2 (Bustamante Adams and Biassotti)

Motion passed.

Trustee Bustamante Adams:

I'd like to invite the next team up for the 2015 Capital Improvement Plan, Revision 6. Before we start the presentation, are there any other public comment cards? I know we have three. We have Ms. Corey, you'll be up, Mr. Gonzalez and Mr. Camejo. If that, I'll close, not at the moment, we're going to have the presentation first, but I appreciate you hanging in there with us. So [inaudible 00:58:11], it's all good. So Brandon, please proceed.

Brandon McLaughlin:

Well, good evening, Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, Brandon McLaughlin, Assistant Superintendent for our Construction Development division.

I just want to start off, a moment of thank you for Dr. Larsen-Mitchell. This is something we inherited and I'm grateful that we're able to present it here with you today. So we're excited to present our Revision 6 to the 2015 Capital Improvement Plan. It's been about four years since the board last reviewed this plan. I'll briefly explain some of the funding sources and key definitions to set some context.

Capital programs establish the processes and teams needed to plan and execute investments in our district's capital physical infrastructure. Quality learning spaces are crucial for the success of our staff and students. A Capital Improvement Plan outlines the prioritization, scheduling, and funding of these projects, the logistics of it.

And we also want to acknowledge, we thank taxpayers and the 2021 Nevada legislative session for Senate Bill 450, which allowed the district to continue issuing general obligation bonds by countywide property taxes currently through 2035.

Also, the board's Bond Oversight Committee reviewed a similar set of recommendations on June 20th, 2024. There are differences between that presentation, the one we'll discuss today, and I'll point out where those are and explain why as we go.

So in December of 2021, the Revision 5 Capital Improvement Plan was approved based upon the priorities, assumptions, and available data at that time. Since 2021, circumstances have changed quite a bit. We will highlight why three observations prompted staff to begin exploring further revision to the plan, along with recommendations that we'll present that best respond to those altered circumstances.

In 2021, the district had six years of historical cost data and reliable cost projections. However, in early 2022, we saw a surge in construction costs that made us pause. As presented during the Bond Oversight Committee meeting on October 15, 2024, construction costs have risen by approximately 63% from mid-2021 when projects were first being projected to late 2022 when contracts began being awarded by the board. It is estimated by the US Bureau of Labor Statistics that approximately 42.1% of that increase is attributable to material pricing increases from pre-pandemic levels to April of 2024. Now, local labor costs continue to rise as expected each year, district staff have continued to work closely with our industry partners and labor groups to improve pricing, forecasting and resource availability.

This slide, the district has currently \$15.3 billion in identified capital improvement needs. This includes deferred maintenance, critical infrastructure improvements such as our HVAC systems, plumbing, electrical, security systems, also includes new schools anticipated with growth as well as a growing need of replacement schools for schools that were built 50 years and beyond.

So since 2015, the district has authorized to raise approximately 7.7 billion in capital funding with approximately 4.2 billion already spent, that leaves 3.5 billion remaining, but already assigned to the projects identified in Revision 5.

Brandon McLaughlin:

So projects identified and approved in December 2021, totaling 3.5 billion now total over 5.1 billion, making for a \$1.6 billion anticipated unmet increase ahead of 2035 when the bond issuance has expired.

So as construction costs rise, the 15.3 billion need hardly decreases as the costs of necessary improvements outpace the progress made by our very successful construction program so far. So functionally, we know at least 80 or 50% of the district's capital improvement needs are currently unfunded.

This next one is marketplace saturation, so both within and outside of the district, has also contributed to our rising construction costs. For perspective, the Clark County School District is the largest vertical public works awarding public body in Nevada and the Southwest, with the exception of Los Angeles Unified School District. And as of January 2024, we have employed approximately 57,000 construction workers on projects since 2015, averaging 250 to 400 workers per project.

Now in 2021, as the district wound down its 10-year legislative authorization, contractors were offering predictable pricing. And at that time, the district contributed approximately 30 million per month to the construction marketplace here in Las Vegas Valley.

Now by 2025, that figure had grown to over \$100 million per month, over three and a half times more. So that surge in demand has caused more pricing variability and led contractors to submit more selective bids due to the volume of work driven by just the district alone.

In addition to that, the Las Vegas strip continues rapid development with billion-dollar sports venues, high speed rail, Formula One-related projects. And this creates fierce competition for the limited skilled labor pool leading contractors to pursue higher paying or less demanding work. And as a result, we're seeing, again, more selective pricing on district projects.

So at this time, I'll invite director Rick Baldwin to review our last consideration, student enrollment.

Rick Baldwin:

Madam President, members of the board, Dr. Larsen-Mitchell, Rick Baldwin, Director of Comprehensive Planning for the record.

So our CCSD enrollment projections over the next five years is projecting for a district-wide annual average decrease of 3,684 student decrease each year at about 1.46%. This is approximately an annual average decrease in elementary school of 1,136 or just below 1% decrease in elementary school. Middle school, 1,154 student average annual decrease, 1.8% decrease in middle school, and high school, a 1,395 annual average decrease, or 1.4% decrease in middle school.

Slide 7. So this is a very busy slide. So this bar graph, the bars represent children born in Clark County each year with the line bisecting that as the kindergarten enrollments for each school year once that cohort group becomes kindergarten eligible five years after birth.

What is happening is, so the peak year that you see there with over 30,584 students or children born in Clark County, that's birth year 2007, 2008. That cohort group is our current 12th grade senior class. And this senior class of 25,059 students will be the largest senior class CCSD has ever experienced. You also may recognize the birth year of 2007, 2008 as the beginning of the

Rick Baldwin:

Great Recession, once the Great Recession hit, then birth rates in Clark County began to decline at a significant rate.

We also highlight, more to the right there, birth year 2015, '16. This corresponds with the 2020, '21 school year kindergarten eligibility. Once again, you may recall this as the pandemic year, and then, kindergarten enrollments dropped by 11.25% for that school year.

The following year, 2021, '22, we did see an 8% increase. However, in the 2017, 2018 and 2019, '18, '19 birth year corresponded to the 2022, '23 and then '23 and '24 school years. This reflects the Nevada legislature's kindergarten eligibility change, which, ironically, you just heard that item earlier this afternoon. This legislature changed for that one year. Children were eligible for kindergarten if they're born on or before September 30th, the new law now is they're eligible for kindergarten if they're born on or before August 1st. Subsequently, those two school years, as that law was being changed and implemented, kindergarten enrollments declined by 11 and 12% respectively. This current school year, kindergarten enrollment, did increase once again by 10%, however, this remains over 4,000 students below pre-pandemic, kindergarten enrollment levels.

There's a correlation between the birth year, and then, the kindergarten eligibility year, and that represents what we refer to as the kindergarten capture rate of those children born. Pre-pandemic levels, that capture rate in Clark County was between 85 and 88% capture rate of those children born. This current school year, our capture rate is below 70%.

In summary, these large cohorts that are born during the recession era, and will be leaving CCSD, and are being replaced by much smaller kindergarten cohorts coming into CCSD, again, resulting in a declining enrollment, projected at an average annual 3,684 students for at least the next five years. And with that, I will turn it back to Assistant Superintendent McLaughlin.

Brandon McLaughlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, for the record, Brandon McLaughlin. To recap, so we have economic realities, marketplace saturation, and a declining student enrollment that led us to form two recommendations that we'll walk through with you today, the first being to site one of 10 elementary school locations, and the second, to pause all school construction project deliveries at least one year, to evaluate their strategic alignment for our limited capital improvement dollars.

I will take this moment to acknowledge differences between the presentation in the June 20th, 2024 Bond Oversight Committee presentation. In that presentation, there was a third recommendation for a choice high school near the Mountain's Edge area, that was made at that point in time. In early February, we held community meetings at Sierra Vista, Desert Oasis High Schools, and Gunderson Middle School.

Feedback overwhelmingly opposed the smaller non-comprehensive schools. So as a result, we are no longer recommending its construction, but will continue to engage that community to develop a data-driven, community informed recommendation for the board, at a later date.

So, the first recommendation, so while overall enrollment is declining, there are pockets of strong growth. The Sky Canyon area and the Northwest are still experiencing abundant growth. This

Brandon McLaughlin:

master plan community continues to attract both local and out-of-county families, resulting in Kenneth Divich Elementary School exceeding its capacity by over 143%, and requiring relief.

Revision Five to the capital improvement plan, or the 2015 capital improvement plan, allocated 10 new elementary schools, which we are recommending that the first of those be constructed at the site the district has obtained through the master of development agreement, from the developer of the master planning community.

Recommendation Two. So with the considerations presented, it is reasonable to pause school capital projects one year from school year '27-'28 and beyond, to evaluate their strategic alignment of facilities, pending the outcomes and recommendations of the Facility Master Plan. I want to make it clear that future school capital projects and priorities will be subject to recommendations from the Facility Master Plan, and approved by the Board of School Trustees at a later date.

So we are recommending to move forward with the Matt Kelly Elementary School replacement project, and this has involved an extensive and collaborative process that really has provided valuable insights for improving our future school design process.

The Matt Kelly Replacement School project has involved years of community outreach and collaboration with many of our agency partners, elected officials, that really ensures an efficient and community-focused development. So the historic west side of Las Vegas is seeing key projects, including the Las Vegas Clark County Library replacement, the Doolittle Community Center master plan, and the Southern Nevada Housing Authority developments in that area. And we believe the Matt Kelly Elementary School replacement should lead and align with that revitalizing coordinated community effort.

While Matt Kelly Elementary School is in progress, and in the recommended year-long pause to construction deliveries throughout the remainder of the current slate of projects, we are already underway with a 14-month Facility Master Plan process, which the board approved a contract for our partner to be hired in September of 2024. This process is assessing the condition of district facilities, identifying future needs and available resources to create a robust 10-year plan for effectively using our limited capital improvement funds. Now, to provide a more detailed look at this process, I'll now pass the presentation to principal of CannonDesign, Mr. Mills.

Paul Mills:

Good evening, Madam President, members of the Board, Dr. Larsen-Mitchell, it's a privilege to be with you this evening. My name's Paul Mills, for the record, with CannonDesign. I'm an educational planner, and I do nothing but facility master plan work like this across the country.

My calling card is working in large complex school districts, with a lot of urban challenges, and I take pride in being able to identify and close equity gaps in my work. My team is broad experts that do nothing but this type of work, along with me, and we are blessed and joined by not only national experts like me, but also with local experts that know your communities, that will be shouldering a lot of the coordination relative to community engagement in this work.

Paul Mills:

The Facility Master Plan is really related to the CIP that was mentioned earlier. However, it is a roadmap that calls forward investments in capital projects, as well as facility use decisions that the Board will make in the future, as well as other policy-related issues such as zoning, et cetera.

The underpinnings of our work is very comprehensive. It begins with a documentation and assessment of your educational vision, and make sure that the capital plan is associated with that, and in alignment with the educational vision. We were engaged late last year, and our team has been busy studying your facilities.

We have a team that has been working in partnership with your dedicated facility assessment group to benchmark, and to do some comparative analytics around construction costs, that are vitally important to this type of plan. We've also had a team that's visited every one of your unique design types, to be able to look at the educational adequacy, and it's not about the services that are rendered about the appropriateness of the brick and mortar, how well-equipped and designed these facilities are, as compared to your current standards, like you build them today.

All of this base of data and guiding principles helps us identify and inform the sorts of remedies to equity gaps that existed throughout the system. Working closely with Mr. Baldwin and his team, we're looking closely at the enrollment projections and capacity, as well, to make sure that strategic decisions around facility use, as well as reinvestment into your communities, is done with a rational sense of where demographics are heading.

It seems almost unthinkable, just a few years ago, that we'd be facing decline in the fastest growing school district in the country, and we're there. So it's wise at this point in time to reassess, take stock of the circumstances, before making major, major dozens, if not hundreds of millions of dollars of investments, in your facilities.

And very importantly, this process isn't done in a vacuum. We have a very transparent, open, participatory process that we have designed in partnership with leadership of a district, and community engagement is a very important aspect, and we'll speak to that in a second.

So, in light of the circumstances with facilities, you built a lot of facilities back in the '90s, early aughts, and these are, actually, they're your newer facilities. However, they're starting to get to the age where we need new roofs, we need to look at the air conditioning systems. There's reinvestment that needs to happen into the bulk of your facilities.

There is also a large section of schools in your older parts of your communities, where a lot of reinvestments is required. These are facilities that date back to the '40s, '50s, '60s, which were done during the Baby Boom period, when we needed schools, we needed them fast, and you can get things done either cheap, fast, or good. And in the interest of time and budgets, you could conceive where we have a lot of issues. It's not unique to Clark County. However, these facilities do need some help.

With the projected enrollment decline, we do see that there are pockets where there's surplus capacity, meaning that there are opportunities, when we look at reinvestment in your schools, there might be some great trade-up opportunities for reinvestment in your older parts of the community.

So the sorts of outcomes, just to signal the intent, and what is on the table, potentially to be explored as options with your community, are listed here. This is a facility master plan, so obviously

Paul Mills:

reinvestment in facilities, that's outlined at the top, are obvious sorts of outcomes that will be explored, but it goes much far beyond that. As an educational planner, I take pride in looking at the programs, the services that are offered, especially those for those students to face the most barriers to opportunity in their futures.

We'll also look at the portfolio and opportunities to perhaps thinking of different alignment of the feeders, and as well as zoning, grade configurations, as well as even maybe looking at the number, sizes, and locations of schools, policy outcomes as well, looking at the boundaries, et cetera. All of these sorts of things are on the table for exploration, and the way we've designed the process, it's not that smart decisions are made and expressed, and sold to the community, it's participatory, where the community gets to understand that there are options, including a status quo option, perhaps some change, or even help us fill in the blank, come up with options that you've been thinking about within your communities.

So we've designed our process with periodic updates to the Board of Trustees. This is the first that we've spoken through you. We'll also be updating the Bond Oversight Committee, and we've also looked at your zoning committees, as well, and given them updates throughout this process. It'll be about a year's timeframe, before we complete this work.

If this process is designed as a partnership between the district and community, we have different working groups that are representative of each, with those two middle images that are, the District Planning Group as representative of the district, these are the brain trust of the district. We have operational leaders, as well as director level leaders in all manner of instruction and subject areas, that are participating in that working group, as well as five regional geographical-oriented stakeholder advisory groups.

These are comprised of students, families, teachers, principals and community leaders, that are volunteering time to be a sounding board, and to help guide and vet the sorts of draft options, before they get out to the community, which gets to the 45 opportunities over the course of the next year that will be in front of us.

The timing of these different engagements are outlined here, and I want to signal that the ones really coming up, at the far right, under Community Forums, these kick off on April 14th, through the CCSD website. Very soon will be posted an outline, where all the documents and presentations will be made available transparently, to anyone who's interested. All of these engagements are open invitation to anyone who cares to participate in the process.

And we have designed this in a way that we're offering them during different times of day, different days of week, weekends inclusive, because we do know that with many, many constituents in the hospitality industry, that we have different working schedules. We want to be as available as possible.

We've also designed it with English spoken and translated into Spanish opportunities within the communities. But we also are offering Spanish exclusive presentations, for those that are more comfortable speaking exclusively, and hearing the presentations in their own native language.

[Spanish 01:20:43].

Paul Mills:

And we will make sure, and we're committed to making sure, there's an accessible process for everyone.

