

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 28, 2024

5:01 p.m.

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Roll Call:	<u>Members Present</u>	<u>Members Absent</u>
	Evelyn Garcia Morales, President	Brenda Zamora, Member
	Irene Bustamante Adams, Vice President	
	Lisa Guzmán, Clerk	
	Lola Brooks, Member	
	Linda P. Cavazos, Member	
	Ramona Esparza-Stoffregan, Member	
	Adam Johnson, Member	
	Lisa Satory, Member	
	Dane Watson, Member	
	Katie Williams, Member (Virtual)	

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

**Teleconference Call Connected**

Teleconference call with Trustee Williams was connected at 5:01p.m.

Trustee Garcia Morales:

Everybody. I'd like to welcome everyone today. I'm President Garcia Morales, and I call this regular board meeting of March 28th, 2024 to order. The time is 5:01 PM. I would like to remind everyone to please silence their electronic devices. We acknowledge the land on which we gather as a territorial homelands of the Nuwu-the Moapa Band of Paiutes and the Las Vegas Band of Paiutes. Before I continue, I want to acknowledge Trustee Guzmán and Trustee Williams on the phone.

Trustee Guzmán:

I'm here.

Trustee Garcia Morales:

Thank you.

Trustee Williams:

I'm here, Madam President.

## Flag Salute

Trustee Garcia Morales:

Thank you. All right. Before we begin the Pledge of Allegiance, I want to acknowledge our presentation of colors and our students that will be led by Clark County High School ROTC. Would like to share the students' names, and then we'll stand. Cadet Ensign Nyomi Barraza, Cadet Petty Officer First Class Aleena Pesquiera, Petty Officer Second Class Andrew Pacencia, Cadet Chief Petty Officer Ashley Rios, and United States Marine Corps Master Gunnery Sergeant Douglas L. Webster (retired). Trustee Bustamante Adams. Thank you students. Thank you everyone.

## Adoption of the Agenda

*Motion to adopt agenda, note revised reference material provided for Item 4.03.*

*Motion: Brooks Second: Bustamante Adams Vote: Unanimous*

Trustee Garcia Morales:

Trustee Brooks

Trustee Brooks:

Thank you, Madam President. Madam President, members of the board, I'd like to make a motion to adopt the agenda with the following changes. Revised reference material for item 4.03, public hearing on, and possible approval of the new memorandum of agreement between the Clark County School District and the Clark County Education Association regarding the disbursement of funds from Senate Bill 231.

Trustee Garcia Morales:

Thank you, Trustee Brooks. Colleagues, I'm looking for a second for adoption of the agenda. Trustee Cavazos.

Trustee Cavazos:

I would like to second that motion, Madam President.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. Colleagues, we have a motion by Trustee Brooks, a second by Trustee Cavazos. Please cast your vote. Trustee Williams.

Trustee Williams:

Aye.

Trustee Garcia Morales:

Trustee Guzmán.

Trustee Guzmán:

Aye.

Trustee Garcia Morales:

Thank you colleagues. That motion passes six to zero.

### **Adoption of Consent Agenda**

*Motion to approve the consent agenda, as submitted, as recommended.*

*Motion: Bustamante Adams Second: Brooks Vote: Unanimous*

#### **2.01 Student Expulsions.**

Discussion and possible action on approval of student expulsions according to Nevada Revised Statute (NRS) 392.467 (Board Policy 5114 and Regulations 5114 and 5141.1), as listed, is recommended. (CONFIDENTIAL) **(For Possible Action)** [Contact Person: Mike Barton] (Ref. 2.01)

#### **2.02 Interlocal Agreement for Emergency Medical Technician Clinical Experience Between the Clark County School District and Community Ambulance.**

Discussion and possible action on authorization to establish an Interlocal Agreement between the Clark County School District and Community Ambulance for students to receive clinical experience in a healthcare setting, effective March 29, 2024, through March 29, 2029, and for the Interim Superintendent of Schools, Clark County School District, and the President and Clerk, Clark County School District Board of Trustees, to sign the Interlocal Agreement, with no impact to the general fund, is recommended. **(For Possible Action)** [Contact Person: Mike Barton] (Ref. 2.02)

#### **2.03 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: Jason Goudie] (Ref. 2.03)

#### **2.04 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, 2024, through February 29, 2024, in the official Board minutes as required by Nevada Revised Statutes (NRS) 354.598005, is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.04)

### **2.05 Non-Instructional Related Out-of-District Consultant Employee “Cooling Off” Period.**

Discussion and possible action for authorization to contract Patrick Marchant through Link Technologies to provide job continuity and training contracting services, for an approximate upper-end cost of \$102,000.00, effective April 29, 2024, through June 30, 2025, to be paid from Funds 1000000000 (50 percent) and 3150000000 (50 percent), Cost Center 100000023, is recommended. This distribution is subject to change predicated on the realignment of the Facilities Service Unit organization structure. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.05)

### **2.06 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. 2.06)

### **2.07 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. 2.07)

### **2.08 Licensed Personnel Dismissal Recommendation.**

Discussion and resolution to approve the Superintendent’s recommendation for dismissal of licensed personnel, as listed, is recommended. (CONFIDENTIAL) **(For Possible Action)** [Contact Person: RoAnn Triana] (Ref. 2.08)

### **2.09 Purchasing Awards.**

Discussion and possible action on approval to purchase goods or services in the estimated total amount of \$43,905,348.00 in compliance with Nevada Revised Statutes (NRS) 332, as listed, is recommended. **(For Possible Action)** [Contact Person: Mike Casey] (Ref. 2.09)

### **2.10 Purchase Orders.**

Discussion and possible action on ratification of the purchase orders in the total amount of \$3,364,030.91 as listed, is recommended. **(For Possible Action)** [Contact Person: Mike Casey] (Ref. 2.10)

### **2.11 Architectural Design Services: School Replacement at Matt Kelly Elementary School.**

Discussion and possible action on approval to select the architectural firm of KME Architects, LLC to provide architectural design services to prepare plans, specifications, and other construction documents for a design, bid, and build method of construction in support of the school replacement at Matt Kelly Elementary School, in the amount of \$3,393,785.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project 0001653; and for Brandon

McLaughlin, Assistant Superintendent of Construction, to act as the Board of School Trustees' designee for all project documents, is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.11)

### **2.12 Architectural Design Services: Phase II Phased Replacement at Las Vegas Academy of the Arts.**

Discussion and possible action on approval to select the architectural firm of Simpson Coulter STUDIO to provide architectural design services to prepare plans, specifications, and other construction documents for a construction manager at risk (CMAR) method of construction in support of the Phase II phased replacement at Las Vegas Academy of the Arts, in the amount of \$2,475,355.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0016667; and for Brandon McLaughlin, Assistant Superintendent of Construction, to act as the Board of Trustees designee for all project documents, is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.12)

### **2.13 Change in Service.**

Discussion and possible action on ratification of a change in service to the professional services agreement for a net increase of \$97,743.00, to the agreement for John C. Fremont Professional Development Middle School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001623, is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.13)

### **2.14 Change Order.**

Discussion and possible action on ratification of a change order to the construction services agreement for a net increase of \$1,814,215.79, to the agreement for Ruby S. Thomas Elementary School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001635, is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.14)

### **2.15 Contract Award: Replace Theater Seats at Canyon Springs High School and the Leadership and Law Preparatory Academy.**

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder to replace the theater seats at Canyon Springs High School and the Leadership and Law Preparatory Academy in the amount of \$236,511.00, to be site-funded, Fund 1000000000, Project C0017057; and for Brandon McLaughlin, Assistant Superintendent of Construction, to act as the Clark County School District Board of Trustees' designee for all project documents, is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.15)

### **2.16 Contract Award: Low Voltage Upgrade at Chaparral High School.**

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder for the low voltage upgrade at Chaparral High School in the amount of \$22,407,000.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015357; and for Brandon McLaughlin, Assistant Superintendent of Construction, to act as the Board of Trustees' designee for all project documents, is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.16)

### **2.17 Contract Award: Remove and Replace Bleacher Seating at Valley High School.**

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder to remove and replace bleacher seating at Valley High School in the amount of \$479,998.23, to be site-funded, Fund 1000000000, Project C0016953; and for Brandon McLaughlin, Assistant Superintendent of Construction, to act as the Board of School Trustees' designee for all project documents, is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.17)

### **2.18 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 Nevada Revised Statute 41.0344, and to authorize Luke Puschnig, General Counsel, to act as the Board of School Trustees designee to sign the necessary documents pertaining thereto is recommended. (CONFIDENTIAL) **(For Possible Action)** [Contact Person: Luke Puschnig] (Ref. 2.18)

### **2.19 Renaming of Carroll M. Johnston Middle School.**

Discussion and possible action on the School Name Committee recommendation to rename the Carroll M. Johnston Middle School, the Carroll M. Johnston STEM Academy for Environmental Studies. **(For Possible Action)** [Contact Person: Tod Story] (Ref. 2.19)