Brandon McLaughlin:

Madam President, members of the Board, Interim Superintendent Larsen-Mitchell, for the record, Brandon McLaughlin. Before I conclude the presentation, we are joined by Miss Jeana Blackman-Taylor tonight. She's the first vice chair of the Board's Bond Oversight Committee.

I invited her to speak on behalf of the committee to further elaborate on anything presented here, as to what was shared in June, regarding their recommendations and the Facility Master Plan, which she is a participant in, that we presented to that committee back in November, as well. So, Ms. Blackman-Taylor.

Jeana Blackman-Taylor:

Thank you, Brandon. Hello, my name is Jeana Blackman-Taylor, and as he said, I am the first vice chair of the Bond Oversight Committee. President Bustamante Adams, and the rest of the Board, as well as Dr. Brenda Larsen-Mitchell, thank you for having me here.

Also, I want to take a quick moment to thank you for making the appointments that have actually made Bond Oversight Committee compliant once again with our bylaws. And we are very much looking forward to having our meeting in April, which will be the first time we've met since November. So we're very excited to get back to work.

And I'd also like to thank Member, I believe he is still here. Camejo? Ah, there you are. Abraham Camejo, member, is also here as well. So it's nice to have that presence.

All that being said, June of 2024 was a while ago, but the context in which we made these recommendations has not changed too much, except to the point that Brandon already made, which was regarding Innovation High School. All three of the decisions that we faced at the time, in June of 2024, were approved unanimously for recommendation for the Board of School Trustees to approve. So these decisions were supported by the Bond Oversight Committee. At the time, the Facility Master Plan had not been proposed, had not been finalized by the Board of School trustees. So if anything that would add even more fuel to the fire, as to why we were willing to push back the date of some of these schools, in order to accommodate further planning and further spending of these dollars, in a way that actually made sense for where the district was headed. We didn't want to continue a plan that would commit dollars, millions and billions of dollars, when there was going to be a mechanism for really evaluating and making sure that this is where the community as a whole wanted to go.

So when the Bond Oversight Committee approved these recommendations back in June, at the time, there was a pending election. At the time, there was a pending superintendent search.

And now, on top of that, there's a Facility Master Plan that's in process. So we saw this approval as a necessary stopgap measure, to make sure that we gave our facilities the best opportunity to pause where we were, move forward with the largest priorities, and get ourselves reset, in order to move forward.

Jeana Blackman-Taylor:

And with that, I will turn it back over to Brandon McLaughlin. Thank you so much.

Brandon McLaughlin:

Thanks, Miss Blackman-Taylor. So at this point, we're concluded, and happy to answer any questions.

Trustee Bustamante Adams:

Thank you so much, team, and thank you, Miss Taylor, for your participation in the committee, and your members. So I have Trustee Dominguez, and then, Trustee Satory.

Trustee Dominguez:

Thank you, Madam President. I do have a lot of, I guess, viewpoints from AZAC, and so, I bring a lot of that, from in here.

The first recommendation is obviously my area of the Northwest, and if I could scroll fast enough ... Okay. I recognize this is a really need, because I know they're even building an overpass by my house, and my son did go to Scherkenbach, so that's how I knew how to pronounce that word as Scherkenbach. But if a school was not built in that area, what would be the transportation costs that we would incur, to have to bus kids to a school that was closest to them? Or maybe, what are the current transportation costs in that area, would be a better question.

Brandon McLaughlin:

It's a good question. We did not prepare that, but we'd have to follow up with our transportation team.

Trustee Dominguez:

Okay. I know I see them back there, but I'll wait for that one. I know that's a big one. And so, the second recommendation I noticed ... I noticed Lundy was not listed, and I wanted to know where that fell into that. And then, I noticed that the Northwest Comprehensive High School was listed here, and just, again, from my knowledge from AZAC, is that they have an enormous amount of portables. They are over capacity. I believe the numbers were like 118% of overcapacity.

I know they have over 20 portables, I don't know the exact number, but again, that's just from previous years of being on AZAC, that I know those numbers. There is a high need for that Northwest Comprehensive School. What are the thoughts on it being put on this list?

Brandon McLaughlin:

Brandon McLaughlin, for the record. I'll respond to the Lundy question first. And then, perhaps, Mr. Baldwin can respond to the high school question.

The Board took action on December 4th, 2024, to use general obligation bonds to repair Lundy. So that's already in execution. We're already underway with that contract, it has no bearing. So that's why it's not currently in here, because the board already took action.

Trustee Dominguez:

Thanks.

Brandon McLaughlin:

As far as the Northwest, I think the same could be said about the Southwest, as well. There are growing high school areas. And the Northwest, in particular, we're already seeing the relief strategy that was deployed in 2019 and 2021, which was the building of the Northeast CTA.

That then grew seats of kids that were attending Northwest CTA, from the Northeast, back over to the Northeast, so that, then, kids in the Northwest, could attend schools in the Northwest. So we're starting to see relief at Arbor View, we're starting to see relief at Shadow Ridge already, and our associated schools around there. So that's how we're strategizing some of that.

But very much, similar discussion about, that's a big ticket item within the plan. And so, certainly, we will look to the Facility Master Plan, of how we build something that's responsive to the needs up there, but also within the available resources we have.

Trustee Dominguez:

Got it. And then, again, from AZAC, I know we have two red hot spots, the Northwest and the Southwest. So if we were to remove those two, the Southwest Comprehensive High School, and the Northwest Comprehensive High School, from the list, what would the cost be? Or can we hold that cost? Is it worth doing?

Brandon McLaughlin:

It's a good question. So the Southwest, as a comprehensive, was last estimated at approximately \$250 million. That's a big high school. It's a 2,700-seat high school. So that's why we evaluated other options at that location, in the prior iteration.

The Northwest, it was slated for delivery one year further. So you escalate things 10% year over year, which is what we customarily have experienced the last couple of years. So it would be in excess of \$250 million.

Trustee Dominguez:

Got it, thank you.

Trustee Bustamante Adams:

Thank you, Trustee Satory, and then, Trustee Barron.

Trustee Satory:

Thank you. Let's see, I have two questions, and they're both related to the presentation from CannonDesign, so thank you for the whole presentation. So you had mentioned on utilizing local experts, as well, when you do your work. How are those experts identified?

Paul Mills:

Are they identified?

Trustee Satory:

Yes.

Paul Mills:

We did market research when we put forth our proposal, and we found two firms that had experience working both with the district, with each other. And one is a Latina-owned firm, one is an African-American-owned firm, that are representative of the community, and we felt, from best practices, that they'd be great partners. We did our homework, and they've been fantastic to work with.

Trustee Satory:

Excellent, thank you. And then, my second question, let's see, you were speaking to those current pockets of growth. So my question is more about, how are you analyzing possible future pockets of growth?

Are you talking to local builders, businesses, municipalities, to see what is coming down the pipeline of where we might have future growth, that isn't really in existence currently, but is down the pipe?

Paul Mills:

That's a fantastic question. Paul Mills, for the record. Working closely with district staff who is, I must give props, that for decades, they've ably navigated unprecedented growth in a way that is very unique in the history of our country. But working closely with them on the sorts of methodologies for enrollment projections, capacity analysis, and those sorts of things, is how we're approaching this.

Where there are future developments that are not yet shovels on the ground, and those sorts of things, really, it's kind of a science and crystal ball associated with it. We tend to look at a five-year horizon, which corresponds with kids that actually have been born, and is a reasonable timeframe for getting a project funded, designed and constructed, beyond that sort of timeframe, really gets fuzzy.

Paul Mills:

So, by practice, we tend to publish a 10-to-15-year plan, but it's really based on a five-year, real look ahead, and we'll do our best guess beyond that. I hope I addressed your question.

Trustee Satory:

Yeah, I think so. Thank you very much, and thank you for your assistance and expertise with this. It's definitely so needed, to make sure we're spending our money wisely. So thank you. Appreciate you.

Trustee Bustamante Adams:

Thank you. Trustee Barron?

Trustee Barron:

Thank you, Madam Chair, Madam President. Yeah, of course, thank you very much for all coming in. Thank you for your service on the Board. Couldn't do it without the help of the residents. And of course, Abraham's back there backstopping you.

It pains me to say this, but prior to JD Smith getting reconstructed, they went for about a decade without air conditioning. And people can go, and say, "I don't know." believe me, they didn't have air conditioning, because I sat in one of those rooms, sitting there sweltering with the kids.

But I don't think JD Smith is, quite frankly, unique in our district. A lot of the older schools, they need major facility repairs. Not tomorrow, I mean, now. Not all of them are going to be able to continue to hold up, or hold off, on repairs or school replacements.

But of course, when I went to the report, and thank you, Assistant Superintendent McLaughlin, for providing this, I was appalled, right? And I was saying, "Oh, wow, all my neighborhood schools, they're all right here."

And there are just certain realities that we have to deal with. So I know the gentleman, and I forgot your name, the gentleman from Cannon?

Paul Mills:

Paul Mills, for the record.

Trustee Barron:

Mr. Mills, thank you very much. So you alluded to, of course, the possibility of creative solutions as we go forward. So in the future, I mean, I think we're going to need to, just like everyone else, like any other, although we're not that kind of a business, most businesses, most industries, they adapt. They get leaner, they get nimble, they get creative.

Systems that might incorporate for a place where you can combine K-8 schools, or seven through 12, or even six through 12 schools, our friends in the charter schools, they've done this for years. Some of them were conceived in this way. Have we put a whole lot of thought, and maybe consider pilot programs, to test these theories out?

Trustee Barron:

I mean, again, I was mesmerized just a few weeks ago, when one of our former assistant superintendents, he was a guy that he was getting paid on us, and switched us over to Google. I never thought that was going to happen, but he did a pilot program, and made it happen, right?

So, what is the feasibility of incorporating and getting nimble, trying these ideas out? We have to get leaner; we have to do things. We'll probably have to do things like with our school year extending, making more school, "Hey, we can cram a whole lot more," well, I'm sorry, cram is a bad word.

We can utilize the facilities that we do have, with changes to our school year, and utilize these facilities that we do have, to a much greater extent, extending their lives, and of course, extending the educational opportunities to the kids in the process. That's a big one to ... I'll just let you guys know, free think on this, or free share with us on this.

Brandon McLaughlin:

So I'll start, Trustee Barron, and then, Mr. Mills, happy to provide some additional commentary. I think I want to couch it in the objectives of the Facility Master Plan, to bring it back to our core objective, which, all those ideas are great, and we know what a lot of those tactics or strategies may be.

I think the thing we want to lean on in this is, we want community engagement in a lot of that. So if six through 12 is the desire of the community, we're happy to pilot that, from a facility standpoint. But there is certainly a lot more downstream instructional and operational components to that.

But I think we've got some great testing ground of certain school types of choice, that we've worked very closely with Miss Moore's office, for schools of choice, and career and technical opportunities. And it is doing exactly what you're talking about, testing out small subjects in a unique setting, and then, how do we roll those things out or scale them more uniquely?

So Paul, you might want to talk about how some of the things you guys went through with Washoe County explored those options?

Paul Mills:

Absolutely. Paul Mills, again, for the record, and great question. It really gets that to the heart and soul of this process, the way we implement it.

We look at programs as the vehicle for opportunity for students. Dr. Larsen-Mitchell has made it clear, as well as executive leadership, and the District Planning Group, that no options are off the table, and that reconfiguring the grade bands is absolutely on the table, as well as exploring different magnet school scenarios, and other opportunities to innovate, are on the table for discussion.

We have not yet gone into, we're still in the data gathering stage, that includes the first round of community engagements, which will inform the guiding principles. But shortly thereafter, over the summer timeframe, draft options will be developed, and those will be socialized through the communities, first through the stakeholder advisor groups, the five regional ones, but then, through

Paul Mills:

the communities in the fall. And the sorts of exploration of all these creative ideas will be brought forward.

And there's always an opportunity for people to not just react to what has been drafted, but also to provide additional new ideas. It's kind of design thinking, a little bit exploratory, where the process goes.

I did not mention, early introduction, but I did conclude in December of 2023, a similar project with your sister organization, up north in Washoe County for their hundred schools. A facility modernization plan was the title of that project, but similar in intent, facing a lot of similar challenges, too, with declining enrollment.

And like you, they were wise enough to jump on things early, and not avoid some of those challenges, to be able to be proactive, and be ahead of the sorts of changes that are coming with enrollment, so that you don't have to precipitously close dozens of schools, like a lot of your peers around the country have had to do. I hope I addressed your question.

Trustee Barron:

You did. Thank you very much.

Trustee Bustamante Adams:

Thank you. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. Thank you everyone here. Thank you for your presentation. And I want to thank Miss Blackman-Taylor, and also Abe, that's back there, from the Bond Oversight Committee.

Did I hear correctly, that we are trying to get the April meeting going, so it will not be five months? I don't think I've received anything official, and I didn't want to be an appointee hog, but how many new members do we have now?

Trustee Bustamante Adams:

I'll take that question. So our goal, as a team, is on our April 2nd board work session, that the names that have been provided, will come before this team for consideration.

If we go through that process, then yes, we could delay their April Bond Oversight meeting by a week, which will allow them to meet, still in April.

Trustee Cavazos:

Thank you. And that would be just the at-large members that have to be voted on?

Trustee Bustamante Adams:

Yes, yes.

Trustee Cavazos:

And the district trustees, the district ones that are appointed directly by us, those do not have to be voted on?

Trustee Bustamante Adams:

That is correct. Just the at-large will come before the body.

Trustee Cavazos:

Okay, all right. So I was very thrilled to hear that, get you guys back on track, and everything, so thank you so much for your service on that.

I do have a question, constituent question, and I realize that, and thank you for including that in your presentation, that plans can change.

Your recommendations, depending on what's going on, those have to still be brought back to the Board, correct, if there are some changes, and everything?

Can you go ahead and tell us on the schools, on the projects that are being paused again, how many are there, and what areas of town, and how old are these projects? How long have they been in process, before we're doing the pause?

Brandon McLaughlin:

Trustee Cavazos, Brandon McLaughlin, for the record. Everything on this list through Helen J. Stewart, I believe, I can confidently say you guys have awarded design contracts for previously. So we are well underway with that.

I believe through Bridger, we have initiated district level planning in site preparation, or an investigation. So about half this list, we've already encumbered time or expense on.

Trustee Cavazos:

Okay, thank you. And again, sometimes, a constituent will ask me a question, and I'll refer them to the correct documents. They're having trouble finding them, or they are thinking about the impact to some of our older schools, and the specific areas of town, where they're very nervous about it being paused for a year and that's why I wanted to make the determination that I wanted to get the confirmation, that this could change, recommendations could change, but everything will be brought back to the Board.

Let's see, one other brief question here. Would you say on, when we were talking about the construction costs and materials, prevailing wage rates. On the prevailing wage rates, we look at those, and we look at the type of workmanship, and the skilled folks that are working on our schools.

And again, constituent question, are we able to safely state that that is a safety issue, to a large extent, when we choose to go ahead and go with the unions, with the prevailing wage?

And I tried to word that. It's on a text, so I was trying to figure it out, and they called on me, before I had it all worked out. So I apologize.

Brandon McLaughlin:

Yeah. I just want to make certain, so there's a separation between prevailing wage, and union wage.

Trustee Cavazos:

Yes.

Brandon McLaughlin:

There're two distinct paths with them. They're nearly comparable, but there is a distinct difference between the two. I think what we're held to statutorily is prevailing wage.

And prevailing wage workers, and any of our pre-qualified workers, do a very good job for us. Almost all of our contractors meet expectations on nearly every project.

Trustee Cavazos:

Okay. Thank you. That's all I have right now. Thank you so much.

Trustee Bustamante Adams:

Thank you. Trustee Biassotti?

Trustee Biassotti:

Thank you, Madam President. I appreciate the actions being taken to address the enrollment decline. Thank you for that thorough explanation. I'm interested in further explorations of repurposing facilities. I also commend the decision to pause construction for at least a year.

But for the Matt Kelly Elementary School, I have two questions. What is the total needed to complete the revitalization project? And what is the main reason for that project to continue?

Brandon McLaughlin:

Brandon McLaughlin. It's a good question, Trustee Biassotti. I believe I'll reference slide 9, sorry, 11, though I can speak to probably all the points on it. The total construction cost for Matt Kelly is approximately 45 million, I believe. That's in alignment with all of our elementary schools of comparable size, so Red Rock, Mountain View, Wengert, Hancock, Bracken, and is that scale of it. And I'm trying to recall the second portion of it, which was why are we recommending that, correct?

A robust process has been going on for about probably three-ish years from what we can recall. There's a lot of coordinated effort out there, like I said, with the agencies involved. And there's some of the sentiment and others' questions, it's kind of been promised and not promised and promised and taken away and so, frankly, we want to be a good partner in it. And we've demonstrated the need for a school there, and it really just makes sense with all the effort being put into that. And the very robust process that's gone into what that school looks like, feels like it does for the community has been a very collaborative process that we don't want to lose

Brandon McLaughlin:

momentum with that. And it's, honestly, like I said, trained us how to better have a process for the community to engage in design for our schools.

Trustee Bustamante Adams:

Thank you. Trustee Johnson?

Trustee Johnson:

Thank you. Good evening, everybody. On slide number 13, you talked about the surplus elementary and middle school capacity and then you talked about trading up to leverage underutilized spaces. Can you just clarify what that means? I thought I heard it and I didn't quite internalize it, so I was hoping that you might be able to just further explain what that meant.

Paul Mills:

Paul Mills, Cannon Design for the record. Great question, Trustee Johnson. I appreciate it. So we come at and approach portfolio decisions and change, which can be rather difficult for a lot of people that have a lot of investment in their community schools, neighborhood schools with the opportunities for better outcomes than what they currently face now. Under enrolled schools that have fewer teachers per grade can't offer the same curriculum and number of electives or languages or enrichment programs and supports for students as some of their larger counterparts in the community. So we look at these that are in close proximity to each other as opportunities, particularly when they can be fueled with reinvestment in the facilities that house them as opportunities to combine programs in a way that create better opportunities for neighborhoods, as well as not just ignoring surplus properties but finding new vital programs that can be offered to the communities that are in need, whether it's for elder care, pre-K centers, or other sorts of services that are vitally needed in communities. Did I address your question?

Trustee Johnson:

Yeah, so to make sure I understood what you said, it sounds like, what I heard was we'd be doing a consolidation of spaces. So for example for the middle schools, we're at 78% utilized. There's obviously 20 some odd percent that is not utilized. So we do some... The thought would be to combine some spaces, make sure that we are getting closer to the 100% utilization and then with the space that's not utilized, we would use it for other community needs. You mentioned elder care, et cetera. So that that's what I heard, but is that the right understanding?

Paul Mills:

So we're early in the process and we haven't gone through all the design thinking, draft options.

Trustee Johnson:

That's what it would be in [inaudible 01:45:57].

Paul Mills:

But those sorts of options are on the table.

Trustee Johnson:

Okay. All right. Thank you for helping me understand that. I appreciate it.

Trustee Bustamante Adams:

Thank you. And help me to understand who's next in the queue. Is that you? Okay. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

It's fine. Trustee Johnson disappeared, so I was like, woo, there you are. Make it happen. Just because... Well, what I'm going to say is a bit of an elephant in the room and I appreciate the zoning that does extensive work to project what our enrollments are. We are no longer authorizers in the future of charter schools and so they will be in the state of Nevada, the second largest school district. I'm looking at competition, colleagues. And so I can understand that the reasoning too for the history of Matt Kelly is because there are various charter schools around that community that are attracting and also sometimes their enrollment is getting a little bit less, so we have to compete. So the thing that I wanted to bring up is because of your extensive knowledge with working with other districts, can you kind of share just some high level lessons learned and some of the patterns that you're seeing because you said you've done some assessing of our current schools and then I have a second question after.

Paul Mills:

Paul Mills, Cannon Design for the record. Great question, Trustee Esparza. Thank you. I'll get it before we conclude this process. So we absolutely are aware and look at both independent schools, private schools, charter schools in the community and analyze their historic enrollment as well as projected enrollment, the best we can guess. And being members of the infrastructure in your communities for educating students, we want to make sure we understand what their strategies are as your advocates and representatives in this process facilitating this work. We want to advocate for exploration of creativity and to look at some of those practices that perhaps the district wants to adopt. However, it doesn't mean we have to follow necessarily what they're doing. There might be a new CCSD way of innovating and doing new things, but there definitely are lessons learned from innovation that comes with less restrictions and rules. We do know that sometimes districts have a couple arms tied behind their back relative to credentialing of teachers and other things that really are requirements that aren't exactly... If you're looking at a competitive market for students to enroll, there are some challenges there.

Trustee Esparza-Stoffregan:

Thank you. Really, this is more for, I guess Brandon. I'm looking at the numbers that you shared and we will have approximately a \$7.6 billion gap, is that correct?

Brandon McLaughlin:

Brandon McLaughlin. Yes. That's approximately how much. We're [inaudible 01:49:03] the billions.

Trustee Esparza-Stoffregen:

So to your point about innovation... The person that's not with us at this moment is our new superintendent. So I have real reservations and I would say to you that I don't want any of the work to stop or not continue, but I think that June meeting where that data findings will be presented, she'll be definitely in place at that point. So I just have reservations about how can we move forward with maybe someone's different lens and perspective that would be brought to the table to have conversation. So maybe it's a two parter, if Brandon wants to address, and it's not really a question, it's really a statement. She's not here so I'm just worried about this kind of... What direction we should go?

Brandon McLaughlin:

Yeah, Brandon McLaughlin. That's absolutely part of why we started recommending this as early as June because we knew there was uncertainty at that position. And so I think we're actually very well-timed for that discussion because what Paul's team is currently doing is gathering data both from the enrollment and trends on that front as well as our facility condition. And then we're also gathering community engagement or community sentiment around our facilities, which irrespective of any superintendent is good data that you're going to need as a foundation. So I think Ms. Ebert joining with this effort was actually very well-timed.

Trustee Bustamante Adams:

Thank you. Trustee Zamora and then Trustee Henry. Then I do want to move to public comment. So Trustee Barron, I'm going to ask you about your question because we have a parent with two young kids and want to make sure that we move through our questions. So Trustee Zamora?

Trustee Zamora:

Thank you, Madam President. Thank you, team, for the presentation and our members. I really appreciate it. I'm proud to say Abraham is my member and he's very active and as you heard on the rest of the board members, he's very communicative. My question and this, if it's not for you and maybe for the next presentation for legislative session, let me know, but you mentioned SB450 from, I don't know if it was last session, a few sessions ago, and the funding is until 2025, so that's this year. Do you know if there's anything happening...? Or Brandon, I'm more curious if you're in any conversations right now during session to talk about this because I worry about pausing, I worry about funding and all that and the place we might be in? So are you part of those conversations? Is there anything in session now that's trying to address this issue? I know there's something for our rural schools. Not sure if it includes us. That part, I really don't know.

Brandon McLaughlin:

It could be a long response, but I'll try to answer succinctly. So just to clarify the dates, so 2021 SB450 was passed, which at that point in time we were operating a 10 year bond from 2015, which would've [inaudible 01:52:00] in 2025. In 2021 they had allocated 10 years additional. So we currently can continue issuing bonds through 2035. So we've reviewed that, our director of facilities and bond fund financial management who you've been briefed on our debt management submissions as well. We don't believe we need to have an engagement yet because we do have a healthy ability to issue general obligation bonds. And I want to make it clear that we're not going to go out and tell any contractors to stop work tomorrow. We're merely just not going to start any large projects tomorrow. We're not going to encumber \$118 million middle school that maybe doesn't make sense, just as an example, not the example and factual, just an example.

I am familiar with Assemblywoman Mosca's rural schools built. We are not currently eligible for it, but we do work with the legislative team to track any capital funding streams that may be available. Like I said, we have a healthy stream of it right now. We just want to make sure we're being prudent with what we do have available.

Trustee Zamora:

Thank you for that. The second question I have, for the schools that you're thinking about pausing, so as we're going into summer, it feels like, there's a lot of issues with ACs. Is there some type of valuation that you have done for the schools that you're thinking about pausing that can affect them? When it comes to facilities, I know that there's some schools honestly that have their ceilings falling apart. We have a sinkhole in one of the other schools. ACs are always not working. Is there an evaluation to make sure that we're not laying something like that, putting kids at risk, teachers at risk in that process?

Brandon McLaughlin:

Yeah, we have over 39 million square feet, 374 schools, 430 school sites, so there's a lot of needs across it. We know they're diverse. I'd say this summer we have an initiative underway to really target what those high-demand i.e. top 10% worst conditions are so that we have a more successful summer and first day of school for our students and staff. So I'd be hesitant to commit on the list, but with certainty, our facilities management team works their tails off to make sure we don't have those spaces not conducive for learning.

Trustee Zamora:

Thank you for that. Sorry, Madam president. My concern is we're going to pause these schools, it's going to stay hot in there. Do you have a plan...? If one of the schools, because I don't have the list of schools to be honest, if one of them is paused and their AC is not working, are we still addressing the issues, making sure they're a priority?

Brandon McLaughlin:

So I'll say it in the facts of our bond. Our bond dollars don't go toward a service technician showing up to any site, so really they're two separate tracks, but like I said, there is an initiative underway to

Brandon McLaughlin:

really make us allocate some different dollars through our excess statutory reserve and government services tax to best utilize those for the things beyond regular maintenance but not quite to a bondable level where you take out, say a line of credit or a loan for something as simple as replacing a compressor. So we're trying to allocate some different dollars to those high needs, high impact projects that need to happen in the hot season.

Trustee Bustamante Adams:

Thank you. Trustee Henry?

Trustee Henry:

Thank you all so much for your presentation and thank you Trustee Zamora for your questions. I've been a parent in the district for a few years and I've been at some of those schools when summertime hits and the AC goes out, so I thank her so I don't have to ask about that. And I just want to commend you all for the work that's been done with Matt Kelly and the families and the communities and garnering that input. I've had the opportunity to attend a few of those meetings and just seeing the attention and the coming together of community around that facility, it's bringing a lot of hope and so I'm hopeful that we are able to get this passed so we can continue to move forward. It's a neighborhood that's been overlooked for a little while now and I think that the project is in line with a lot of the work that's going on in that area. So I do appreciate you all for the work that you are doing and the recommendations. Thank you.

Trustee Bustamante Adams:

Thank you, Trustee Henry. I do have a question. For me, the Southwest Choice School was in District F. Since the community communicated that they did not want the recommendation. My question is will they be at the top of the list of community conversations to have since they didn't support the Choice School?

Brandon McLaughlin:

It's a good question. It's certainly a priority area with Paul's team in that region two stakeholder advisory group.

Trustee Bustamante Adams:

Thank you. Trustee Barron?

Trustee Barron:

Yeah, thank you. Actually, this question would be more aimed of course I think to our assistant superintendent, Brandon McLaughlin. I don't really expect a big question here, but one thing I think that also goes without saying is, I realize our construction costs have gone through the roof, right? But good old-fashioned competition sometimes serves to help tap these costs, but even by, if we're talking about 3 to 7%, it still adds up in the long run. What can a district do? And you don't have to

Trustee Barron:

answer right now, but maybe for a different... What can the district do to encourage other construction companies, whether they're here or maybe even out of state to come in? Because it seems like it's always the same two construction companies that get all the jobs, all the big jobs, right? I mean, I do believe... I'm a committed capitalist and I believe in definitely engendering competition to see if we can get people to come in and be innovative and make our dollars stretch out and just to harness that good old competitive spirit.

Brandon McLaughlin:

It's a good question. It's something we've been trying to address since 2022 when we started noticing these trends. I want to first table it that we're a Nevada agency and we have laws and protections that favor Nevada-based contractors, rightfully so. Yes, Nevada statute provides statutes 338, do protect and encourage competition for that very reason, but we also want to make sure that we're taking care of the people that are funding a lot of this. And so there's certain protections about competition, but there's also protections about Nevada first, which we appreciate. So a delicate balance. But some of the work we've done since 2022, we had engagements with many of our contractors, big, small, CMAR, design bid build alike to create some strategies that we did at a staff level deploy to increase comfort levels with bids that we were seeing and get people to show up because that was actually a hindrance to it.

Not just the cost of things when bids were getting submitted, but just people needed to show up on bid day. But when you have Formula One going on and when you have a ballpark being built, it's easy for a drywall guy to say, "I'm not going to deal with the fuss of this prevailing wage thing. I'm going to go make union wages over here and my day's going to be easier." So we really had to engage our trade unions to really want to come back and work on our stuff, make us the owner of choice. A virtue we've been trying to live by here recently.

Trustee Bustamante Adams:

Thank you. Trustee Biassotti and then I'll entertain a motion for us to accept this presentation. So Trustee... Oh, sorry Cory. It's all about you. Trustee Biassotti?

Trustee Biassotti:

Thank you, Madam President. Speaking of motions, I had a question, I'd like to know if I can make a motion to ensure that pauses in construction don't include pauses in maintenance or construction related to ventilation systems or is that out of this scope?

Trustee Bustamante Adams:

Brandon? I don't think it is part of the...

Brandon McLaughlin:

It's not a part of the scope and this, yeah, has no bearing on what our maintenance dollars are allocated toward, for clarity.

Trustee Bustamante Adams:

But right now then we are going to go to public comment. Isaac, do you still have your button on?
Are you good?

Trustee Barron:

Oh no, I was going to go ahead and jump on making the motion, but hey-

Trustee Bustamante Adams:

I'll come back to you.

Trustee Barron:

I'll definitely... I'll come back.

Trustee Bustamante Adams:

We have Ms. Corey and... That's okay. If you could come up first and then Ed Gonzalez, if you could take the one on my left, your right. And Ms. Corey, help me to pronounce your last name.

Public Hearing

Cory Ravize:

I will. Good evening, everyone. My name is Cory Ravize. I'm a parent of those two crazies back there. Thanks. One is a student in kinder at Divich, which is one of the schools that is 147%. Okay, 43, sure. Give or take five, right? Wait five. Am I doing math right? And then I have a 3-year-old who also be impacted by this decision. So before I begin, I want to ask, when was the agenda item 3.03, the 2015 capital improvement plan revision six added to tonight's agenda? It's important for us as a community to understand how and when these crucial decisions are brought forward. That being said, you guys are faced with an important choice, whether to move forward with building a new school now or wait to reevaluate, whatever that means. I understand the concerns about the budget, where we're at with the allocated funds, but I think delaying this decision is a mistake and here's why.