### **2.20 Renaming of Lyal Burkholder Middle School.**

Discussion and possible action on the School Name Committee recommendation to rename the Lyal Burkholder Middle School, the Lyal Burkholder Academy of Environmental Science. **(For Possible Action)** [Contact Person: Tod Story] (Ref. 2.20)

### **2.21 Naming of Moapa Valley High School Wrestling Room.**

Discussion and possible action on the School Name Committee recommendation to name the Moapa Valley High School Wrestling Room, the Marty Taggart Wrestling Room. **(For Possible Action)** [Contact Person: Tod Story] (Ref. 2.21)

## **2.22 Grant Applications Multiple Recurring Grants Competitive 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 \$4,555,000.00, 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. 2.22)

## **2.23 Interlocal Agreement Between the Clark County School District and the Southern Nevada Health District.**

Discussion and possible action on approval to enter into an Interlocal Agreement between the Clark County School District and the Southern Nevada Health District (SNHD), to invest in supports to strengthen, protect, and promote the health and environment of the local community, with the inclusion of the option to renew annually the Interlocal Agreement if agreed upon by both parties, and for the Interim Superintendent of Schools, Clark County School District, the President and Clerk, Clark County School District Board of Trustees, to sign the agreement, with no impact to the general fund, is recommended. **(For Possible Action)** [Contact Person: Shana Rafalski] (Ref. 2.23)

Trustee Garcia Morales:

We're going to move on to the consent agenda. This is an action item, so individuals who'd like to speak on this item, and have not submitted a yellow card already, or are signed up in advance, please do so now. Once we begin taking public comment, we will no longer accept yellow public speaking cards. We'll begin with individuals who signed up in advance. Is Mr. Mackey here? Saliah Mackey or Xander Mackey? Okay. Do we have any yellow cards on consent? Great, thank you. Okay. All right, colleagues, at this time I'm seeking a motion to adopt the consent agenda. Trustee Bustamante-Adams.

Trustee Bustamante Adams:

Thank you Madam President, I move to adopt the consent agenda items.

Trustee Garcia Morales:

Thank you, Trustee Bustamante-Adams. Trustee Brooks.

Trustee Brooks:

Thank you Madam president I second.

Trustee Garcia Morales:

Thank you Trustee Brooks. Colleagues, we have a motion by Trustee Bustamante-Adams. A second by Trustee Brooks. Please cast your vote. Trustee Williams.

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you. Trustee Guzmán.

Trustee Guzmán:

Aye.

Trustee Garcia Morales:

Thank you. Colleagues, that motion passes six to zero. Moving along, I'm going to ask Trustee Bustamante-Adams to please read the warrants for us. Trustee Bustamante-Adams.

Trustee Bustamante Adams:

Thank you, Madam President. Ratified warrants as listed in the bills payable, transmittal and board memorandum number 14-23-24 in the total amount of \$147,385,877.72.

Trustee Garcia Morales:

Thank you, Trustee Bustamante-Adams.

### 3.01 Focus: 2024 Strategic Plan Update — Student Discipline.

Presentation and discussion on the acceptance of a report as presented on Focus: 2024 Indicators and Results pertaining to SS-4(C): Student discipline. **(For Possible Action)** [Contact Person: Mike Barton] (Ref. 3.01) (*According to Governance Policy B/SE-3: Board Report and Progress Monitoring, B/SE-4: Board Report Content, B/SE-6: Board Report Schedule, and B/SE-7: Board Response to Board Reports*)

*Motion to approve.*

*Motion: Brooks    Second: Bustamante Adams    Vote: Unanimous*

Trustee Garcia Morales:

Colleagues, we're going to move on to item 3.01. That's the Focus 2024 Strategic Plan Update on Student Discipline. This is an action item. This is a update on Focus 2024 Strategic Plan Update, so... Forgive me, it's an action item, and if there are members of the audience who would like to speak to this item, please submit your yellow card now. Otherwise, once we begin the presentation, we will no longer accept yellow cards. We do have an individual who signed up in advance, so we'll do that. And I don't believe we have yellow cards that are at this time. All right, we're going to turn it over to Dr. Larsen-Mitchell.



Dr. Larsen-Mitchell:

Thank you Madam President, members of the board. For the record, Interim Superintendent Brenda Larsen-Mitchell. Tonight we have Dr. Barton, Mr. McPartlin, and Dr. Scavella to share with you an update on student discipline. We are seeing progress in some of the data. Of course, we are not where we need to be, or where we want to be, but progress is being made. So thank you to our educators who are working alongside our students to improve outcomes. Thank you.

Trustee Garcia Morales:

Thank you, Dr. Larsen-Mitchell. Dr. Barton.

Dr. Barton:

Thank you Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Mike Barton for the record. This evening, the Focus 2024 presentation... Pardon me. Next slide please. Focus is on the vision of the school board of trustees related to student success, safety and engagement. We've been to the board since 2019 pertaining to these metrics around suspensions and discretionary expulsions. You can see that we've... The latest presentation was in December. And then we always talk about our theory of action, what guides this work, and as we revisit the work that we do, we still have the same theory of action we provided to you last time. But if we effectively implement multi-tiered systems of supports to promote each student's academic achievement, social-emotional growth, and behavioral development with effective monitoring tools, student discipline will decrease.

And then of course, we always talk about our high leverage strategies. So as we continue to do this work, there are many successes that, again, Dr. Larsen-Mitchell mentioned, we're moving the needle in the right direction, and we're doing that because of some really sound high leverage strategies. Those include the use of a data dashboard focus ed. We also have partnerships that are robust, and assisting with all students. We utilize the Clark County School Justice Partnership, and the work of Dr. Scavella through restorative practices and building capacity in the field. And then finally, we know that we also have to continue to explore those educational options for students who commit violent offenses, and they need some non-traditional schooling, whether it be online or through the academic center. So Madam President, with your permission, Mr. McPartlin will walk us through the data.

Trustee Garcia Morales:

Welcome.

Kevin McPartlin:

Thank you. Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Kevin McPartlin, for the record. So slide six shows you our first semester trend data for overall student suspensions over the past six years. As you can see, we have over a thousand fewer suspensions this year compared to last year first semester, which is a 7% decrease. Slide seven. Just as a reminder, green cells is where we're on track to hit our goal. Yellow beige cells is where we've shown improvement, and red cells indicate we are not on pace to hit the goal, nor have we

Kevin McPartlin:

shown improvement. So this talks about suspensions by school level compared to Focus 2024 targets that were established prior to COVID. As you can see overall as a district, we have demonstrated improvements when it comes to student suspensions. If we project out mathematically for elementary, we were on track to hit the targets set prior to COVID.

I also want to highlight the high school data. We have 2,250 fewer high school suspensions. This is an incredible 32% decrease for high school. We do note that we are not seeing improvements at the middle school level, and this is definitely an area of focus for us. It is noted that these students were in elementary school during the distance learning part of COVID, and we are seeing differences of patterns of behavior in these students, and it's a high priority for us. Slide eight demonstrates disproportionality in student suspensions by student groups, and comparing them to targeted levels. As a reminder, these targets are set as a ratio of suspensions by student group per 1000 students. As you can see, we have a lot of green on this one. So we have below the targeted level overall, and for six student groups that are highlighted in green.

Comparing this to last year's disproportionality data, I want to share that we've improved in every single student group with the exception of American Indian/Alaskan Native group. However, you can see we are still below the target. As far as next steps, it's clear that while other groups are within a close range of the targets, we must focus on the African-American student group. While the data you see here is 10.5 less than the first semester last year, it's still exceeding the targeted levels by a substantial amount. I also want to point out that compared to the end-of-the-year amount last year, it was 243.9. So we are making gains, but we still have a lot of work to do with this student group. Slide nine displays discretionary expulsions during the first semester for the last six years. As a reminder, in the Clark County School District schools must recommend students for expulsion for a number of offenses.

However, this data point uses the state guidelines on mandatory expulsion, which only makes it mandatory to expel students for possessions of firearms or dangerous weapons. Any other expulsion is considered discretionary. Based on the graph you see here, we have 81 fewer discretionary expulsions during the first quarter than last year, which is an 11% decrease since December 2022. Although we are improving, we still have not yet reached our pre-pandemic levels, so there's still work to be done here as well. Slide 10 of 16 shows discretionary expulsions by level. As you can see, all three of these cells are shaded beige-yellow, demonstrating that we're seeing improvement at the middle school and high school level. I'd like to highlight the high school level again. They have a 13% decrease last year to this year for high school. Slide 11 demonstrates disproportionality in discretionary expulsions by student group, and comparing them to targets set pre-COVID.

While we're not meeting the targets at this point, we are seeing an overall reduction in discretionary expulsions for several student groups, including the African-American student group, Hispanic/Latino student group, and the White student group as indicated by the yellow-beige cells. Slide 12 of 16. Again, this is where we traditionally compare ourselves to similar districts. And again, this is a difficult metric to compare to other districts because of the variety of ways that districts can code student behaviors. But as it was mentioned in previous presentations, we look forward to adjusting the presentation template where we can offer more comparable data points.

Kevin McPartlin:

Slide 13, just looking at our challenges, our successes, and lessons learned. At first, I want to share that we feel really good about our relationships with our community partners, and together we agree that we have communications issues, especially regarding data. And so one challenge is that we are continuing to expand our communication and data-sharing practices to provide effective wraparound services in as proactive a manner as possible.

As we saw in slide seven, we are seeing concerning trends in suspensions at the middle school level. One of our challenges is that it is difficult to provide large-scale level-wide professional development in the middle of a school year. So at this time, we're predominantly addressing these issues individually or in small clusters. So that is a challenge that we will address as we get to the end of the year with spring and summertime professional learning for them. Successes. Our greatest success in CCSD is our people. We're extremely proud of our internal partnerships with equity and diversity education, and family engagement, just to name a few. Together, we've enhanced our ability to update resources on the fly, and make midterm adjustments to support our schools. As you know, Education Services Division is involved with much of the work with student attendance and discipline. The realization that these issues are not just school-based is spreading.

Another success is our relationships with community partners that continue to grow and strengthen, including with the various municipalities, the County School Justice Partnership, the Harbor, My Brother's Keeper, and many others. We truly value these relationships, and are working towards our common goals together. Finally, I'm so proud of the successes we're seeing by our school-based administrators. One data metric that we use is one and two-day suspensions. I've mentioned this before. One and two-day suspensions is traditionally used for schools to address less severe behaviors. And we are seeing an incredible 23% decrease in one and two-day suspensions, which shows our school leaders are coming up with alternative ways of addressing behaviors without exclusionary practices. Lessons learned. We are currently developing a newly revised code of conduct. This code will prioritize restorative practices as the first option for minor and less severe behaviors, and reentry plans for students when they must be removed from school.

Internally, we're cleaning up our communications to parents, especially when discussing change of placements. This is especially important when we're looking at consequences, timelines, expectations that families have while moving through our re-engagement process. We're aware that it's been an issue. We've heard from the parents, we've taken the feedback, and we're making adjustments to improve that area. Slide 14. Just next steps. We continue working with equity and diversity education with our student town halls. In fact, we're doing an elementary school in this coming month. We are also evaluating our distribution of (HOPE)2 funds. These are funds that are allocated to schools to support their work, to address student behaviors while minimizing exclusionary practices. We're looking to expand so that more schools can offer more opportunities for students without using exclusionary practices. As I previously mentioned, we will continue to identify schools, especially at the middle school level, and provide individualized support as they work with student behaviors. And then we'll be doing a full-scale training this spring and summer for all administrators involved in student discipline, including the new code of conduct, and new

Kevin McPartlin:

restorative practices, and supports. With that, that concludes our presentation, but we are available for questions.

Trustee Garcia Morales:

Great. Thank you very much, gentlemen. At this time, colleagues, we are seeking questions. Before we begin the question section, I want to remind my colleagues that this is a presentation that the formatting is agreed upon by the board. And I've heard loud and clear from my colleagues that there's an appetite to change the formatting of the presentation, and look forward to those conversations in this coming rendition with the work on the council, so thank you for that. Colleagues, go ahead and add yourself to the queue if you have any questions. Otherwise, we'll maybe begin with members in the air. I don't see any colleagues with questions at this time. Trustee... No, you're good. Thank you, Trustee Esparza-Stoffregan. Go ahead and take it over.

Trustee Esparza-Stoffregan:

Thank you, gentlemen for that presentation. So thank you, President Garcia Morales. It has nothing to do with the reflection of the presentation, but we definitely want to see a different template. So I'm looking forward to that conversation with some of the new members on the board, and with the existing, so that we can really dig into the data quite a bit more. So I want to make a comment before I ask my question, and I do have a question, and my comment will lead to the question. So oftentimes people believe that situations come from the community into the school environment. I truly believe, and I think this is just my personal opinion, that schools are the communities that they serve. And so whatever violence or issues are happening, it's that we have to treat our communities differently. So I have two questions. One is with the fact that you talk about expanding opportunities for educators. So what with the professional development that's going to be provided, because they're the frontline workers, they're the first responders, they're right there. They can deescalate situations. How is that going to get to their level to be able to provide them the supports that they need with the behaviors they're seeing in the classroom?

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Thank you Madam President, members of the board, Interim Superintendent, Trustee Esparza-Stoffregan. So we're talking about two different trainings, I want to make sure I'm clear on the question. Mr. McPartlin referenced that we're training across the board discipline administrators. Your point being, we have frontline people that interact with kids on a daily basis. So the example that I would illustrate, we're working closely with Jae Beasley in emergency management, on systemic training for our CSMs, our campus security monitors. That is new to the district. Mr. Beasley brought that forward, and ensured that we have now, and working in partnership with Mr. McPartlin, a systemic training for all of our CSMs, and Mr. McPartlin may be able to illustrate more of the modules, but the modules are about being that frontline. If you hear something from a

Dr. Barton:

student, who are you talking to, as far as administration? How to deescalate? So all of those modules, the safety working group led by Mr. Casey, which is comprised of principals, said loud and clear that those CSMs require systemic training. And so we're doing that now, which is great because we've never done it before. As far as other frontline, referring to, maybe office personnel, registrars, not so much. That's an area of work that we have to do, but we started with the CSMs.

Trustee Garcia Morales:

Forgive me Trustee Esparza-Stoffregan, did you still have a follow-up question? I'm going to put you back in the queue here. Here we go.

Trustee Esparza-Stoffregan:

So you're training the administrators on site for the discipline. Then the next layer is to have the CSMs. Will it expand to the teacher in the classroom at some point?

Dr. Barton:

Thank you, Madam President, members of the board, Interim Superintendent. I think the work with the teachers involves more Dr. Scavella shop. So when you think about our building capacity, we wrote the grant for restorative practice three years ago, and as a result, we now have, on every campus, a restorative leadership team, and an identified cultural inclusive champion. Those individuals get trained by Dr. Scavella and International Institute for Restorative practices, and then they in turn take that learning and capacity and spread it to the entire campus. They do it in a way that's differentiated, because to your previous point, every campus is different. And so with those RLTs and CICs that continue to work with Dr. Scavella, they approach that work, and we're in the midst of that now, where they're taking that learning, putting into practice on campus A, B, and C, for instance.

Trustee Garcia Morales:

Trustee Esparza-Stoffregan, you can keep your mic on so [inaudible 00:22:11]. Sorry for the delay here on my end. Go ahead. Did you have another follow-up question?

Trustee Esparza-Stoffregan:

I said I had two. So really this is my second one.

Trustee Garcia Morales:

Oh, okay.

Trustee Esparza-Stoffregan:

So the second one is, I asked specifically, and I'm not going to mention the amount, but I think it's important for us to consider, I asked for the racially motivated incidents that recorded in Infinite campus, and I did receive that, thank you very much, in a timely fashion. I also asked for the

Trustee Esparza-Stoffregan:

amount of restorative practices, interventions that were provided. And I'm just wanting us to consider as we're providing professional development in the future, are we getting to the root cause of issues to prevent them from escalation? And so I know that the answer's rhetorical, "Yes, we're getting there." So I'm just grateful that we do definitely need to revisit, and look it, and get into the weeds of it. And that's why I think having the data shared with us in a different way is coming in the future. So really, there really wasn't a question. You answered it. Thank you.

Trustee Garcia Morales:

Thank you, Trustee Esparza-Stoffregan. Trustee Johnson.

Trustee Johnson:

All right. Thank you, Madam president. And actually this first part might be a question for you. If I am curious about the information, is that a structural template for in terms of the goals themselves? So would that be structural in nature, which you described as we would talk about that in the future?

Trustee Garcia Morales:

Yeah, so the board two years ago adopted this format. I'll note that before this, the board did not have a consistent structure for presentations on student outcomes or anything of this nature. So this is our first rendition, and we have an opportunity to bring it up. I believe this is part of the council's work where we're going to evaluate all the type of formatting processes to help us focus on student outcomes. So your question specifically was when will this come back up?

Trustee Johnson:

No, it was more, I guess, I wanted to make sure... So I have a question about the goals and targets themselves. So if I have that question about goals and targets, is that going to be addressed when we start reconfiguring the template? Because I don't want to ask it now if that's not going to be able to be answered.

Trustee Garcia Morales:

Something to be mindful of is that these goals were established in 2018, part of the strategic plan. So the template for this particular presentation ask us to go back to those goals that were established back then.

Trustee Johnson:

So then maybe, I guess this question still is for you then. Why are the goals different for different groups of students?

Trustee Garcia Morales:

Yep. I think that's a really good question actually. Dr. Larsen-Mitchell, do you have any insight when this strategic plan was established, if you could provide us additional guidesight, or Dr. Barton.

Dr. Larsen-Mitchell:

Madam.

Trustee Garcia Morales:

Okay.

Dr. Larsen-Mitchell:

Madam President, members of the board, for the record, Interim Superintendent Brenda Larsen-Mitchell. If I remember correctly, '18, '19 was when we developed the plan. And so we used our baseline data to determine our targets.