First, the need for the school isn't going away. It's growing. I just got off the phone with Nancy Brune, our councilwoman, and as she pointed out, we have slated 9,000 homes to be built in the Northwest. Your student population is increasing and our current facilities are already stretched thin. Every year that we wait, class sizes get larger, resources get more strained, and the quality of education declines. You owe it to our students to act now before overcrowding worsens and impacts their ability to learn.

Second, I mean we see it, waiting will cost you more in the long run. So construction costs continue to rise due to inflation and labor shortages. What you can build today for one price could be significantly more expensive in a year or approximately a year as the plan outlines. Can I pause my time? So by locking in costs now, I think we make the most of every dollar rather than spending more later on the same project.

Cory Ravize:

Third, investing in education strengthens our community. A new school in the Northwest, in general, a new school isn't just about students. It benefits local families, it benefits property values and businesses. Strong schools attract families and boost home values. If you delay, you risk losing families to not neighboring districts necessarily, but neighboring states, neighboring counties that are making proactive investments in education.

Additionally, please consider that tabling any action should be also on the table. The community was not informed in a timely manner, in my opinion, to show up or provide input on this decision and ensure proper community engagement is vital for transparency and trust. In light of these points, I'm requesting that the agenda item is tabled or alternatively that you proceed with building the one school as planned. It's not about budget, it's about priorities. You can't afford to push this decision down the road while our students and community bear the consequences. So commit to their future and act decisively.

Trustee Bustamante Adams:

Thank you Ms. Cory, and can you introduce your two little ones again?

Cory Ravize:

Oh yeah, this is Rue and that is Charlie, somewhere. Oh, she's back there.

Trustee Bustamante Adams:

Oh, there you are. Thank you so much.

Cory Ravize:

Thank you, guys.

Trustee Bustamante Adams:

Thank you for being patient with your mom. Okay. Mr. Gonzalez and then we have I think Mr. Abraham. If you could take the other one.

Ed Gonzalez:

Thank you. Thank you, Madam President, members of the board, Dr. Brenda Larsen-Mitchell. For the record, my name is Ed Gonzalez. I speak on this item because I do have some concerns about it as well. Most of it is that we do have a challenge, right? Costs have gone up, but as we move forward in the process, we got to make sure we're good stewards of money. We talked about the two comprehensive schools and Madam President, you remember when we passed the bond rollover in 2015. That was a very difficult bill to get out mostly because this bond was passed by the voters in 1998 and extension was rejected in 2012. Legislature overrode the voters for two reasons. One of the explosive growth that was happening in the Southwest at that time with the expectations that Northwest was going to grow as well and to ensure that we can rebuild older schools.

Ed Gonzalez:

Prior boards decided to take some of that money and build choice schools. That was a half a billion dollars that prior boards made to build other schools, which is now having effect on a school in the Southwest and a school in the Northwest. That money could have been done with other things. We chose to build smaller schools in places as well. We had a similar situation with a fight with Henderson in that regard as well. And so we've got to make sure once we're moving forward, we're actually doing good decision makings on those dollars because we can look back now and say that might've been a major mistake. But more importantly, like we said, I know that Trustee Zamora mentioned going back to the legislature, this has been passed twice. Initially, if you want more money, you're going to eventually have to go back to the voters where it should be.

We made Washoe County do that in 2015 with the sales tax increase to fund money as well. So we got to gain the trust onto it. But as we move forward, we know there's some schools that have been mentioned that are in some trouble. I think one mentioned about a roof collapsing. I'm concerned as that continues forward. Some of these older schools are going to have those troubles, but with the declining enrollment, maybe we have to look at other things. One, we mentioned AZAC, maybe we have to do a complete redistricting of the entire area, where I'm at in over the Northwest and the SOT that I sit on, we have declining enrollments. Maybe more students need to be moved in from elsewhere. Maybe we need to look at a situation, if we can't build all the schools that we need, to look back what we tried to avoid in 2015 was get schools out of year round.

Maybe that's a temporary solution we may have to look at, which would help with bus drivers getting them there because it'd be working 12 months. You'd have staff, currently support staff who work nine months a year in those schools would work 12 months. Maybe those are some of the outside the box thinking ideas that we can come up with. And so as we move forward, this is a much bigger conversation that schools just being built. It's re-looking at how we are delivering education here in Clark County. We got to ask questions that are not even being considered yet as we move forward. So that's my concern about this as we move forward, making sure that we have schools where kids are actually safe because we're not worried about being in bad situations. But as we move forward as well, we also have to take in mind what the original intent of these bond money was, which was to build in areas that are growing and to make sure we fix them and not do any much more than that. Thank you.

Trustee Bustamante Adams:

Thank you. Mr. Camejo's our last public comment, please proceed.

Abraham Camejo:

Thank you, Madam Chair. Members of the board, superintendent Brenda Mitchell-Larsen. Abraham Camejo for the record. I am going to be reading from the SOT minutes for Royal Elementary School. A parent asked these questions. When was the last time the school was said to get rebuilt? Was it 10 years ago? Currently, our AC is not working. We had new portables coming. Students have been moved during instructions. We called the district about the kindergarten class regarding the ceiling that fell and the response was, "It's too soon to call." I called the Clark County School District's maintenance to ask about the timeline to fix that problem

Abraham Camejo:

in Mrs. Parker's class, and they told me that it was too soon to call it about. Why too soon? Isn't our children's are important questioning? Why are students are not important as other students in the district? It's just sad that nothing is being done regarding our school. That it's affecting our culture and our climate.

Six classrooms and four portables are currently without AC. This is as... Over 80 degrees. This is as of March 26. All our classrooms had no AC today. We've had issues in the past. New portables were installed because the 20s building completely have no air conditioning. These portables did not work and they're currently not working. Multiple classrooms are currently meeting in the multipurpose room. Today we had three classrooms in the multipurpose room. The playground hasn't been able to be used because now they're waiting to bring in the portables. Yesterday, 10 new students and today 8 new students had heat related issues. We don't have the room to accommodate other rooms inside or outside.

The ceiling fell in the kindergarten room and this happened in February 18th and it just getting looked at on March 24th. Insulation was not replaced. The district does not do that. After multiple times of asking. Multiple rooms have roof leaks. Once we were a four-star school and now we are a two-star school, the building impacts our students educating culture and our students deserve best. We know we have a lot of construction issues going on. This is Rowe, this is a school down the street from here and it's on this list to not being considered, being hold off. The problem is a lot of these schools can't no longer hold off anymore because they're literally falling apart. So this is much more of a deeper conversation that we should have. Yes, we should pause some of this construction, but some schools physically just can't. They're literally falling apart. Air conditioning is not working and it's a safety violation for our workforce, the teachers. It's a safety concern for our students. And so we need to have a more deeper conversation to actually see which schools should be better evaluated to see with facilities and with not. It's like having a car. You're ignoring the transmission. Transmission's gone out. You're going to have to fix it sooner or later and we can't continue to postpone it. Thank you.

Trustee Bustamante Adams:

Thank you. I'll go back to Trustee Barron, do you want to make a motion?

Trustee Barron:

Yeah, I'm still looking for more clarification on numerous of these, right? I'm not sure, but I think that if we were to table this for another round here in April, it brings us a little bit closer to where we actually have our superintendent who will be overseeing this and making changes that quite frankly will take us to the next decade and beyond. I am of the opinion that I think I would feel much better to table this to actually bring her perspective and bring her leadership into this, into the discussion. Also, it would give the public another opportunity-

Trustee Bustamante Adams:

Is that a motion?

Trustee Barron:

I'm making a motion to table this to an April, I guess the... Yeah, the recommendation. I'd like to table it to one of the dates here in April, to consider at that time.

Trustee Bustamante Adams:

So I have a motion to table this agenda item until a later date. Is there a second?

Trustee Dominguez:

Madam President, if I could clarify the motion. Are you saying to recommendation, clarify... This motion is to approve the entire both recommendations one and two?

Trustee Barron:

No, I would like to go ahead and table the entire thing, one and two, to an April meeting to allow for more public comment and to give a chance for our new superintendent to catch up with us.

Trustee Dominguez:

If I could kindly ask for an amendment to approve recommendation one and table recommendation two. Just since we know that that area is a over capacity area and that would bring relief to that area. I would kindly ask you if you could make an amendment.

Trustee Barron:

Can we maybe have a quick... I don't know if you still wants to table.

Trustee Bustamante Adams:

So I think that I have a... Do you want to amend your motion, Trustee Barron?

Trustee Barron:

I don't know if anyone else wanted to back my original motion.

Trustee Bustamante Adams:

I think I have Trustee Cavazos in the queue. Is it for a second?

Trustee Cavazos:

It was to second. I'm considering what Trustee Dominguez is asking. Are we able to separate the two recommendations? Because we have two meetings in April, we have one on the 10th and we have one on the 24th. So if Trustee Barron is willing to consider Trustee Dominguez's amendment, is that going to give our team enough time to come back for more clarifications and information?

Trustee Bustamante Adams:

Good question. I'm going to ask Brandon for comment.

Brandon McLaughlin:

So there's two parts. The legal portion of can they accept one, but table the other, I'll refer to Mr. Okazaki.

Trustee Cavazos:

Thank you.

Brandon McLaughlin:

The impact though of that, I just want to make certain of it. Circumstances have prevented this coming from the board. And so the expectation of these projects currently is these delivery dates. So by doing that recommendation, we are already behind on a lot of these so that this could come before you to try to not encumber \$100 million contracts. I just want the board aware of that. If it's tabled, we do need to move on some of these to meet the expectations currently in place. But Mr. Okazaki, about whether we can take one and two.

Trustee Bustamante Adams:

Go ahead, Jon.

Jon Okazaki:

Jon Okazaki, general counsel for the record. Yeah, you can split it up if you want. Legally, there's nothing wrong with doing that.

Trustee Bustamante Adams:

Okay. Trustee Barron?

Trustee Barron:

I would like to of course then amend my motion to go ahead and approve part one and then table part two to an April meeting.

Trustee Bustamante Adams:

Now, Brandon, does that make sense? Does that address what you were commenting on?

Brandon McLaughlin:

It does, but again, I'll reference, so there's, 2027 was our highest delivery year when we approve this in 2021. And like I said, there's at least three on this list that we should have started construction a few months ago to meet those target dates. And so by continuing to lay it, I just fear

Brandon McLaughlin:

that if the expectation doesn't change and we're behind the eight ball, that we have a bad construction outcome and a school suffer on that first day of school. It makes for a bad start for a lot of students and staff and so I would just caution against that, and it's not a pressure tactic. It's just meant to make you fully informed that by not taking action on that, we're taking action by virtue.

Trustee Bustamante Adams:

All right. Thank you.

Brandon McLaughlin:

Unless otherwise directed by the board.

Trustee Bustamante Adams:

Thank you. So I do have a first, and I do have the amendment. Trustee Cavazos, are you in the queue? No. You are? [inaudible 02:16:32] Oh, but you are.

Trustee Dominguez:

I was going to second the motion. If it,

Trustee Bustamante Adams:

I have a first and then I have a second from Trustee Dominguez. And that would be to approve part one, at least start construction, and then pause on the part two. That's what I table on part two. Oh, yes. Trustee Henry.

Trustee Henry:

Thank you, Madam Chair. I know that there's a motion on the floor, but I wanted to, I just needed clarity. And does that include Matt Kelly? Is that, I just needed clarity on what's the motion on the floor?

Trustee Barron:

I believe that in my motion, I'm pretty sure that Matt Kelly will still go forward. Am I right? No.

Trustee Bustamante Adams:

Let us confirm that. Brandon?

Brandon McLaughlin:

Brandon McLaughlin for the record. So if you guys table recommendation two, basically everything would proceed as currently approved in revision one in 2021. So all the projects you see in reference material C would continue with those dates on the right-hand side.

Trustee Barron:

So here's the next question here. Is it possible to carve out the exception and continue with Matt Kelly?

Brandon McLaughlin:

Well, Matt Kelly was approved in 2021. So yes, we proceed with that as already planned.

Trustee Barron:

There we go. Okay, is everybody clear?

Trustee Henry:

Thank you for clarity.

Trustee Bustamante Adams:

I just want to make sure that our motion is clear. So approved part one, which is on the page that you're on now, Brandon, page eight. So we would do the site one of 10 elementary school locations, pause the school projects to evaluate strategic alignments of the facilities, and then that means continuation of the work on Matt Kelly Elementary. Is that what you understand?

Brandon McLaughlin:

From what I decipher of Trustee Barron's motion, we would move forward with citing the one of 10 elementary schools. We would table pausing of school projects to evaluate strategic alignment and we would not continue in the pause of Matt Kelly. So we would continue with Matt Kelly as already planned.

Trustee Bustamante Adams:

And then so if we table part two, then that means can you go to the next slide? Then tabling part two means that we're not going to pause on the school projects, we're going to wait for the new superintendent to come on board and then tackle it then. Is that how you understand it?

Brandon McLaughlin:

Brandon McLaughlin for the record, again, I've got construction contracts ready to bring to the board for the expectations currently in place for those 2027 openings. So if no motion or if it's tabled tonight and not delayed, then to meet my obligations to you guys and to the superintendent, I would need to bring those forward to execute construction contracts in alignment with the current expectations.

Trustee Bustamante Adams:

Hold on for a sec.

Trustee Barron:

And remember, tabling isn't canceling, it's just kicking the can to the next meeting or so. You could call it pause, I guess, I suppose.

Trustee Bustamante Adams:

Yeah.

Trustee Barron:

But we've tabled things before. And of course there might be an adverse deal. Hey, but you never know. Interest rates might be going down. So hey, there's a trade-off here.

Trustee Bustamante Adams:

So Trustee Barron, please restate your motion because I just want to make sure that we've got it.

Trustee Barron:

Oh, gosh.

Trustee Bustamante Adams:

I'm not going to vote until I make sure I understand, myself.

Trustee Barron:

So I would like to make the motion to approve the recommendation for part one of this capital improvement plan, part six, revision six, and pause and table part two, that nevertheless, still continues the work of Matt Kelly.

Trustee Bustamante Adams:

So I have a first, and then Trustee Dominguez, you said you second it?

Trustee Dominguez:

Yes, I second the motion.

Trustee Bustamante Adams:

Okay, then I'm going to call for the vote on that. That's four to two. So then that passes four to two. Thank you, gentlemen, for your presentation.

3.05 Compliance Monitoring Update.

Presentation, discussion, and possible action on the acceptance of the compliance monitoring update as presented by Yolanda King of King Strategies LLC, is recommended. (For Possible Action) [Contact Person: Brenda Larsen-Mitchell] (Ref. 3.05)

Motion to accept item 3.05.

Motion: Cavazos Second: Esparza-Stoffregan Vote: Unanimous

Motion passed.

Trustee Bustamante Adams:

We are now going to move to item number 3.05, Compliance Monitoring Update, and invite our presenter, Ms. King, to come forward. Please proceed, Ms. King.

Yolanda King:

Hi, good evening, Madam President, Trustees, and interim superintendent Larsen-Mitchell. Yolanda King for the record. For this monitoring report. I want to go back a little bit and explain pretty much where we are today with the budgeting process with the Clark County School District and how we got to this point, as well as explaining because of where we are in the budget environment that we're in today, what are some strong recommendations with regard to monitoring those budgets? And so moving forward, I want to take us back to 2015.