Trustee Johnson:

And this question really is not rhetorical, I promise you it's not. What signal does it send to anyone if we have different expectations for young people, for their behavior? And I recognize that we will start at different places. Well, wouldn't that just mean that we need to provide different levels of support versus different levels of expectations? So the question is, if we expect all students to do X, and regardless of where we start, why do we expect something different from one group of students versus another? And so maybe it's just for us to ponder, but as we move forward to say the expectation is this, and then if a certain group starts behind another group, then we provide different sets of supports to ensure that that group can meet the expectation versus effectively saying, "We don't expect you to be able to meet a target. We don't expect you to be as good as another group. We expect you to be less than." That's what I infer from seeing a target for one group to be higher, our level of expectation is higher than another. So that's a part question and part statement. And I didn't mean to try to opine while we're up here. So is that possible for us to do in the next round, just to say flatly, this is the expectation, and then we will support all students to meet our expectations?

Trustee Garcia Morales:

Dr. Larsen-Mitchell, I'm going to turn on your mic.

Dr. Larsen-Mitchell:

Madam President, members of the board, for the record, Interim Superintendent Larsen-Mitchell. Yes, I think that is a conversation that we can have when we revisit our goals, and provide our next strategic plan.

Trustee Johnson:

I appreciate it. And then the next question then, if we dig into certain student groups, in particular black students, the gap was incredibly large for black students as it relates to where our target was versus where we wanted to... This slide here. And so do we have any root cause analysis of what were the challenges that we saw when we talked to teachers or talked to school leaders or talked to families?

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Thank you, Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Johnson, it's a great question. More of our systemic root cause work has revolved around chronic absenteeism. However, Dr. Scavella and Mr. McPartlin have conducted numerous town halls where we've determined that as we're capturing the data, definitely themes are emerging as far as why these numbers are coming out for the particular student group. So Dr. Scavella could probably illustrate a couple of those themes that have emerged during the two years now that we've conducted those student voice town halls.

Trustee Garcia Morales:

Dr. Scavella.

Dr. Scavella:

Madam President, members of the board, our Interim Superintendent Larsen-Mitchell, Sam Scavella, Assistant Superintendent of Equity and Diversity, for the record. We learned a lot from the student town halls when we're talking with students as to what's the root cause of these issues. We work closely with our school administrators, educators attend, police services attend, so we have a good number of stakeholders who are in those town hall meetings. And it stemmed from anything from relationship, adult-student relationships, student-to-student relationships. We know we have some areas of growth there that we need to focus on, and we need to get in front of the referral process because once a referral is written, and it's submitted, and that generates the student database that creates these numbers in our student discipline. So we really need to look at...

... student discipline. So we really need to look at using those restorative practices to build those relationships to resolve common conflicts that sometimes occur on the playground during the class period, change of classes before or after school. Using those effective questions to conduct small impromptu conversations. So that we can resolve these really regular common conflicts that students sometimes have in between each other. But we have to be able to establish and build relationships so that when it's time to leverage those relationships for behavior, performance, and connection with one another as student to student or student to adult. Then we have something to draw from because now we've established and built those relationships. So the restorative process



Dr. Scavella:

is going to be really critical for our schools and our staff to really engage in on a regular basis. And it's not something that's an addition that we're doing, it's just how we do business now.

And that is a part of having restorative schools where we listen to students, we value what they say, but at the same time we hold them accountable in too high expectations. But we utilize an opportunity to engage or put them in a platform. So that they can have a cohort with themselves to resolve some of these conflicts and understanding of how we treat each other in the same learning environment. So these are some of the things that we have noticed that are some root causes to the discipline disparities. And another piece is our cultural competency. That's very, very important that we understand the cultures that we're serving. And our diverse students, 80% of our students come from diverse backgrounds. So it's really important that we understand and we do a very diligent job with learning and becoming culturally competent as we engage with our students.

And the great thing is we are providing that professional learning and we have provided... Well, I would say 50% of all of our employees have completed the cultural competency training. So therefore we're halfway there. But again, as we know, professional learning has a level of effectiveness. But it's what we do after we leave the professional learning, how we implement the strategies, the techniques, and the resources that we receive in the professional learning in our daily practice. To impact our mindsets, our belief systems, and ultimately our practices. And that's where we see the biggest opportunity for growth and the biggest opportunity for gain when it comes to engaging with our students and impacting those numbers.

Trustee Johnson:

Thank you. And the last thing I wanted to ask, because relationships are so critical and understanding our students is paramount. Are we involving families in the process? And if we are, how so? From the initial phase after the referral happens, and then if there are additional levels of discipline. How are families engaged along the way so that they can help support us with supporting their student?

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Thank you, Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Johnson, it's a great question. Parental involvement is key. So in relationship to consequences or more of the discipline with Mr. McPartlin's side of the house, there's definitely due process where every step of the way they're told what their due process rights are regarding appeal. Appealing a suspension at the school level, or even if it's a discretionary expulsion, what that appeal process looks like at the central level. We have hearing panels that are in place. We actually have the expulsion review board that's composed of some trustees that could be the ultimate level of appeal for those parents. Regarding Dr. Scavella's work, I know that when you think about restorative work, and I talked about the RLT's, the CIC's, and the great training that

Dr. Barton:

he's done. I know there's a parental piece as we're building that capacity and he can quickly articulate what that looks like.

Trustee Garcia Morales:

Dr. Scavella.

Dr. Scavella:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Sam Scavella for the record. Trustee Johnson, that's a great question. One of the things that we train all of our administrators to do when we do have these conflicts and issues going on. It's to conduct restorative pre-conferences with families who are in conflict when we have issues with students. And then we actually bring the families together for a fully restorative conference. And therefore we look at what are those agreements? How did the behavior impact the student who caused the harm, and how does it impact the student who was harmed?

And then the next piece was, how we're going to make this right and what agreements are we going to make so the behavior doesn't repeat itself, and how are we going to repair that harm? So all of these things are done in a collaborative format to address the behavior and focus on ensuring that we move our students and our families collectively into a place of empathy and healing. So that every administrator is trained in this process. The train-the-trainer model that we're implementing the culturally inclusive champions and who are the restorative practices trainers. They go back to the schools and they incrementally train the staff in these processes on the continuum. How to go in from using effective statements to effective questions, to small impromptu conversations, and then conducting community building circles in different circles, all the way to restorative conferences. So this process gives us an opportunity to address those root causes and make sure that we are addressing those behaviors.

Trustee Johnson:

Perfect. Thanks. I appreciate you taking the time to answer all those questions.

Trustee Garcia Morales:

Thank you, Trustee Johnson. Trustee Satory, you're next in the queue. I'm sorry. I think I double pressed you. So if you could press the button again. Thank you. All right, here we go.

Trustee Satory:

Okay. Thank you for that presentation. And although I know there's still a lot of work to be done, it's definitely great to see some of these numbers starting to decrease, so appreciate that. You did answer some of my questions. I was wanting to know about the town hall meetings. Probably the one question I had left on the town hall because it's definitely so valuable, like you said, to get that input from the students and get that feedback from them. How are those structure as far as... Do they take place outside of the school day? How are we getting students and the students

Trustee Satory:

particularly that we want to hear from that we need to get their input? How are we getting them to attend?

Trustee Garcia Morales:

Mr. McPartlin.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Satory, great question. Thank you very much. So we identify first the schools based on data, based on events that are occurring and based on principal requests, quite frankly. The student town halls are done during the school day, traditionally at the end of the day. And they involve, again, staff and students and police and campus monitors. And it is great just to hear everyone sharing in a safe environment where the students can actually speak to the adults. The adults are actually speaking to the students. So we really do get to the root causes of why behaviors, why reactions to behaviors by students and reactions by adults, and really flush that out. In the end of the day, Dr. Scavella does kind finish with a breaking bread activity just to kind of bring everyone together as kind of a keeling together as we move out. So it's done during the school day for the convenience of the students.

Trustee Satory:

Okay, excellent. Thank you. And then that sounds like a really a great connection, time and partnership. That's really awesome. And then one more question, I just want to hear a little bit more about why the large district comparison data is not applicable. You had mentioned it and why we're not able to see that. Just to get some comparison there.

Trustee Garcia Morales:

Mr. McPartlin.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Satory. So it is absolutely because there's not a standard set of what even constitutes a suspension in one district to the next, what constitutes an expulsion from one district to the next. So it's a language issue as well as a, what is the actual consequence, how is it assigned? So it's just a difference in doing business.

Trustee Satory:

You don't know if we're comparing apples to apples, really-

Kevin McPartlin:

Correct. Correct.

Trustee Garcia Morales:

Thank you, Trustee Satory. Is that all for now?

Trustee Satory:

Yes.

Trustee Garcia Morales:

Okay, thank you. All right, Trustee Bustamante Adams, you're up.