So the 2015 legislature created this advisory committee and the advisory committee was responsible for developing a plan and recommendations to reorganize large school districts. And large school districts is defined as 100,000 pupils that are enrolled in the school district. Back then, as well as today, that only includes Clark County School District. So your budget environment for Clark County School District is different than the rest of the school districts throughout the state of Nevada.

(AB)394 also directed the State Board of Education to come up with regulations that would outline and adopt the necessary steps to implement the plan and the recommendations for the reorganization. And then fast-forward to September of 2016, the State Board of Education adopted the regulations to carry out the plan and the recommendations. So up until September, 2016, or at that point, the reorganization was simply regulations that were adopted by the State Board of Education. We fast-forward to 2017, or to the 2017 legislature and Assembly Bill 469. What Assembly Bill 469 did was the regulations that were created back in 2015, which were to carry out the plan and the recommendation, (AB)469 essentially codified those regulations. And so it took the regulations from a regulation, put it into the Nevada Revised Statute. And hence, today we know that Nevada revised statute as NRS 388G.

So that outlines the reorganization. And I think it's important to note that (AB)469 was a bipartisan effort. It was jointly sponsored and approved by Republicans and Democrats, so that overwhelmingly shows the support you had at the legislature on a bipartisan basis. So I felt that that was important to note simply because it's probably rare that you have something that's jointly sponsored. And in this case, (AB)469 was a joint sponsorship. And so under (AB)469 what's important to note and how we're different from all the other school districts within the state of

Yolanda King:

Nevada is that it deems each school to be considered a local school precinct. And each local school precinct operates under, essentially, a site-based decision-making process, particularly when it comes to the budget.

And then 469 also dictated responsibilities that the superintendent was required to transfer to each of those local school precincts. And so the superintendent, under NRS 388G, was responsible for transferring the selection of the teachers, the staff, the administration. Also, they're responsible for transferring the supervision of the staff, responsible for procuring equipment as well as services and supplies. And also what's important to note is the delegation to develop a balanced budget and determine how those monies were going to be used for each of those local school precincts. And then there was also delegation of any additional authority that was authorized or agreed upon by the superintendent, as well as the principals.

So if we fast-forward through and look at what we had pre (AB)469, so pre 2017, the school district had what was considered a centralized budget process. And what that means is that the district was the main decision-making authority over funding allocations, spending priorities, as well as financial priorities. If we fast-forward to post (AB)469, the district moved to what we are calling a decentralized budget process or budget environment. And this allows for individual schools to have more autonomy over the finances, as well as the people resources within those local school precincts. It also allows the principals to make financial spending decisions based on the student's specific needs, I'll say the students as well as the community specific needs, and also this also allowed for the principals to manage their own budget allocations. So we moved from a centralized budget process to a decentralized budget process. And again, Clark County School District is the only school district in the state of Nevada that is under that budget environment.

I also wanted to provide for you some comparisons in terms of a centralized versus a decentralized budget. The decision-making obviously moves from a central office control under a centralized environment, and then when you move to decentralized, you have school level autonomy and the schools, their spending based on the specific needs of the kids and the community needs. In terms of the budget allocation under centralized, it's more of a uniform standardized type of allocation, whereas within a decentralized process, you have customized budgets that, again, are based on the student and the community needs. The responsiveness when it comes to decision-making over finances, under centralized, it tends to be a little bit more slower just because of the overarching administrative oversight of the school district. Whereas, with the schools in a decentralized environment, decision-making in the responsiveness tends to be a little bit quicker because there's direct action to address those urgent needs at the school level as opposed to funneling up to the district level.

Financial oversight in a centralized environment, that financial oversight tends to be a little bit stronger. The accountability tends to be stronger as well as consistency, in terms of the financial management of the overall school budget. Whereas, in a decentralized budget, it really does vary simply because it depends on the expertise in managing those school budgets at the school level. And then equity, potentially, it could be more equitable at a centralized level as opposed to the risk of some sort of resource disparity at a decentralized level. And then lastly, you have obviously much more innovation when it comes to your school budgets at the decentralized level, simply

Yolanda King:

because it allows for flexibility, you're allowed to implement unique or strong programs or curriculum changes more quickly.

So the budget controls for decentralized budget environment. So it's very important, and I'm not here to give an opinion in terms of if centralized is better or decentralized is better. What I want to get across this evening is the fact that when you move to a decentralized environment, the budgetary controls must and have to become much stronger. Because essentially, what Clark County School District is experiencing is you have 374 individual budgets. And when you don't have that central control over the development, the allocation, it just becomes even more important to have stricter financial management controls in place. And you also need to ensure that just certain budgetary, robust or stronger controls are in place to be able to monitor that budget because ultimately, ultimately it does end up being a responsibility and an accountability from the trustee and the superintendent level when you roll up all those budgets. But development managing is all at the school level.

Also, what I wanted to point out is what are some of those budgetary controls and what should they look like? Policies and guidelines, again, are important and that they have to be clearly documented in outlining how those budgets are developed and how they're managed and how they're monitored. This is a big ship. It's a large ship. And so that tends to be more difficult when you're trying to clearly articulate what those policies and procedures are so that all 374 principals understand and that they're abiding by what the policies and procedures that have been set for budget management. The monitoring and reporting is also critical. And the monitoring and a reporting piece of this is not just to evaluate what it looks like towards the end of the year, but there has to be consistent periodic reporting throughout the school year and setting up controls for that is going to be even more important. And then being able to, like I said, adjust, identify if there are situations where we are having budget issues, getting close to budget, there's just certain triggers that we need to make sure that we have in place. Again, that monitor throughout the year as opposed to trying to fix something, catch something towards the end of the year.

And then our financial systems, obviously we want to make sure that these budgetary controls that we set up so that it's automated, in a sense, so that we're not necessarily manually putting these controls in place, which obviously can be an issue with the manual process. And then the last two, which I think are the utmost important is training. Training and communication. So regular training sessions, budget prep with management, professional development is going to be ongoing, especially as you get through a particular part of the process and the principals have a lot of questions and are trying to understand why this or why not this way or this way. So especially when you have different or varying levels of expertise with your principals, with regard to budget development and budget monitoring.

So you may have a principal that has done this for a number of years and a new principal who's just starting out. So obviously the expertise is going to be a little bit different until those inexperienced principals start to gain experience with their budgets. And the way that you get there is just consistent and constant training to help them understand and be transparent about where their budgets are and so on and so, so forth.

Yolanda King:

Communication. Because there's 374 local school precincts, this is a hard thing to do to have clear consistent communications. And that's from the top down to the bottom, as well as bottom up. It is going to be, and has to be, essential to the budget process. I do believe that over a period of time that obviously things have definitely improved for the school district, but I wanted to just lay out for you where we are today in the budget environment, especially for not just for you but for public knowledge, in terms of the type of budget environment that we're in and the types of controls that we need to have in place to ensure that going forward. And again, this is a big shift to turn and making sure that communication, the training, understanding what those controls are, consistently monitoring throughout the year and having some automated controls in place are going to be very important, particularly in this decentralized budget environment. So that concludes my presentation and I am open to any questions that you may have.

Trustee Bustamante Adams:

Thank you. Trustee Johnson.

Trustee Johnson:

Thank you, Ms. King, I appreciate it. And I don't know if this question is going to be for you or Ms. Bartholomew or for interim superintendent Larsen-Mitchell, but I'll ask it and then you all can determine who might need to figure it out.

I know that one of the systems that was put in place, you talked about the varying levels of expertise that exists today. So if I'm a year one principal, I may be less or more strong than a year 10 principal. And so I know, I think there's a buddy system that exists where a first year principal will get a partner to walk them through. Does anybody know if there's, we talked about the interim review of progress along the way. Is there a monthly budget versus actual review that happens each at the school level? Because that'd be 374 times that need to happen, but it sounds like it needs to happen so that you wouldn't get to a space where you're three months at the end of the third quarter and be like, oh no, we're not going to be able to make it here.

Diane Bartholomew:

Hi, Trustee Johnson. Diane Bartholomew for the record. So no, we do not have a formal monthly review, currently, of school budgets. So this is all part of our working with Ms. King and our corrective action plan. Currently, when a principal finds themselves in a situation, they call the budget team, and the budget team helps them work it out. I was on emails today actually about something.

Trustee Johnson:

So then it sounds like what would need to happen, I imagine this would be like a structural change that would have to happen. There would have to be some group of people who would have to, because 374 is a lot. That's a lot. But you have to do a monthly, but there'd have to be a created structure it sounds like, where somebody could walk through 374 budget versus actuals and sit

Trustee Johnson:

down with a person one-to-one. So I don't imagine you could do it in a group setting because everybody's budget is different.

Diane Bartholomew:

Correct. So Trustee Johnson, thank you. Diane Bartholomew for the record. Correct. So part of our corrective action plan is to try to lay that kind of process out. I've had to do a staff assessment, basically, of the budget department because it will probably require additional staff. Are we prepared to do that? I don't know. We'll see where things go, but right now we're going to try to manage it. It is going to be a process.

Trustee Bustamante Adams:

Deputy Superintendent Gutierrez, do you want to chime in?

Melissa Gutierrez:

Thank you. Melissa Gutierrez for the record. Trustee Johnson, we do currently have five progress monitoring cycles that principal supervisors engage in with principals. An update and monitoring on the budget has been added to all of those for the upcoming school year.

Trustee Johnson:

Are you able to give a 30 second overview of what that progress monitoring looks like? So I just want to make sure I understand what's already in it.

Melissa Gutierrez:

So depending on where they are in the school year, there are different items on each progress monitoring protocol; student achievement data, chronic absenteeism, things of that nature. But to that, now, has been added where they are with the budget, what they're spending on student achievement, how they are spending that, if they have any unforeseen expenditures that have come up, how they're handling that.

Trustee Johnson:

So it sounds like if I was a principal, I would sit down with my manager who was a principal responsible for a group of principals. My manager and I would go through the yearly checklist. So we would talk about our student progress, we would talk about academics, school culture, operations, and now then there'll be a separate to add to that next year will be a finance bucket that we would also go through at different points through the year.

Melissa Gutierrez:

Yes, that is correct.

Trustee Johnson:

Thank you for the help. We understand.

Trustee Bustamante Adams:

Thank you. Trustee Dominguez.

Trustee Dominguez:

Thank you, Madam President. Thank you, Ms. King. I know I've always appreciate when you come because you make such a complicated complex issue into very edible sizes, so I appreciate that. Thank you, Trustee Johnson, your questions. I really appreciate that because that helped answer some of my questions for the financial oversight and the mechanisms we have now in place, which is great. I know we talked about this during our briefing, but I just wanted to put it out there, and then just what is going to be the role for the new superintendent? Do you foresee or how are you going to be communicating with the new superintendent?

Yolanda King:

I foresee continuing in the same role as I am today. You may recall that it was Ms. Ebert who appointed me as the compliance monitor and she has indicated that she wants to continue my services and continue the services in the way that we're laying it out with regard to the corrective action plan and the education sessions, as I call them. So it's my understanding that I would continue in the same role as I am and have been working in.

Trustee Dominguez:

Thank you. And then so I guess you'll probably like this, Trustee Johnson. So I think you're alluding to it, but I am going to go take it further. So the current CCSD financial program system that we currently have, is there a way to make things automated or AI, so where we go and identify those schools in a generated report and things that are just automated so that maybe an email or something goes directly to the principal, they go directly to central staff, as far as notifying that a school might be close to their budget or some kind of notification that we're looking for.

Yolanda King:

Yes. Sorry. Yolanda King, for the record. That is further investigation of what we need to do with the financial system. That would definitely be my preference is to have the financial system either warn you, alert you, and there be reports that are generated that are shared if fits with the supervisor of principals as well as the schools. And I would also venture to say that it's going to be very important to have finance as a part of that process. That's part of what we are experiencing with some of these silos that have occurred in the past is that finance may or may not have been a part of the process and they have to be a part of this ongoing monitoring process, and I do agree that there will need to be some sort of restructuring that needs to happen with regard to the finance and the monitoring as it goes on.

Yolanda King:

So with regard to the financial system, what we need to further investigate is that right now, if all school budget services and supplies roll up to one line item and it's controlled at one line item. So if it's not further broken down into categories of services and supplies, and so we just need to figure out what we want to monitor with regard to certain services and supplies and control the budget at that level. And so further breakdown how we're controlling the budget by the financial system by automating that.

Let me give you an example. If we look at travel budgets and the schools have a particular travel budget and it's something you wanted to monitor, you want to monitor, you want to make sure that the schools, if they identify a particular budget in their schools, they say, "I don't want to spend more than \$10,000 on travel budget." Then what you could do to ensure that schools are not exceeding what they've budgeted for travel related items is you control all those expense levels, they roll up to travel and then when travel gets to the point where it's getting close to the 10,000 or it's at the 10,000, the system does not, will not, allow them to further purchase within that travel budget unless there's some sort of action to move budget, adjust budget.

So those are some of the decisions that we need to take a look at and determine to what level do we want to break down our services and supplies. You may not want to or need to, but I think it's something that we need to investigate, particularly if it's something that's important that we monitor and ensure that schools aren't spending more than what you as trustees have approved in your budgets. So those are the types of issues that we need to drill down and understand what exactly how you want to monitor.

Trustee Dominguez:

Thank you. And if I could push along. That might be operational, but if I could suggest we take a very deep look at maybe with our IT team or maybe an outside resource, as far as purchasing a program, that might need to be what we need to do. But if we could do this internally through our IT team is to update or have those categories, that I think that would work best to make sure that we have monitoring and a lot of eyes on this. Thank you.

Yolanda King:

You can do that with the current financial system. We just have to identify to what level and how far down we want to monitor. You don't want to monitor at the line item because that can be crazy. So you don't want to monitor the line item, but there might be groupings of certain expenses that you want to monitor at in the current financial system. SAP allows you to do that, it just has to be consistent across all budgets. You can't decide for one school or another school to do it differently. It has to be consistent amongst all the school budgets.

Trustee Dominguez:

I see. There might be some testing or needed to figure it out or education piece on operation side on how to best utilize that program. Thank you.

Trustee Bustamante Adams:

Thank you. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Thank you, Ms. King. And I really want to thank you because of the briefings that you do attend with us is very helpful so that you can understand even our level of questioning and lack of, I would say, experience with the system as a whole. I don't want people to have a perception about our building leaders that they know their budgets. There are some new principals and they do need guidance, they do need training. We do need to do those things. But just having lived the life of a principal in the past, they are very much in their budgets every day and they are very much held accountable for if spending is definitely of concern or a red flag.

So my question to you is that, so have you met with the group that we formed to give feedback when they started to talk about the silos and the systems that were lacking? Have you been talking to that group yourself and sitting in getting feedback from those individuals? Curious.

Yolanda King:

I have not. I don't think it's through the extended right.

Brenda Larsen-Mitchell:

Madam President, members of the board, Trustee Esparza-Stoffregan. Again, it could be extended. We also have a budget committee. So there are a variety of principles that we can accommodate that.

Trustee Esparza-Stoffregan:

I say that Ms. King, because your insight has been invaluable in meeting with us. But I think the next, because I asked you in briefing, I said, "How long do we have you?" And you said, "As long as you need me with the hours that I have. And you are definitely not there, yet." So my ask, I think, and I think my colleagues would probably agree, I think the next level is meeting with principals. And I'm hearing, also, gaps with some of the lack of communication sometimes with hiring. So when principals want to hire through HR, I don't know, I think there's a conduit there that I've been hearing about, a gap between that piece and the budgeting and projections and such. So I don't want to get into the weeds of it, but I think that is another piece, talking to those committees, to the budget committee and the subcommittee, which is two different entities.