Trustee Bustamante Adams:

Thank you, Madam President. Thank you for your presentation and I'm encouraged that we are headed in the right direction. I know that every little step matters. So my question is on page 13, you mentioned some of the community partners, but you specifically mentioned the municipalities and I know that they are hungry for information. So can you dive a little deeper on how you work with them regarding this topic?

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Thank you, Madam President, members of the board, Interim Superintendent, Larsen-Mitchell. Trustee Bustamante Adams, the first part of the answer to this, and Mr. McPartlin may have more, is that after this presentation this evening, as the district were committed to the quarterly reports to the municipalities. So as the data is being reviewed tonight by the trustees, this is obviously that something... This will go now to the quarterly reports that are presented to the municipalities. That's just one example of the partnership. But I know Mr. McPartlin works closely with the Arbor and those other multi-agencies, he had more examples.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent, Larsen-Mitchell. So exactly, the municipalities... And again, it really kind of founded with some of the chronic absenteeism work that we do and really where we have so many different community groups working together and the municipalities came in. And it really has now spread to some of the discipline work, the disproportionality. And again, as we've mentioned before, with chronic absenteeism, we have Las Vegas adopting some feeder alignments of schools that they want to work with. We have Henderson exploring that option as well. So it really is... Just starting to see that some of these issues that we're dealing with are not just school-based issues. And it's really been encouraging.

Trustee Bustamante Adams:

Okay, thank you Madam President. My second question, and my last one is around the middle school number. So as we transition away from the funds from the federal government regarding

Trustee Bustamante Adams:

mental health. Any ideas or plans on how we may address that, if that's the population of students that is still at a high number and continue to use the mental health services? Is that a concern once some schools may move away from using those services for their students?

Trustee Garcia Morales:

The Interim Superintendent Dr. Larsen-Mitchell.

Dr. Larsen-Mitchell:

Madam President, members of the board, for the record, Brenda Larsen-Mitchell. When we released our strategic budget guide for the upcoming school year, the centrally purchased instructional materials. I did notice that there's a gap with mental health supports. So the team is looking at that to determine what we can provide centrally for schools regarding mental health supports. So we are in the process of revisiting that Trustee Bustamante-Adams. We know with multi-tiered system of supports, we support our students academically, social-emotional well-being and behavioral growth. We know that if our students are not mentally healthy, that they're going to struggle with their academics. So we are revisiting that. Thank you.

Trustee Garcia Morales:

Thank you, Trustee Bustamante-Adams. Trustee Cavazos.

Trustee Cavazos:

Thank you. Thank you, Dr. Barton. Thank you Mr. McPartlin. Thank you Dr. Scavella for the presentation. As always, it is appreciated. I wanted to go back to... Let's see, slide 13 on the challenges. I made a little note here that as far as when you were talking about the challenges presented by the middle school data. That you were addressing that individually and in small clusters, what do those small clusters look like?

Trustee Garcia Morales:

Mr. McPartlin.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Cavazos, thank you for the question. So we really look at a number of things, but we have schools that are within the same high school feeder alignment. And if we're seeing data trends for that, we'll deal with those schools kind of together. But again, every school is different. Every school population is different. But when there is a chance to combine and get more bang for our buck in our interventions, we do that. But it's usually through a feeder alignment with one high school.

Trustee Cavazos:

Okay. Constituent question. I was pretty sure I knew the answer to that. This next one, does... The restorative leadership teams at the schools, of course, and you talked about the trainers. What are these... Again, a constituent question. What do these teams look like? Who are they comprised of and how do they differ at the different levels? Because there's a lot of curiosity about that, and I think it's a fantastic idea.

Trustee Garcia Morales:

Dr. Scavella.

Dr. Scavella:

Madam President, members of the board. Interim Superintendent Larsen-Mitchell. Trustee Cavazos, thank you for the question. So when we established the restorative leadership teams, each school principal identifies either a teacher leader or school-based leader to lead the restorative practices implementation and training at the school. So this person could either be a teacher, it could be out of a classroom licensed staff member, it could be a support staff, it could be someone that's part of CSM. Anybody in the school could be a part of the restorative leadership team. For a school to meet restorative focus, we also need to include parents and students as a part of the restorative leadership team as well. So that's identified on the rubric that we use to assess the implementation effectiveness. And it's part of the training that schools' staffs receive.

Trustee Cavazos:

Okay, thank you. Just brief follow up. So normally how many members are on these restorative justice teams and they're consistent as far as on the different levels as far as the different school levels? Okay.

Dr. Scavella:

Yes. Usually we have three to five members on the team. And then they incrementally work with the school leadership team and the administration to train the staff incrementally. That could be during PLCs, that could be during after school time or during a time that is dedicated for planning time. So whenever a school has to identify, that's why each school does it differently. Because we don't want a cookie cutter, we want a school to utilize the time that they have to work with their staff. Times that they have to work with their parents and times for the students so that this training could be effective and implemented with fidelity.

Trustee Cavazos:

Okay. Thank you so much, gentlemen. I appreciate your patience with us. Thank you so much.

Trustee Garcia Morales:

Thank you. Trustee Cavazos. Trustee Watson, and then Trustee Brooks. And then I see Trustee Guzmán in the queue as well. And I'll call on Trustee Williams in case she has questions as well. We'll follow up with Trustee Watson, and then Trustee Brooks. Trustee Watson.

Trustee Watson:

Thank you Madam President. Thank you for the presentation, gentlemen. My question is, you made them statement that building relationships is critical, and I couldn't agree with you more. But as we have a high chronic absenteeism and high vacancies in certain districts or areas of the community. How are we able to bridge that gap to make sure that we bring those suspensions and expulsions down? How do we do that?

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Thank you Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Watson, I think it's a very thoughtful question. Thinking about the vacancies that we do have and how does that impact student discipline. Right now as far as at the systemic level, thinking centrally, it's hard to capture if that's connected, if there's a correlation. We know that working with individual schools, we train discipline administrators to definitely work with teachers or even long-term substitutes that may be working with kids. And if they're having more referrals to the office, for instance, how do we help that teacher provide that support?

So no trend data exists right now. Thank you Mr. McPartlin. But the reality is we're very well aware of how to train our discipline administrators that this is about support to the teachers. And that as we look at referrals going to the office, how do we provide more training for them that may be differentiated? So if a teacher doesn't have referrals going to the office, but a long-term sub does, how do we as a team support the schools and the administration and giving that training to help with those vacancy issues that exist?

Trustee Watson:

Thank you. And also, I know that the template will be changed. I just want to make sure that we continue down that path of making a different template to include gender as well. And I think that will also be beneficial. Thank you.

Trustee Garcia Morales:

Thank you, Trustee Watson. Trustee Brooks.

Trustee Brooks:

Thank you. Madam President. A couple things. One is, I don't know if you know this, but the governor just reallocated \$200 million to youth behavioral health. I think it's really important that we

Trustee Brooks:

recognize that we shouldn't have to do everything alone. A lot of these things happen outside of schools. A lot of these challenges that these children experience, their parents experience at home. So it's not that they get to school and suddenly they have some negative behavior, sometimes they're having some family challenges.

I think it's really important that we recognize it is increasingly difficult to educate children when you have to do literally everything else. So I'm very glad that we do have some representation from municipalities because a lot of the challenges that we've noticed through board service specifically is that there is not, adequate infrastructure in communities. There are things that could be happening in community centers. There are resources from cities that could go to address some of these challenges that are happening within family dynamics. So I do think we have to talk about that. And then one caveat is could you turn to the slide with the student groups? And I just want to clarify.

The reason that we had it broken out like this wasn't because we have different expectations. But the only way you can tell that we're disproportionately disciplining Black and African American children is to look at these numbers. I think it's really clear when you start to parse out the data and you look at it, where's the one where it was higher numbers? The total number of... This is clarified for me, this is the number per thousand of students, or is that the other side? Right. So in a dream world, if you are appropriately disciplining children, these numbers would be pretty much in the same ballpark. Is that how they would look?

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Brooks. That's a hundred percent accurate. I know that Mr. Manzi could probably paint a picture of that as well as how this was produced with the Focus 2024 plan. But-

Trustee Brooks:

But the goal is to make these numbers as similar as possible.

Dr. Barton:

Yeah, getting rid of disproportionality. Exactly

Trustee Brooks:

Right. So that's how we can tell that our Black and African-American students continue to be disciplined at a higher rate than other students. We're trying to close these gaps. So it's not that we have different expectations, it's that we want to be very realistic about whether or not there's a potential that these students might be being treated differently. So I want to just ask a question,



Trustee Brooks:

and I know it's not on this presentation, but about your work in anti-racism and your work with addressing some of these specific challenges. Because I think that ties into this.

Trustee Garcia Morales:

Dr. Scavella.

Dr. Scavella:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Brooks, I would say that's pretty accurate. During our cultural competency training, we do spend quite a bit of time in self-examination. Looking at our implicit bias, stereotypes and things that may affect or impact the decision-making of educators as it relates to students. So we do spend some time in that self-examination so that we can look in the mirror and not just in the window to ensure that we are aware and we implement actions to disrupt any type of notable biases that may impact decision-making as that relates to. So that is part of the training that over close to nearly 22,000 employees have taken already.

So our deadline is to make sure that this happens by June 13th of this year, but that is something that we have to consider in regards to prior to the referral process. And the restorative process also helps with that piece as well because that gives us an opportunity to address those lower-level incidents before they become referrals. Whether it happens in a classroom or throughout the school day or when there's a conflict between students or between adults and students. We can resolve those conflicts before it becomes a referral, before it becomes a disciplinary issue that's sent to the administration.

Trustee Brooks:

Thank you. I appreciate the information. There's a lot of work to do. I commend you for taking it on because historically these are conversations I don't think the district had until we started talking about it. Are these perfect numbers? Is this a perfect way to present it? No, but at least we're actually having very difficult conversations, which I think historically we've steered away from. So I appreciate your work in this. I'm definitely looking forward to having some more in-depth conversations with my peers when we talk about reformatting this.

Trustee Garcia Morales:

Thank you Trustee Brooks. I'm going to turn it over to Trustee Guzmán. Trustee Guzmán, you're in the queue.

Trustee Guzmán:

Thank you, President Garcia Morales. Actually, Trustee Cavazos asked quite a few of my questions. I appreciate her questions. I just wanted to know about the restorative practices grant and if we are tracking data on those who have been trained versus those who haven't been trained, and if we are seeing positive results.

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Guzmán, it's a great question. Dr. Scavella is tracking all of the individuals in the district who have been trained as RLT members and culturally inclusive champions. The other important data piece sort of aligns to a previous trustee's comment regarding RMI data and how does that translate into work that we're doing on campus with those teams as well? So RMI and discipline data connected, we look at that by school. We look at all of the codes regarding restorative justice tribunals, restorative justice circles, restorative discipline practices. And even Dr. Scavella has extended that to even the use of apologies at a school. So as we do this training, as they're trained and as we track those people being trained, we are looking at those data points over a point in time.

Trustee Guzmán:

Great, thank you so much. Those were my questions.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. Trustee Williams, do you have any questions at this time?

Trustee Williams:

I don't have any questions. I just want to say thank you to Dr. Barton and Dr. Scavella for their entire team and their work on this. Because as Trustee Brooks said, this is not a perfect system and as you said, Madam President, we created this two or three years ago and it is a living document, which means it can be changed as we go through this. I just think it's important for our new members on the board to just remember that historically the district has kind of been charged with solving the state's problems of education. And not only that, but even infrastructure of our community. So it's a big task, it's a big lift and I think that any small win we can take is just a win and we should celebrate that. So thank you guys.

Trustee Garcia Morales:

Thank you Trustee Williams. Colleagues, I'm going to jump in the queue here and then I see, given that we've all had a chance to speak. We do have one person who submitted public comment or would like to speak on public comment on this item. And then I'll come back to the members who are currently in the queue. Dr. Barton, Mr. McPartlin, Dr. Scavella, thank you and your team for the work that you are continuing to do on a daily basis to help correct some of these numbers. I see the progress that's taking place and I appreciate interim superintendent's acknowledgments at the very beginning, which is that we are not where we need to be. Specifically with respect to disproportionality and the acknowledgment, that exists. I think to be able to... As a group here, like what we're doing here today and what we have been doing as a board for the last two years is to fully acknowledge vulnerably, like this is not where we want to be.

Trustee Garcia Morales:

We want to make improvements to ensure that all of our students have incredible experiences in the district. And there's a level of just awareness that exists. And I want to commend my colleagues on the board who have stuck with this work and have continued to support the superintendent in this space because the work is still ahead and we still have more to do. And I love the conversations that are being taken place about expectations and disproportionality. Ultimately at the end of the day, we are working towards making progress and I see glimmers of that. So thank you. Thank you for the work that you're choosing to do to support our students and families. That's my comment. No question. I'm going to turn it over to public comment, Dr. Bemoll, are you still on? Come on up please. You know the drill. Welcome.

#### Public Hearing

Tiffanie Bemoll:

Good. Good evening, Dr. Tiffanie [inaudible 00:58:31]. The data in this report is interesting. The numbers are trending down, which is nice, but discipline is tricky. We have MBI, SISP and behavior referrals. Once a teacher writes up a student, Infinite Campus tells us if the write-up is ever resolved. Sometimes it is, sometimes it isn't. But it doesn't give us any information on the resolution. So reports like this are helpful. Communication lines being more open at the site level might be something to think about as teachers are often in the dark regarding the next steps, once we have written the discipline notice, at least in my experience. It would be nice to see data points that include the reasons for expulsion, is this all fighting, weapons, arson, illegal drug use, et cetera. The rationale behind the why is important when talking about the next steps to stopping the behavior.

Qualitative and quantitative data and explanations on why the expulsions are occurring might be helpful. The only reason students can be expelled according to the posters in my classroom are battery of staff, battery of student with injury, possession of weapon with threat or injury, possession of a controlled substance and sexual assault. And even those are tricky because expulsion is not always the end result from this, and I know this from experience. This data though does not seem to represent that I misunderstood this in the presentation when I was originally writing my speech because I didn't have that information. It was just presented during this presentation. I also didn't understand the key, which was also presented during the presentation. So that might be something to consider when you guys are rewriting your reports that actually have a key as to what the colors represent in your data. Because-

... as to what the colors represent in your data, because that is the whole next part of my speech. But he explained that, so I'm going to skip over it. I'm very curious to see what the CCSD pre-K through 12 student code of conduct will include. Will it include consequences that actually have to be followed or are these going to be suggestions for sites to follow? Are these the new giant poster campaigns for teachers to hang in their classrooms with consequences to be ignored? Thank you.

Trustee Garcia Morales:

Thank you for your feedback, Dr. Bemoll. I don't see any other public comment on item 3.01. I do want to note for the record, I have colleagues in the queue, Trustee Esparza-Stoffregan, you're on.

Trustee Esparza-Stoffregan:

Okay, there we go. So I'm pleased to hear that we're going to be revisiting the gaps potentially for the student mental health. Thank you for that. Definitely something that we have to address that because if our children are not well, they are definitely going to not do academically well. So it's the whole child that we have to address.

Two questions. You are a very small division, and I look at the amount of teachers that we have, and I'm going back to that because that is where we need to kind of shift our gears. I think my question is how are we going to get to the level to support you to be able to support them, to have that mind shift in cultural change?

Implicit bias training I think is undone. So can you give us an update on that? And then I'm going to give you the second question, which goes to the lessons learned, revised. What is the revised Clark County School District code of conduct going to be high level? So first implicit bias training update, and then the code of conduct update.

Trustee Garcia Morales:

Dr. Scavella.

Dr. Scavella:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Esparza-Stoffregan. Got it, thank you. I want to first focus on the implicit bias training. That is part of our cultural competency training, initially, that every staff member in the district, every employee, including substitute teachers, must take.

So that we take a really deep dive into implicit bias training all the way into micro-messaging and what is the impact that these micro messages, whether positive or negative that have on students. How it impacts their self-efficacy, and then ultimately manifesting behavior of adults and students.

So that is something that we take a deep dive in. We're actually, this staff development day on Monday, we're going to take another deep dive, even deeper into implicit bias training at one of our high schools where we're going to spend some time with the school really digging into implicit bias to ensure that staff have an opportunity to really examine themselves, really look at the thought process and how implicit biases are developed in the brain and how they manifest into adult actions.

And what actions and strategies and resources can staff members or employees draw on to to become more aware. And then what is that point of interruption when we are aware? So then how do we change that narrative and change those actions that we exemplify towards students? So that is something that is really going to, I think be great for our district, and it's going to also help us with how we interact with students that come from diverse backgrounds.

The cultural competency training also helps us with understanding and knowing and being able to be incompetent about the different students that we serve, knowing that there is background information that we need to know as educators and how do we value, validate, affirm and build bridges with our students and recognize their cultural capital, which is their cultural strength, and

Dr. Scavella:

then sometimes teach them situational appropriateness so that the teaching and learning process can be enhanced. So that is part of that implicit bias and cultural competency training.

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Yes, thank you Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Esparza-Stoffregan. The first part of your question as well, it's a small but mighty team. It definitely relies on the work of Dr Scobella as the leader, he has a team of coordinators, but then think about also an extension of the Equity Diversity Education Department centrally.

The culturally inclusive champions on every campus are, there are many touch points with his division as this work continues. It's about building capacities in the whole system. So while it's a small, it's a mighty team that really is working on building capacity in the field.

Trustee Garcia Morales:

Thank you. Trustee Esparza-Stoffregan, did you have something else? Oh, forgive me Dr. Barton, thank you. Thank you, for the cue.

Dr. Barton:

Thank you for the reminder. Thank you Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Esparza-Stoffregan. Code of Conduct. High level, we review it every year. Every school provides us feedback by January what they would like to see in a revised code of conduct, annually.

This one will be more substantial because we're putting in place the legislative requirements from last session. We'll have a strengthened restorative practices appendix as well. And I know that Mr. McPartland is also making it a user-friendly document for the field. So those are just high level, just some examples of what's to come.