And then I would love for you to come back in a briefing of ours. It doesn't have to be a presentation formally. And I know you've offered and extended your services to us individually, as well, which I personally will be taking up and meeting with you. Thank you.

Trustee Bustamante Adams:

Thank you. Seeing no other questions. And I would entertain a motion on, oh yeah, public comment. I always forget that. Ed Gonzalez, please. And that's, is there anybody else that didn't complete a public comment card for 3.05? Please proceed.

Public Hearing

Ed Gonzalez:

Thank you, Madam President, members of the board, Dr. Brenda Larsen-Mitchell. For the record, my name is Ed Gonzalez. I am the community member of the Hickey Elementary School organizational team and vice chair. But I'm not speaking on behalf of them. I come by because I want to thank Yolanda Clark. I think what she puts up here is very, sorry, Yolanda King, look at me. I've been messing around teen names all day.

Trustee Bustamante Adams:

From Clark.

Ed Gonzalez:

Don't worry. I did the safety at the State Board of Education meeting. So Yolanda King. One, because she has simplified some of this and she put up there, what was the intention of (AB)469. Unfortunately, that's not the reality of the situation. I know that Trustee Zamora mentioned some of the maintenance issues we've had at schools. She mentioned a school that has a sinkhole, that's the school at Hickey. It was pretty obvious during reading week when you walk by, you can see a hole. But some of those things, when you talk about the bureaucracy slowing things down, there's a section of the law that says that if the district cannot fix things in a timely manner, they have to outsource it. There is no process for that. So we have situations where maintenance just lasts and lasts and principals are in a position where they can't do much, and it's just not my school. It's just a situation that we have in the district. Furthermore, when we talk about some of this stuff, and I appreciate what was mentioned of talking to principals, but what I haven't heard is conversations with school organizational teams. I hope Ms. King, get that right, will have an opportunity to talk to them because when we talk about budget, schools have to approve the budget and the mindset that you're seeing is the centralization versus decentralization. It's pretty clear in the law why we decentralize to empower schools.

We empowered principals with the responsibility and more autonomy, but they don't have sole power. We made sure that school organizational teams, which is majority parents, teachers, and staff for the first time had input in the school in these decisions. When we talk about budget, we have to make sure, an example used for a travel budget, I think that's a highly unlikely scenario, but I understand the point that she's making, is that there's a significant change that needs to be made to a school budget. It's done by law. It needs to be revised at the school organizational team by a 75% vote. And that's not always an opinion that's held where, well, we have heard at the State Board of Education, those districts say that the principal and the central office developed the budget and the only thing the school does is vote yes or no at the school organizational team.

That is not what the intention was. The intention was to have a team come to a decision of where this is going. First, it was advisory, but the legislature decided to make it a mandatory vote. It's important that principals have the ability to move stuff about, but it's not just the budget, it's not just a plan of a, the performance plan. The plan of operation is which they vote on, are those two

Ed Gonzalez:

components and anything else within the school that needs to be done. It's a plan of operations. It's not just the principals who need this. And we also don't have any budgetary training for school organizational teams. And when people like myself have tried to do it, we've gotten pushback from the district and there is nothing by the state that is approved for budgetary training. Thank you.

Trustee Bustamante Adams:

Thank you. Seeing no other public comment, Trustee Cavazos.

Trustee Cavazos:

Thank you, Madam President. At this time I'd like to make a motion to accept agenda item 3.05, compliance monitoring update and to thank Ms. King again. Thank you.

Trustee Bustamante Adams:

Thank you. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

I will second that motion.

Trustee Bustamante Adams:

I have a first and a second. Please cast your votes. That motion passes six to zero.

3.06 Legislative Update.

Discussion and update regarding state legislation possibly affecting education, including, but not limited to: reports of current legislative issues and events; establishing the District's position on proposed legislation; and guidance to the superintendent and legislative staff. [Contact Person: Tod Story] (Reference material may be provided.)

Trustee Bustamante Adams:

I'd like to invite our next presentation and our last presentation, 3.06, our legislative update.

Tod Story:

Madam President, members of the board, interim superintendent, Brenda Larsen-Mitchell, Tod Story, Chief Communication Officer for the Clark County School District. We're here to bring you the latest legislative update on activities since the last time we reported. We did meet with most of you on Thursday and were able to address a number of your concerns and one of those will be reflected in the attachment that you will see added to tonight's agenda item. And with that, I will turn it over to Dr. Keating who's joining us from Carson City on the line.

Brad Keating:

Good evening, Madam President, members of the board, interim Superintendent, Larsen-Mitchell. For the record, Brad Keating, Assistant Superintendent of Community Partnerships and Government Relations. As was just mentioned, this presentation and public comment are the only things keeping the agenda from adjourning at this point, so I appreciate you giving me the chance to provide a one hour and 47 minute update to the board today. Nearly every item discussed tonight has been legislative related, so I'm happy to continue that conversation this evening. Today marks the 53rd day of the 120-day legislative session, which means we're close to the halfway point of session, which is good news. There are a total of 1,075 bills that have now been introduced into the legislature. To give you historical context, comparing it to the last legislative session, there were a total of 1,096 bills introduced, so we're a little shy currently. This evening and moving forward, we will provide, as Mr. Story mentioned, reference material which showcases the bills that CCSD is tracking so you and the public are aware at all times.

Important to note, just over the past month, a few important deadlines have passed. March 17th was the date in which all legislators must have had their bills introduced, their individual bills had to be introduced. And on March 24th, just days ago, all non-legislator bills had to be introduced unless they were exempted on the floor. Currently, there are a few exemptions for bills that have been provided. Notably two of them, majority leader, Cannizzaro, has an education omnibus bill that we are waiting on being introduced as well as the governor's education bill has not yet been introduced. These are two large education-related pieces of legislation that will certainly lead to many conversations until the legislature adjourns in June. Just an update on a few bills that have been heard or are receiving a hearing in the coming days. Assembly Bill 48, which is the bill that CCSD brought forward as it relates to the bullying law, that passed through the Assembly Education Committee unanimously, which we are happy for and it is moving to the assembly floor for a full vote, prior to moving to the Senate side.

There was a bill heard, assembly bill 316 by Assemblymember, Duy Nguyen, that revolves around student trustees. It would require CCSD to add a non-voting student trustee, either a junior or senior in high school, and the current amendment on that bill reads that, that student would be paid \$750 per meeting attended. We believe there are a number of issues with that and are working with leadership to see what can be changed. Senate Bill 278 is Senator Cruz-Crawford's bill. There's a population cap on that bill. What it would do is eliminate CCSD's ability to have an assistant principal or a principal leadership training academy. We are working with Senator Cruz-Crawford and stakeholders on that bill as we believe that, that shouldn't be in statute and it should be the district's determination whether or not to host our own leadership prep academy.

To give you some background, eight of the 10 largest school districts in the United States of America, all host principal or AP leadership Training academies and have worked closely as we have with the Wallace Foundation on years of research on what was needed, and those have been incorporated into those training academies. Either way, we believe that it shouldn't be written into law, something that would prohibit us giving us the ability. Senate Bill 305, Senator Donate's bill, that mandates, as currently written, it would mandate lacrosse through the Nevada revised statutes as opposed to using the current process in place by NIAA. There's work on an amendment for that right now. In working closely with the NIAA, there are not regulations in place or published publicly

Brad Keating:

that show any type of sport, how they become a sanctioned sport in NIAA. The amendment would move to force NIAA to create those regulations and provide them publicly, and also, look at providing an opportunity for those club sports who have been already trying for years to be somewhat fast-tracked in the process and not have to start from scratch. That's the amendment on there. We just heard Senate Bill 174 on Monday. Senator Ohrenschall brought that, which would require school districts to allow medically necessary treatment by an outside provider. For ABA services, a number of providers can come in during the school day, pull a student out, and provide services. The district opposed to that bill and is working with stakeholders to find a solution. We already provide medically necessary treatments in the district such as diabetes care without an outside provider coming in. We certainly don't want there to be an additional disruption to our students' day, so we're working to figure that out. Tomorrow, Assembly Bill 398 is being heard that is brought by speaker, Steve Yeager. It provides incentives to retain and recruit educators for hard to fill positions with high vacancies in Title I schools and special education. That's similar to the legislation that was brought forward last session Senate Bill 231. That will be heard tomorrow and it just sets up an opportunity that if funds are identified, they would flow through similar to how it was done last session. Next Monday, we're hearing Senate Bill 400. Senator Dondero Loop has a bill that it would essentially enable school-based teams for multidisciplinary teams that evaluate. They would do an evaluation and consider adopting an out-of-state ... Sorry. If students come in from out-of-state with an IEP, it would allow the MDT team at the school site to review that out-of-state IEP to determine if they can use that as applicable at the beginning or if they would need to conduct additional formal evaluations of that student. We believe that's a good piece of legislation where the team can look and we can take action immediately when a student arrives on our campus and provide them the services they need. There's also a provision in that bill that mandates music educators in schools, and I worked with Senator Dondero Loop earlier today that there may be an amendment on there regarding that section. And it seems that NIAA has been a very popular topic recently up here at the legislature. Assembly Bill 184 is being heard next week. That's Natha Anderson's bill. Assemblymember, Natha Anderson, excuse me, and that's a cooling off period and transfer availability related to NIAA. NIAA has regulations in place that they're waiting currently for the legislature to approve, but it would allow for one-time transfers and this bill would have some similar provisions to that just in law as opposed to just the regulation.

That's where we're at. I just wanted to say one last thing. I've had the pleasure, and I apologize I couldn't be there this evening, but we've got a lot happening here in the next two weeks, but I have had the pleasure of being able to see many of you up in Carson City. I just wanted to personally thank each of you for the support that the board members have given us, and especially me throughout the first half of session. You've been there no matter what, there to support us as we've needed it. I think and I hope that when you've been in the building, that you've been able to feel and get a sense of the working relationship that we have with legislators. I think every day it's been improving and it's certainly, none of this would be possible without each of you and your leadership every day. I appreciate each of you and with that I'm open to any questions that the board may have.

Trustee Zamora:

Thank you, team. I will remind folks this is not an action item, so there is no public comment, but we are open to questions. Trustee Dominguez.

Trustee Dominguez:

Thank you. I have to say thank you so much to our team here, and especially you Brad, and there's a lot that was going on in Carson that was my first time kind of in the weeds of Carson City and the legislature and how it all works, and it is very fast-paced. Time does not exist. It's a little bit of a time warp out there, so I appreciate taking all of this information and kind of piecing it together for us. There was some updates as far as the bills that we were passing as far as CCSD. Did we get a movement on the bullying bill? Oh, it passed. I'm sorry.

Brad Keating:

Yes. Yep, Brad Keating for the record. We've moved the bullying. The bullying bill moved out of the assembly committee on education. It had a full unanimous vote to move forward to the floor of the assembly. There have not been many floor sessions due to the deadline of committees have had to hear so many bills and had to introduce bills, so they've been spending a lot of time in committee. We anticipate probably in the next two weeks at the latest, Assembly Bill 48 will move to the floor of the assembly, be heard. We hope for a positive vote there, and then we will move from there. And then, Assembly Bill 47 was our other bill related to the educational stabilization account, which really dealt with recruitment and retention of educators. That bill was heard in assembly ways and means committee. There are no bills currently moving out of assembly ways and means committee. They are hearing some bills, but waiting for the economic forum in May. That will be the group that tells us how much money is left in the state or how much is in the state, so then they can push those bills forward. But 48 is moving, 47 in a holding pattern, but a number of our current provisions in 47 are, fortunately, they are in Speaker Yeager's bill, Assembly Bill 398, which is being heard tomorrow.

Trustee Dominguez:

I see. Thank you. And could you give us a little bit of update on the bills that we're going through for the NIAA? More in depth. I'm sorry.

Brad Keating:

The NIAA has, we've got a few on NIAA. Nothing wants to work for me currently on this end, I apologize, but we've got the NIAA, they've got the lacrosse bill, Senate Bill 305, which is the mandating of lacrosse. The reason that that bill was brought forward is because there was nothing in regulation or Nevada administrative code that showed a clear process or timeline for sports to become sanctioned by the NIAA. In working with the NIAA, they too could not find any regulations or documents in place, so they are working to put those together now, so that in the future, lacrosse is a sport, for instance, I met with Senator Angie Taylor today, the Chair of Senate Education. She was a trustee in Washoe County. Lacrosse has been trying since 2016 in Washoe County to become a sanctioned sport, and they've not been successful with NIAA, so this would

Brad Keating:

then allow them a clear guidance and document for how to become an actual sanctioned sport. That's Senate Bill 305, and then Assembly Bill 184 deals with the cooling off period and the transfer availability. It would provide, basically without any questions, a one-time transfer for a student to move from one school to the next without any issues in their eligibility.

Trustee Dominguez:

Thank you. And I know there is one bill that I cannot recall the number, and it was, correct me if I'm wrong, was regarding protecting girls in sports and not having transgender girls play in girls' sports.

Brad Keating:

Brad Keating, for the record. I was pulling that bill number. I was been trying to pull that up as I was speaking. That is Assembly Bill 240. You are correct on what that bill does. It was heard on Tuesday, yesterday? Two days ago. As we said, we don't know what time is at the legislative session. It was heard on Tuesday. There was a presentation on it. There was no action taken yet. We will see in the next week and a half to two weeks if it gets a work session and it moves forward.

Trustee Dominguez:

Thank you. And what is the stance that CCSD is taking on that bill?

Brad Keating:

CCSD has not taken a stance on that bill as it was not in the board approved platform.

Trustee Dominguez:

Thank you.

Brad Keating:

Yep.

Trustee Bustamante Adams:

Thank you, Trustee Cavazos.

Trustee Cavazos:

Thank you, Madam President. Thank you, Dr. Keating, for that summary. I just have a couple of quick things here. I didn't catch the bill number on the SB, on Senator Cruz-Crawford's, on the population cap on the APs. What is the number on that?

Brad Keating:

Senate Bill 278.

Trustee Cavazos:

Okay, thank you. And we are opposing that, but working with her?

Brad Keating:

Yes, we are working closely with her. We've had numerous conversations on that. It just comes down to a belief, and it'll be a decision by the committee of whether the committee believes that the prohibition of a leadership academy should be written into statute or if it should be a district decision.

Trustee Cavazos:

Okay, thank you. And can you tell me a little bit, just briefly, a little bit more about, I'm really interested in SB 400 Senator Marilyn Dondero Loop's bill, as far as being able, I think you said allowing a transfer, a new student, for the new school that they're coming into to be able to review the previous IEP. Is that correct?

Brad Keating:

Yeah, just making sure I'm on unmute. Brad Keating, for the record. Yes. Currently, NAC currently requires that out-of-state special education transfer students who've never previously held a Nevada special education eligibility, be formally evaluated for eligibility in Nevada, so this bill would change the standard to the IDEA requirement, which just says, if the child transferred from a school outside the state, an examination is conducted pursuant to this section if determined to be necessary, and a new IEP is developed if appropriate. What it would allow is, the school-based MDT evaluation team to consider adopting the out-of-state eligibility in Nevada based on their existing records for the student rather than conducting a formal evaluation immediately.