And we traditionally bring the code of conduct before it goes to the field. We bring it as an information item on the consent agenda every time that we revise it. So that'll be coming, I believe, in June.

Trustee Garcia Morales:

Thank you, Trustee. Thank you, Dr. Barton, thank you Trustee Esparza-Stoffregan. Trustee Cavazos.

Trustee Cavazos:

Thank you Madam President. I'll just make this brief. As a Trustee Esparza-Stoffregan saved me a lot of work here and did all that. So thank you gentlemen for that. I just wanted to basically thank

Trustee Cavazos:

Interim Superintendent Brenda Larsen-Mitchell for the very encouraging news that the district is going back and revisiting that as far as on the mental health supports.

And on my question on having to do with the implicit bias when we include all the employees, I know that we had started out with some years ago, with requiring that the board was also going to go through implicit bias. So that would be something that I personally would like to go back and look at because we never did finish that.

We did have good intentions, but we didn't finish that. So I just wanted to throw that out there that I think that all of us should be included. Thank you so much for your work.

Trustee Garcia Morales:

Thank you for that, Trustee Cavazos. That does remind me, I believe two years ago, three years ago, we received the members who were present at a conference here, an equity conference here in Las Vegas, participated in an implicit bias training by Dr. Marks, I believe is his name. One of the eminent leaders in implicit bias training in our country.

Really grateful that we had his presentation, but maybe it's time to bring him back and have the newest board members especially get trained as well. Trustee Brooks.

Trustee Brooks:

Thank you, Madam President, I don't have additional questions, but I know that you need a motion.

Trustee Garcia Morales:

I do. I need a motion to adopt the presentation. Trustee Brooks.

Trustee Brooks:

I move to accept the presentation as presented.

Trustee Garcia Morales:

Thank you, Trustee Brooks. Trustee Bustamante Adams.

Trustee Bustamante Adams:

I second that motion.

Trustee Garcia Morales:

Thank you, Trustee Bustamante Adams. Colleagues, we have a motion by Trustee Brooks, a second by Trustee Bustamante Adams. Please cast your vote. Trustee Williams.

Trustee Williams:

Aye.

Trustee Garcia Morales:  
Thank you. Trustee Guzmán.

Trustee Guzmán:  
Aye.

Trustee Garcia Morales:  
Thank you, Trustee Guzmán. Thank you colleagues, that motion passes six to zero. Thank you gentlemen.

**4.01 Notice of Intent — Clark County School District Regulation 5135.13.**

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Regulation 5135.13, Trips for Extracurricular Activities, prior to submission to the Board of School Trustees for approval on Thursday, April 25, 2024, is recommended. **(For Possible Action)** [Contact Person: Mike Barton] (Ref. 4.01)

*Motion to approve.*

*Motion: Cavazos    Second: Lola Brooks    Vote: Unanimous*

Trustee Garcia Morales:

We're going to move on to item 4.01, this is an action item. Before we open this item fully, we are... I'm going to ask members of the audience who would like to speak on this item who have not submitted a yellow card to please do so now.

We're going to begin with the presentation. First 4.01 is a notice of intent, CCSD Regulation 5135.13. And Dr. Barton is listed as our point of contact here. Dr. Barton.

Dr. Barton:

Thank you Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Mike Barton for the record. For your consideration this evening, trustees, it's regulation 5135.13, notice of intent. At a high level, why is this being brought forward for consideration?

It starts with Dr. Larsen-Mitchell working with the executive cabinet that is also has principals on the executive leadership team. So if I start on page... Sort of working backwards, page 4 of 4 for the regulation, really that is what we heard from principals that in the bottom part of the draft regulation, it used to say that "district will provide substinence on the following rate schedule: Breakfast \$5, Lunch \$6, Dinner \$14."

We definitely heard loud and clear from principals that we should revisit this and bring it to you for consideration to align to the GSA rates that are provided for travel to particular cities. So that was the major reason for bringing this forward.

We also have some cleanup language in here as well. Principals had some good recommendations to consider adding performing arts, speech and debate. I'm on page 3 of 4, right

Dr. Barton:

now. But looking at performing arts, adding that... There is some lines in each of those sections that say, "if held outside Clark County at the discretion of the principal."

That is important language because as we process this, we understand that there may be... We're trying to protect instructional time with that section, all of those little sections. But the principals said there may be individual circumstances where a speech and debate team may need to go more if there is a special event or the ROTC.

So the principal discretion line was added to many of those sections, as you can see. So the other part that is probably of significance in the regulation draft is the idea of international travel. That as we know, as we look at "all extra..." And this is on page 3 of 4, section 3, sub c, "All extracurricular international travel must have the approval of the principal."

It lists all of the personnel including the superintendent of schools, and then ultimately ends that section by saying, "The superintendent of schools may cancel or postpone international travel based on worldwide events." So trustees, the rest is really cleanup language for your consideration, but at a high level, those are the major significant changes and the reason why we are bringing that forward tonight for your consideration.

Happy to take any questions and joining me also is Ms. Pam Sloan. Appreciate her work.

Trustee Garcia Morales:

Thank you. Dr. Barton. Hello, Ms. Sloan. Okay, colleagues, this is a... I'm going to offer up my colleagues an opportunity to ask questions. Otherwise, we will... Please, jump in the queue. Otherwise, we will go to public comment. Okay, Dr. Bemoll, you're up. Is it okay if we go? Okay, thank you. Oh, sorry.

### Public Hearing

Tiffanie Bemoll:

Tiffanie Bemoll, for the record. This is another very interesting document. I've worked at a high school for 19 years and I've done field trips for 19 years, and I never realized this document existed. How detailed and specific this document is for these specific guidelines.

Why are these specific extracurricular activities singled out over all extracurricular activities? It specifically lists: Athletics, one day per season. Cheer, one day per season. ROTC, one out of district travel for loss of school time. Performing arts, one out of district travel for loss of school time. Speech and debate, one out of district travel for loss of school time.

Correct me if I'm wrong, but ROTC Performing Arts and speech and debate are actually classes for credit, yet we have students who travel for loss of school time with clubs and organizations multiple times per year that are not listed on this paper for multiple days and even weeks of instruction lost. Why were these groups singled out over clubs like DECA, FBLA, science Olympiad or Student Council?

It seems odd to segregate athletics, cheer, ROTC, performing arts and speech and debate in this manner, but leave the rest. Was it an oversight? Was it intentional? It doesn't seem quite rational



Tiffanie Bemoll:

either way. Attendance is either important or it's not. But I can absolutely tell you that the students miss multiple weeks of school for elective clubs and organizations before they miss weeks for cheer, dance, choir or athletics.

There should also be a consideration for grade checks. If athletes must pass grade checks to participate, why don't we have the same rules for students who miss multiple days of instructions for field trips? Thank you.

Trustee Garcia Morales:

Thank you, Dr. Bemoll. Trustee Cavazos.

Trustee Cavazos:

Thank you, Madam President. I feel that I understand where this regulation is coming from and the cleanup language and how we are clarifying certain points because I did have a few situations this year that basically kind of fell into this kind of gray area where things needed to be clarified. Would we be able to just clarify how these particular categories were designated?

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Thank you Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Thank you, Trustee Cavazos. Typically, these are considered our district sponsored. So when you think about Ms. Grim and the work that she does, Ms. Sloan, these are really our district sponsored.

We know there is a lot more travel that exists and we know that we operationalize that in many of our operational travel documents, so we wanted to ensure that the regulation for your consideration, pardon me, had the district-sponsored student activities related travel events.

Trustee Cavazos:

All right. Do we have anybody else in the queue? I can't see.

Trustee Garcia Morales:

Trustee Brooks is in the queue.

Trustee Cavazos:

Okay, I was basically going to offer to make a motion at this time to accept and approve 4.01 Notice of Intent, Clark County School District Regulation 5135.13. With thanks to Ms. Sloan and Dr. Barton and their office for cleaning up the language and making the clarifications.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. Colleagues, we have a motion by Trustee Cavazos. Do I have a second? Trustee Brooks.

Trustee Brooks:

Thank you Madam President. I'll second. I just have a clarifying question also, kind of in line with what Trustee Cavazos was already asking. Is there a way to ensure that non-district-sponsored events are treated in the same manner or is that something that we're not able to address at the district level?

Trustee Garcia Morales:

Dr. Barton.

Dr. Barton:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Brooks. I would have to scrub our other regulations, your regulations to see where that lives, as far as the non-district-sponsored. I know that we have non-district-sponsored trainings for our personnel and definitely operational documents, but we can definitely look at what other regulations may pertain to that.

Trustee Brooks:

Okay, so you're saying it would not necessarily live in this document, but it might be in a different...

Dr. Barton:

That is correct.

Trustee Brooks:

Okay, thank you.

Trustee Garcia Morales:

Thank you, Trustee Brooks. Trustee Brooks, that was a second, correct? Yes. All right, colleagues, we have a motion by Trustee Cavazos, a second by Trustee Brooks. Please cast your vote. Trustee Williams.