Trustee Cavazos:

Okay, thank you. That helps a lot. I haven't had time to track all of these that I'm interested in, so I'm really happy about you bringing that one up. Going back just real quickly, I think there's other people in the queue. Going back to the two NIAA bills, on the 305, let's see, as far as mandating the lacrosse. Just to clarify, there was nothing found in NRS. NIAA does have regular membership protocols and we do get requests all the time as far as on different sports to make them an accredited sanctioned sport in NIAA. Is it correct to say that this is basically working with NIAA to codify some actual regulations? Is that correct?

Brad Keating:

Correct. Really quickly on that passed bill, I just want to thank, I don't know if she's in the crowd, but Monica Cortez and her SSD team have been incredible on all the special education bills. Special shout out to them on helping us make sure we're going on the right path on those. On Senate Bill 305, you're a hundred percent correct. The stance that was taken at the initial hearing for Senate Bill 305 from the NIAA was that there is already a process in place for how this is done. In working with and as NIAA evaluated, and we are incredibly fortunate to have Tim Jackson there, a former CCSD director who's doing great, as they investigated and looked into more and more of

Brad Keating:

this process, there are minutes that they've provided and internal documents that have much of what you're discussing, but there have not been external documents provided or anything codified into regulation or made public in some capacity.

What this bill would do if the amendment is, and the amendments in process right now, is it would require that by October 1st, the NIAA provide regulations explaining how it is all done, A to Z, on how you become a sport. And then, it would provide one fast track provision. Any sport that is involved currently, in process or trying to work with NIAA, what they're looking at doing is, and I'll use lacrosse as an example, but it might be another sport, is it would allow for that sport to move through the process, not immediately, but in a quicker timeframe as opposed to maybe four or five years with NIAA'S guidance. And then after that time period, there would be a closure. It's like a catch-up provision for a few sports currently, and then that piece of the law would stop so that all individuals from that day on, whatever it is, would only be able to follow the regulatory guidance. Hopefully that makes sense.

Trustee Cavazos:

Yes, that did. And thank you so much because the minute you started talking, my phone started blowing up, so I was trying not to look at it because I already knew what they were asking, so I appreciate that. And then, the other bill from NIAA, I feel like I, as the rep that I need to clarify this for folks, the Bill 184, AB 184 by Assemblymember, Natha Anderson, with a cooling off period. Now, her bill, if I understand correctly, is going to make it more open-ended as far as the transfers, whereas NIAA, we have a bill that is basically be a one-time transfer. I know it sounds complex, but it really isn't. Is that correct? Because I thought I heard you say that Natha Anderson's would be the one-time transfer and hers is the open-ended transfer. Is that correct?

Brad Keating:

I'm pulling-

Trustee Cavazos:

Sorry.

Brad Keating:

... AB 184. I have it here. Based on the guidance that we've received; I'll just give you some of this guidance here. Over the past, NIAA has worked diligently to develop a new transfer regulation. The regulation has been approved by the NIAA Board of Control, is currently under review by the legislative council bureau. Significant effort has been made to finalize this regulation ahead of the session, but unfortunately, it wasn't completed for implementation. NIAA, at least, as opposed to AB 184 for a number of reasons, it largely replicates the regulations that they have already been working on. And then, a key concern that they bring up is the misalignment with NIAA'S adherence to the NAC, particularly with the provision, an expedited appeal to the board of ed on some of the transfer movement. The transfer lies in here. I think it's more expanded than what NIAA is looking to do, but I can triple-check that.

Trustee Cavazos:

Okay. Actually, that helps a lot because I've received a lot of emails and messages from some of our CCSD high school coaches, and I am encouraging them, as I always do with our constituents, that if they have comments to make on this and opinions, that our meeting is next week. Our meetings are usually two days. They are two days, and our agendas are between 100 and 200 pages long. And so, we encourage people to show up if they have an opinion on this because there's a lot of parents, coaches, employees, and athletes that are very concerned about this. I thank you Brad, very much. Excuse me, Dr. Keating, getting too casual there. And that's all I have. I just wanted to clarify that and I appreciate your elaboration. Thank you.

Brad Keating:

If I can add one thing, and I apologize for making this longer, is-

Trustee Cavazos:

No, it's okay.

Brad Keating:

... one more piece in that bill that I think is important, which we would hope not to see in the bill moving forward, is NIAA currently has the level of appeal. They have a hearing officer. The NIAA makes the final decisions as it comes to appeals and issues that come through the sport. What this bill would do is it would move the final appeal. It would go to a hearing officer, but then it would appeal to the state board within 30 days of that decision being made, where the state board of education can affirm, modify, or reverse the decision. As you know with the NIAA, the State Board of Education's never been involved in these issues and we believe the NIAA is the right final step in this process.

Trustee Cavazos:

Thank you so much and I will add on, thank you so much for bringing that up. And I will tell you that the appeals are very thorough, very intricately and uniquely done for each individual case, so thank you so much.

Trustee Bustamante Adams:

Thank you. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Dr. Keating, thank you, and Tod Story, and Nate Waugh, Nathaniel Waugh. The reason I ... I want to acknowledge, some of us were in Washington D.C. I know we're going to do a report in an upcoming work session, but I want to thank the team because they were definitely multitasking and trying to get us some meetings to just advocate for all of the things that are happening in our sphere in the world with our elected officials up in D.C. Dr. Keating, I want to acknowledge and give a shout-out because I happen to see the hearing on AB 316. That is Assemblymember Duy

Trustee Esparza-Stoffregan:

Nguyen's student representative. We had one of our teachers of the year, Laura Jean Penrod, presenting who did an amazing job, and the student representative was actually the student trustee from Washoe County School District.

I just wanted to say that I happened to just interact with her last evening and she wanted to clarify that there are amendments coming. I would encourage Dr. Keating, your team that's up there, please connect with Assemblymember Nguyen about that. And I know that they definitely have intention, and I want to bring that up because I just see the value of having more student presence, and I'm not speaking in support, but I'm saying that what we need to look at is models. And there is a model within our state board of education as well that has a student advisor, representative member on their board and he does not vote or she does not vote, but it is definitely a voice that is valued. That's just something I wanted to put in insert.

And then, the last thing I want is an ask. Some of us wear multiple hats. Believe it or not, we have day work and day jobs, and this is definitely feels like a full-time job sometimes, but Dr. Keating, so sometimes when we have to speak as an individual, is it possible, I know we had a conversation in the past, can we get formal language for all trustees that, when we are speaking as individuals and not as trustees and not as representatives of the district, can we get something formally, just a kind of a sentence stem. I know it's a teacher word, but that would help us to clarify so that we're not taking stance or positions or representing the district, even though people understand and see that we wear multiple hats, we are tied to different organizations and we want to clarify the boundaries.

Tod Story:

Trustee Esparza-Stoffregan, and Tod Story, Chief Communications Officer, for the record. Happy to draft something. I'll work with board counsel to make sure it's crafted in such a way that it gets to the point that you're trying to make.

Trustee Bustamante Adams:

Thank you. Trustees-

Brad Keating:

And-

Trustee Bustamante Adams:

Oh.

Brad Keating:

I was just going to add really quickly, I appreciate you bringing up Assembly Bill 316. Our conversations, and I know there are amendments coming. I spoke to the Assemblymember two days ago about it. Our biggest thing, and I think from the Nevada Association of School Superintendents and the Nevada Association of School Boards is just providing, I think the value of student voice is incredible. I don't think anybody can take that away. It's just giving the districts and

Brad Keating:

the boards the availability to do it in the way that they want to do it and not mandate you all in one way. Washoe does it one way, White Pine County currently does it another way, so we just want to make sure that every district has the ability to do it, and on the other one, don't you worry. I know every time one of the board members is speaking, I get text messages from legislators all the time saying, "This trustee is speaking right now."

Trustee Bustamante Adams:

Thank you. Trustee Zamora.

Trustee Zamora:

Oh, I got myself off the queue. Thank you, Madam President. Brad, I'm sorry for those text messages. I take full responsibility, but speaking on that, what Trustee Esparza-Stoffregan brought up, I want to remind our colleagues that we do have a memo that came from our general counsel, and I am more than happy to bump that. It does say down in page two that if you are testifying in your personal capacity, you have to give that disclaimer, so I just want to remind folks. I do suggest, because I am in the building, do not even mention the title for trustee at all, just to help our legislators be able to separate those two. Don't even mention it. That's one of the biggest recommendations that I've also heard from legislators. Do not just say it. Personal capacity. I also want to give you all some kudos for your legislative tracker, the legislative debriefs. I've heard really good things about it, especially from some of the admins from schools who do not have the time to keep up with everything.

I appreciate you all adding the educational priorities and initiatives because it kind of ties to what our platform is. The thing that I'm starting to pick up as we're going in full force is that I think it will be helpful maybe for our colleagues and admin to see the stance that CCSD might have. If we're in favor, if we're not in favor, if we're neutral, if we're just kind of staying away and watching, I think that would help clarify a lot what I've been hearing from some colleagues during this session and even admin who want to just follow along. That way everyone knows, because I know there's some folks going up a lot as well, and you can kind of use that tracker to be able to see where we're at because we also don't want to be speaking on things. If we're speaking on things that on our personal capacity we do not agree with or agree with, we also have to be conscious of what the district is standing by. I think that would be really important and helpful. And I think that was all my questions and statements.

Trustee Bustamante Adams:

Thank you. Trustee Biassotti.

Trustee Biassotti:

Hi. Thank you, Tod and Brian. You were very helpful when I was up there and really very courteous. I really appreciated the assistance. But one thing I wanted to mention, I have called in. I provided testimony and I didn't mention my position, just my name, but then I was reprimanded towards the end of my testimony, and I was told to state that I was not speaking on behalf of the

Trustee Biassotti:

district, so I was kind of forced to mention who I was, what my position was, and then follow up with, but I am not speaking on behalf of the district, so I don't know how I can separate the two and leave it out when I'm already told that I have to mention it, but I just wanted to clear that up. As far as SB 59, the anti-grooming bill, introduced by the Nevada Department of Education, it had a hearing scheduled last week and it was canceled with no explanation abruptly. I wanted to ask what is the deadline for it to get a hearing so it can be moved out of committee?

Brad Keating:

Thank you for the question. The deadline is April 11th for it to move and continue in its form.

Trustee Biassotti:

And then thank you for that, I did just have a follow-up. Have you ever had a case where you aided certain trustees from our district in their visits to our Capitol in talking to representatives or other legislators? Because I was just informed that a few of our trustees did do that and I was wondering if that's something that happens commonly or has happened before?

Brad Keating:

Can you expand on that question?

Trustee Bustamante Adams:

Yeah, and so this is Trustee Bustamante Adams. So when we attend a conference as a group, or as individuals, or as other team members go together, then we can seek the help from Dr. Keating and from Tod to help us set up meetings as trustees, and so that is separate if you're going as an individual. If you're going as an individual, you're on your own, but that's what the reference is. Dr. Keating, I don't know if you want to add to that.

Brad Keating:

Yeah, Brad Keating for the record, I appreciate it. I think you answered it perfectly. Whenever trustees, like a Council of the Great City Schools conferences are going to DC, we're happy to facilitate meetings on Capitol Hill for the group that's going up there, just as it's a little easier for us to deal with the back and forth 300 emails and just provide you the schedule. So for approved travel and conferences that are approved by the district, we're happy to help.

Trustee Biassotti:

Thank you, thank you for that.

Trustee Bustamante Adams:

Trustee Zamora, did you want to add to that?

Trustee Zamora:

I did. I just wanted to also remind folks that it was mentioned at the beginning, if we're in the building, even if it's on our personal capacity or want to be there as a trustee, to let the team know because they will be able to help you set up meetings, but it also is in alliance with the CCSD platform and like our bills that we have going on. So not for our personal bills, it's more of the district as a whole.

Trustee Bustamante Adams:

Thank you. Does that help Trustee Biassotti? Okay. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. As far as the disclaimers, what I've found over the years many years of testifying, is basically I would agree with both Trustee Zamora and Trustee Biassotti that it can go either way as far as being reprimanded. I basically just say my name and I just say, "I am here speaking as an individual." And I was advised this by one of the legislators many years ago just to say, "I hold the position of this, et cetera, but I am speaking as an individual." End of story, go into the testimony and that's worked out very well for me.

The other thing, and thank you President Bustamante Adams for mentioning about the parameters as far as our visits to Washington. And it was very helpful for our government relations team to go ahead and give us the talking points that aligned with our conference that we were attending. So by them giving us those talking points ahead of time, when we received our legislative booklet, we were then more prepared to then go speak to our representatives. And out of the five appointments that were made for us, we were able to make it to four out of the five and they went very well and we'll give the report next week, so thank you so much for clarifying that point.

Trustee Bustamante Adams:

Thank you. Brad, Tod, anything to close this out?

Tod Story:

No, the only thing I'd like to say real quickly, Tod Story for the record, we'll be happy to get the request. I'll work with the Office of General Counsel. We can also redistribute the calendar, the 120-day calendar so that you can see the deadlines that are coming up.

Trustee Zamora:

Add the memo.

Tod Story:

Thank you.

Trustee Bustamante Adams:

Thank you. Trustee Zamora says add the memo that we sent out previously, but yes, it could be reattached. Okay, with that it's not an action item.

Public Comment on Items Not Listed as Action Items on the Agenda

Trustee Bustamante Adams:

We're going to move on to 4.01 public comment. If there's anyone that has not completed a public comment card, we have Ms. Kreidel, is she still in the room? I don't see her. No, I don't see her. Mr. Camejo, if you want to come up and then we have Maria Contreras, are you still in the room? Maria, you could come over here on the left-hand side.

Public Hearing

Abraham Camejo:

Hello Madam Chair, members of the committee and Superintendent Abraham Camejo for the record, just wanted to bring some comment on how we continue to improve and overspend on items. Just a fun one that I just wanted to address. It's on the cost of the Green Valley High School's press box, which is a container box, a shipping container. I could buy a shipping container in North Las Vegas for about \$2,000 and install it. It's here for approval for at a cost of \$784,000 and 775 cents. So I think I'm in the wrong business. I should be installing containers at our football fields, just saying, I know it's coming from the school funds, but holy moly, \$784,000 for a football container with no air conditioning, no plumbing, a little light bulb, a little desk like this too, it's the heat box. So it is just these things that right here that makes the public go, "Hmm, how are we spending our budget and our funds on things like this? And are we getting the proper bids for the cost?" And because the school district continues to be a huge money cow releasing funds for this. So in my honest opinion, I'm a contractor. I could do this job for less than \$100,000 and save you guys money and call it that. Can even have apprentice come help me and have tacos at the same time and have a good time. So I'm not trying to blame anybody, it's just wasteful spending. And that's what I think the public is just tired of seeing on how we're mismanaging these funds and approving things like this that should not cost almost \$800,000. So once again, you can buy a used container box in North Las Vegas and have it installed for a lot cheaper. But because it's installed on a Clark County school district property, our contractors just concern is to overprice us.

And then this trickles down to other construction projects or air conditionings and everything else. And it just continues to give our construction team, Brandon's team and everybody else a hard time in trying to get proper bids for the construction. So it's just little things like that. So I just wanted just to point that out as a fun item, but you guys are doing amazing. I want to give a shout-out to our team that's doing the sign language translation and anybody that's listening at home, parents, just get involved in this community and these strong conversations. Thank you. Have a great night.

Trustee Bustamante Adams:

Thank you. Ms. Contreras? And after her Gabriela Moncrease? Yes, you could come up here to the right. Thank you, Ms., please proceed.

Maria Elodia Contreras:

Hello, my name is Maria Contreras. I'm a food service manager at Canyon Springs High School. I've been in the district for over 20 years. I'm also founding member of the Cafeteria Action Team or Units Committee for Food Service Workers. I have been to the Central Kitchen so many times visiting and when visiting the Central Kitchen, it is obvious that the employees are unhappy with work. I have noticed that it is more obvious each time we visit. I have witnessed disrespect, even something as simple as informing them that the main bathroom is being repaired. So the other one needs to be used becomes a shouted direction that seems more like punishment than suggestion.

And in our meetings, I have heard about the favorite system that the favorite employees seem to always have the best jobs. Even when there is supposed to be rotation, then the rotation are not just used to give the favor is the easiest jobs, but the more difficult jobs are actually rotated with means. By the time someone feels somewhat comfortable with their assigned duty, they are switched to another difficulty task that is not immediately comfortable. This is a safety and efficiency issue that there are injuries almost daily and employees do not feel safe.

The union circulated a survey for employees last fall and the results were informing. A third of the employees responded that they are interrupted during rest or meals breaks to complete an assignment. A third, believe they have been victims of intimidation or harassment. Half of the responders did not have training before they began their job and less than 30% have had retraining. Over 75% think that they are understaffed, which leads to unsafe and ineffective performance of the work. A third claim that there is workplace violence. 40% stated that there is extreme call or hit during the shift. 25% recognize that there is broken and/or defective machinery and have been injured or become ill from work.

The Central Kitchen employees did have a meeting with David Wines to express these concerns, but nothing has changed. In fact, it may be worse. The job that Central Kitchen employees do are crucial to the district. I know that without their hard work, we will not be able to feed our kids, that we will have to exclusively use food of much lower quality. We do our jobs to make certain that our students have nutritious, satisfying meals. Without these, how can they learn, function, or thrive? CCSD should take into account as important as the wellbeing of the student is, the same should be a factor in how its employees are treated. They should be valued as well. The employees of Central Kitchen are only asking for that.

Trustee Bustamante Adams:

Thank you so much. Ms. Moncrease, and then after that, Joyce Messer, are you still here? Okay. Thank you, please proceed.

Gabrielle Moncrease:

All right. Hello Trustee Committee. I'm pleased to be here. My name is Gabrielle and I've been with the district now for almost 10 years. I work as a lunch lady. I'm a lunch hero, that's what you guys tell me. Or the school tells me that I'm a lunch hero. I love the children. I have a lot to say, but I don't have time so I'm going to have to condense it. I want to say this. Some of you are probably parents, some of you may even be grandparents. I'm both. And the children are our future, right?

Gabrielle Moncrease:

And they're very important to us. The lunch lady's important and we have a relationship with these children. We see them every day. They thank us for the lunch and we have a relationship.

When one of us gets injured and we're off the job for a long time, then somebody else takes our place. And those children are used to seeing our faces every day. And that's really important for them to feel stable. And so I got injured last year and I am still trying to recover from it. I went to Central Kitchen because it was supposed to be light duty. I know you know what light duty is, but can I read this? "Light duty is a temporary or modified job assignment that is less physical or mentally demanding than an employee's regular duties." Now that's not what I experienced. As a matter of fact, there's a machine that runs at 20 miles an hour I believe. I can be corrected, but I believe they said it was 20 miles an hour. Now that's not moderate duty. If I'm scooping potatoes, if I'm scooping vegetables and I'm supposed to be recovering.

Now, in the beginning, light duty was realistic because I was on a computer. I was doing light things like making lunches and things like that. But when it became strenuous, this is the result. I went to, of course, physical therapy and all of those things. But because of the constant dipping and dipping and I kept asking some of the people that were in charge just to name a few names. Shauna, I think Jessica is the one that you have to talk to. She's got the ultimate decisions. Now, I'm not saying these names to try to make people feel bad or whatever, but if they do, I think that they should consider that if you're supposed to be helping us recover so we can get back to our job, we can't recover if we're doing strenuous things. So if you could take a look at that, if there's anything you can do to try to help the people that are injured get back to their work, their regular job, because I love the kids and that's why I'm there. So thank you.

Trustee Bustamante Adams:

Thank you for your service. Ms. Joyce and then David Gomez. Please proceed.

Joyce Messer:

Hi, my name is Joyce Messer. I have a student, he goes to Bishop Gorman High School. So he is not in the Clark County School District, but he's not allowed to attend the prom at Coronado High School because he goes to private school. I was just wondering why. I can get no answers. I can't get answers from Coronado besides anybody that doesn't go to Clark County School District is not allowed to attend prom. Oh, you can't engage with me. I didn't understand that. Okay. Well something needs to be done with that. That's discrimination. That you're not allowing my student or my child to go to your school to attend a prom. He has a girlfriend there. I'm not understanding what your regulations are on that. And I do have some regulations here. It says the policy seems to focus on magnet school classes and extracurricular activities rather than general CCSD events like dances.

So even when you get on your website, it doesn't say anything about private students not being allowed to go to your school for a prom. He did the guest pass. He's done everything. He has no disciplinary actions, he has nothing. Great schools, but he was denied from your Coronado High School. He was denied. So I think that you guys would like to look into that and find out what is

Joyce Messer:

going on here that my child is being discriminated against because he goes to a private school. I appreciate it. Thank you.

Trustee Bustamante Adams:

Thank you, Ms. Messer. Mr. Gomez, and then after Ean Fenty. Please proceed, Mr. Gomez.

David Gomez:

David Gomez for the record. Nevada Peace Alliance President. I don't know how to say this in a nice way. When is anybody going to ever learn that hiring people to tell you what to do or to inform you sometimes can be skewed information. And I'm a consultant. I own a consultant company. I'm a senior consultant. Help a lot of people understand things in a clear and concise way and I break a lot of things down for them. Have a team and my team helps me do a very excellent job. Without them, I cannot do the job that I do. But why do you need someone to read the assembly bill to you? AB469? Why do you need someone to read these things to you? Why do you need someone to tell you what NRS388G.500 says and states? It clearly states in the description what legislation was trying to do. I mean, I got to agree with Isaac. I don't understand why this is so hard to comprehend. This is very basic. This is information that we can read and look at and understand it.

But for some weird reason, everybody wants to be told what to do, how to perform their job, and how to understand a bill. That's not how this works. Some of you are educators up there, some are your professionals. I'm not going to do that. I'm going to sit there and I'm going to question and challenge the things that are told to me and said, I'm not just the okie-doke person. I don't just sit by and just say, "Oh, just because you said it, because you have a doctoral or you have a master's or this and that it makes it more prominent or more important." Doesn't, doesn't. I'm pretty sure legal can tell you that all lawyers are not created equal. He can tell you right here, up here in your face that they're not all created equal. There's some lawyers that know how to do certain things. Well, some consultants don't know how to do certain things.

Regardless of how many meetings I have, regardless if I fought against ASD when they had tried to take over our schools, regardless of whatever I've done, still I see you guys as somewhat of knowledgeable and understand how to comprehend how to read. Stop waiting for people to tell you what to do. Read it. Read it. I'm going to repeat it to you. NRS388G.500. I was there AB469. I was there in '17. So was Ed Gonzalez. This man knows what he's talking about. They have pushed against him with CCSD's care. He was just trying to help you guys and they fought him. What is wrong? Really ask yourself that question. What is wrong and who's doing the wrong? Thank you.

Trustee Bustamante Adams:

Thank you. Please proceed, Ean. Hold on for just a second. Hold this time. The person next up is Leslie Quinn, are you still in the audience? Yes. Thank you. Please proceed.

Ean Fenty:

Is it... Okay, sorry. I didn't see the green. Ean Fenty for the record. I am actually a pastor at Calvary Red Rock in Summerlin. Hopefully that doesn't make you stop listening. What's on my heart for you guys, first of all, I appreciate your time and your service and what you guys are trying to do. My encouragement though is, I mean our district is not in good shape. And I think that's putting it nicely from an educational standpoint. If I look on Google, it tells me in the 2023-24 school year that 39% of our elementary students in our district tested at or above a proficient level for reading and 30% tested at or above a level for math. I'm sorry, and I'm not blaming you guys, but I'm saying that that's inexcusable because that is the responsibility here is to help make sure that our children are being educated, not taking side routes on political agendas and all of this kind of stuff makes learning harder and distracts.

And I was honestly blown away to hear that in our district, we have 374 individuals trying to run a budget for a district. That's insane. And I understand that that's a legislative issue. But how about as a school board, we go back to the legislative branch and we go, "Guys, this is crazy. This is spread out way too far." Maybe let's use some common sense and maybe let's make it a half a dozen people that oversee different areas of our district or something. I don't know, something that's more manageable. But we've got to focus on education and doing the things that actually educate our kids. The Bible tells us that all power and authority is given by the hand of God. And so that means every single one of you that have this position of authority of the school district, it was handed to you by the Lord. And you have an accountability to him for that. Whether you believe that or not. I'm here to tell you that that is fact and it is truth and it is a huge responsibility.

The Bible also tells us that anyone who harms one of his little children, that leads them into sin or stumbles them, it would be better for them to tie a millstone around their neck and cast it into the ocean. That's a stone that weighs over a ton. There's no swimming with that. And so I just want to encourage you, I'm not... Really, that is my hope, is to encourage you to be diligent in what you're doing and pursue the education and let's hold our teachers accountable and do the things that you guys are capable of doing to make sure that they are getting the education they need. Thank you.

Audience:

Amen.

Trustee Bustamante Adams:

Thank you. After that, after Ms. Leslie, Ed Gonzalez. Please proceed. Ms. Leslie, can you pull the mic down, because we want to make sure we could hear you? Can you pull the mic down? There you go.

Leslie Quinn:

Because I'm a shrimp, right?

Trustee Bustamante Adams:

Thank you.

Leslie Quinn:

Okay. Good evening, trustees. Thanks for hanging in there for such a long time. My name is Leslie Quinn, I'm a registered voter in Clark County and advocate for all children and parents. I love reading. In fact, it was one of my greatest joys to hear students learn to read. To see the excitement in their eyes and joy in their being was over the top for me. Eventually, as most teachers experience, they become reading and spelling champions. As you may all know, children are like sponges. So it's of utmost importance to have excellent literature to help shape who they become. With that, there are CCSD librarians and teachers who also love excellent literature and therefore curate books of all content, whether acceptable to parents or not. Yet to them, it is considered literature and therefore available as reading material.

Now, there are a series of books with excellent topics that are morally based called Brave Books. These books are biblically based and teach children about character and morals. I think all parents would love to have a child of excellent character. But unfortunately, Brave Books are looked down upon for our CCSD children while pervasively vulgar books that teach young children of all ages about sexuality and the how-tos of it are acceptable. The acceptable pervasively vulgar books are like a child's Your Sexuality for Dummies. What job or skillset does this literature prepare our CCSD Nevadan children to do? I'll leave that to your adult imaginations.

What my hope is that whether you are CCSD trustee, Nevada legislator, or President Donald Trump, that you always support building children up with excellent character as one day they will be CCSD trustees, legislators, teachers, et cetera, and making decisions that will affect all of our lives. Lastly, I want to give a shout-out to Trustee Dominguez for standing strong to keep women's sports women. Thank you. And also to Trustee Biassotti for taking the time and personal attacks on social media for reading books of excellent moral character to children. You will impact their lives forever. Thank you.

Trustee Bustamante Adams:

Thank you. Mr. Gonzalez, please proceed.

Ed Gonzalez:

Thank you, Madam President, members of the board, Dr. Brenda Larsen-Mitchell. For the record, my name is Ed Gonzalez. I come to speak during this time because I don't know if this will be the last meeting of Dr. Brenda Larsen-Mitchell, or deputy superintendent Melissa Gutierrez, but I want to thank them for the job that they've done over the past year. This hasn't been easy. You sort of had to come in and clean up a lot of messes and I don't think people really understand some of the hard work that you've done behind the scenes. When you were first appointed by the school board, you were gracious enough to have a meeting with me. It was scheduled for 15 minutes. I think you gave me an hour. I do appreciate the honesty that you've had.

I do remember before the meeting I bumped into, now your new superintendent, Jhone Ebert, and I asked her, "What advice would you give?" And she goes, "Just act yourself and you'll be fine." And I joked with her. I go, "That didn't help with you when I met you." But you've had challenges that you knew you were facing and you had more challenges. So I want to thank both of you. With a Deputy Superintendent Gutierrez, I met her when she was an assistant principal at Rogers many,

Ed Gonzalez:

many years ago. So I know it seems like a lifetime, doesn't it? And so like I said, you're in a tough position. Both of you. I know former governors believe that the job of superintendent of CCSD is a harder job than mean governor. And so I want to thank you if I don't see you guys again. I don't know if this is your last meeting or not, so I just want to put that onto the record.

Then second, Madam President, last meeting we had, there was a speaker who spoke about reading week, and I was a little bothered by some of the comments when they attacked a trustee for reading during reading week. I don't think... I know during the public comment guidelines, it does say we shouldn't have personal insults. They attacked somebody for reading there. I know they disagreed with their book, but I think it was Trustee Biassotti. We should not attack trustees for going to schools to read. We should encourage you guys to come to schools to read. It bothered me because I'm one of the few supporters of the current public comment policy because if you remember from members on the board previously, there are members here who are just blatantly attacking people, disrespecting them.

Madam President, I call you Madam President because it's an honor and a title that you have just like I would say Dr. Brenda Larsen-Mitchell or Interim Superintendent, that's the title that you've earned. Just like every single one of you've earned the title Trustee. Before we had speakers come up here and describe your attorney as lady attorney. That's absolutely disrespectful. There are times where they would consider you by your first name. That's not what we do here. You've earned the title, you've either been elected or appointed to these positions or you've earned your degrees that you have and you should be respected for that.

And so I say that because we should get back to the mindset of we can disagree, we can have conversations where we agree or disagree with the board, but the idea that we should be courteous in doing that. And so I just wanted to make sure that we get back to that at times. I know sometimes speakers get off track and if that's the case, then we should be reminded of the rules. But once again, I do want to thank Dr. Brenda Larsen-Mitchell, and Deputy Gutierrez for the hard work they've done. So thank you, Madam President.

Trustee Bustamante Adams:
Thank you, Mr. Gonzalez.

Upcoming Meeting of the Board of Trustees

Trustee Bustamante Adams:

With that, we're going to go ahead and move on to 5.01. Upcoming meeting of the Board of Trustees will be Wednesday, April 2nd, 2025 at 4:00 p.m. That is our board work session in this boardroom.

Adjourn: 8:57 p.m.

Motion to Adjourn

Motion: Cavazos

Second: Zamora

Vote: Unanimous

Motion passed.

Trustee Bustamante Adams:

And then now we can move to item 6.0. I would entertain a motion to adjourn and Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. At this time, I'd like to make a motion to adjourn this meeting.

Trustee Bustamante Adams:

Thank you. I have Trustee Zamora.

Trustee Zamora:

I would like to second that motion.

Trustee Bustamante Adams:

I have a first and a second. Will you please cast your votes? That passes six to zero. The time is... 8:57.