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you. Trustee Guzmán.

Trustee Guzmán:

Aye.

Trustee Garcia Morales:

Thank you. Colleagues, that motion passes six to zero. Thank you very much. Thank you, Ms. Sloan. Thank you, Dr. Barton.

**4.02 Public Hearing On and Possible Approval of the New Memorandum of Agreement between the Clark County School District and the Education Support Employees Association Regarding an Amendment to the 2023–2025 Negotiated Agreement and the Disbursement of Funds from Senate Bill 231.**

This is the time and place to conduct a public hearing on, discussion of, and possible action on approval of the new Memorandum of Agreement between the Clark County School District and the Education Support Employees Association regarding an amendment to Article 18-1-1 of the 2023–2025 Negotiated Agreement and the distribution of funds to Education Support Professionals allocated through Senate Bill 231. Those wishing to address the Board in person at the meeting may sign up to speak by calling the Board Office at (702) 799-1072 during regular business hours. Alternatively, speakers may sign up in person immediately prior to the beginning of the meeting, or comments may be submitted in writing by email to [BoardMtgComments@nv.ccsd.net](mailto:BoardMtgComments@nv.ccsd.net) at least 8 business hours prior to the scheduled start of the meeting. **(For Possible Action)** [Contact Person: David Hall] (Ref. 4.02)

*Motion to Approve.*

*Motion: Bustamante Adams Second: Brooks Vote: Yeses – 4 (Brooks, Cavazos, Garcia Morales, Bustamante Adams); Abstain – 1 (Guzmán); Not present – (Williams)*

*The motion passed.*

Trustee Garcia Morales:

All right, colleagues. We're going to move on to item 4.02, the public hearing on and possible approval of the memorandum of agreement between the Clark County School District and the Education Support Employees Association, regarding an amendment to the 2325 negotiated agreement and the disbursement of funds from Senate Bill 231.

Mr. Hall is here to present for us. I do want to make a note here that this is an action item and we do have some public comment on it. If anybody would like to speak on this item and has not submitted a yellow card, please do so now. Otherwise, we will turn it over to Mr. Hall. Thank you.

David Hall:

Nevada Revised Statute 288.153 requires that any new extended or modified collective bargaining agreement between a local government employer and an employee organization be approved by the governing body of the local government employer at a public hearing and that the chief executive officer of the local government shall report the local government the fiscal impact of the agreement.

David Hall:

The Board of Trustees of the Clark County School District or CCSD approved a negotiated agreement with the Education Support Employees Association or ESEA. An agreement has been reached pending approval by the Board of Trustees and the interim superintendent of schools regarding a memorandum of agreement between CCSD and ESEA regarding an amendment to article 18-1-1 of the 2023 through 2025 negotiated agreement, that raises the cost of living adjustment, or COLA, in the second year of the negotiated agreement from 2% to 4%.

The memorandum of agreement also provides for differentiated pay of \$4,250 for delineated hard-to-fill critical positions and an additional pay increase of 3% for all education support professionals retroactive to January 1st, 2024. ESEA and CCSD drafted a new memorandum of agreement memorializing the agreement between the two parties that education support professionals will receive additional 2% COLA in year two of the 2023 through 2025 negotiated agreement.

Certain hard-to-fill, critical positions will receive \$4,250 in differentiated pay and all education support professionals will receive a 3% increase in pay retroactive to January 1st, 2024. The differentiated pay and 3% increase in pay will be funded using money allocated through Senate Bill 231.

The parties acknowledged that the availability of funding is not guaranteed past June 30th, 2025. There are additional costs in the amount of approximately \$17 million associated with entering into this memorandum of agreement.

This is the time and place to conduct a public hearing on discussion of and possible action on approval of the new memorandum of agreement between the Clark County School District and the Education Support Employees Association, regarding an amendment to Article 18-1-1 of the 2023 through 2025 negotiated agreement and the distribution of funds through education support professionals allocated to Senate Bill 231.

Trustee Garcia Morales:

Thank you, Mr. Hall. Colleagues, at this time, I'd like to ask for your permission if it's okay to move into public comment. Is there any objection to that? Okay. We're going to go into public comment and then a discussion by the board and or action. In advance, we have Ms. Giles who signed up for public comment. Do we have any yellow cards? Okay, great. Ms. Giles, come on up.

### Public Hearing

Jan Giles:

Thank you. Good evening, Madam President, Superintendent Dr. Larsen-Mitchell, members of the board. For the record, Jan Giles, ESEA president. ESEA supports the MOA that is being submitted to you for approval of the SB 231 funds distribution to the CCSD support professionals. From the beginning, ESEA participated in discussions surrounding these funds.

This advocacy included working with our legislative representatives, CCSD administrators, and state boards. When the previous plan was not approved by the IFC in December, it afforded us the opportunity to make improvements on the distribution of these funds. One of these being the

Jan Giles:

additional 2% increase to the second year COLA for a total of 4% permanently adding to the base salary versus a higher percentage that is temporary and would end in June 30, 2025.

With the original 6.775% COLA given in year one, this brings the COLA to the ESEA contract to 10.775% plus the 3% from the SB 231 for a grand total of 13.775% until June 30th of 2025. This contract compensation package, excluding SB 231, is over 19%, one of the best in ESEA's history. Our support professionals at CCSD are committed to our students, but we all know that retention and recruitment of support professionals is an ongoing issue at CCSD.

Our salaries are still not competitive and ESEA believes these additional dollars in the pockets of the hardworking employees will help with retention and recruitment, along with moving to achieve a livable wage for all. ESEA represents specialized program teacher assistants and instructional assistants in LRE.

These positions work with some of the most vulnerable students and have been an ongoing problem for CCSD to fill vacancies, due to the stress of these jobs and the low pay. ESEA believes that the additional differential incentive will help improve retention and recruitment, allowing these positions to be filled as soon as possible, which is a necessity for these students.

ESEA understands that these funds must be renewed by the legislature. We ask that you work with us to ensure that these state dollars are continued revenue for CCSD. This advocacy will take all of us to secure ongoing state funds to continue this wage increase. ESEA looks forward to partnering with CCSD to advocate for these dollars. We thank you for your consideration and ultimate approval of the MOA. We'd also like to thank CFO, Jason Gowdy and General Counsel, David Hall. Thank you.

Trustee Garcia Morales:

Thank you, Ms. Giles. Okay, colleagues, is there any discussion on... That concludes public comments. Is there any discussion on this item? Otherwise, I am seeking-

Trustee Guzmán:

Madam President.

Trustee Garcia Morales:

Yes, Trustee Guzmán.

Trustee Guzmán:

I need to make a statement that I will be abstaining from this vote due to being an employee of NSEA, which ESEA is one of our locals.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. Okay, colleagues, this public comment is over and we're moving on to discussion and action. I want to take note for the record that the public hearing is now closed, I am seeking a motion. Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you, Madam President. I move for the approval of the new memorandum of agreement between CCSD and ESEA.

Trustee Garcia Morales:

Thank you, Trustee Bustamante Adams. Colleagues, we have a motion by Trustee Bustamante Adams. Trustee Brooks.

Trustee Brooks:

Thank you Madam President, I second the motion.

Trustee Garcia Morales:

Thank you, Trustee Brooks. Colleagues, we have a motion by Trustee Bustamante Adams, a second by Trustee Brooks to adopt the 4.02. Please cast your vote. Trustee Williams. Is Trustee Williams on the phone? Okay.

Let's go ahead and move forward with the vote. The results. Okay, colleagues, that motion passes four ayes and one abstention. Thank you very much, that motion passes. Thank you so much everyone. Thank you, Ms. Giles, and the work that you do to represent the bargaining unit.

#### **4.03 Public Hearing On and Possible Approval of the New Memorandum of Agreement between the Clark County School District and the Clark County Education Association Regarding the Disbursement of Funds from Senate Bill 231.**

This is the time and place to conduct a public hearing on, discussion of, and possible action on approval of the new Memorandum of Agreement between the Clark County School District and the Clark County Education Association regarding the distribution of funds allocated by Senate Bill 231. Those wishing to address the Board in person at the meeting may sign up to speak by calling the Board Office at (702) 799-1072 during regular business hours. Alternatively, speakers may sign up in person immediately prior to the beginning of the meeting, or comments may be submitted in writing by email to [BoardMtgComments@nv.ccsd.net](mailto:BoardMtgComments@nv.ccsd.net) at least 8 business hours prior to the scheduled start of the meeting. **(For Possible Action)** [Contact Person: David Hall] (Ref. 4.03)

*Motion to approve.*

*Motion: Bustamante Adams Second: Cavazos Vote: Yeses – 5 (Brooks, Cavazos, Garcia Morales, Williams, Bustamante Adams); Abstain – 1 (Guzmán)*

*The motion passed.*

Trustee Garcia Morales:

Mr. Hall, glad that you're still here with us. We're going to move on to item 4.03, that is a public hearing on and possible approval of the new memorandum of agreement between the Clark County School District and the Clark County Education Association regarding the distribution of

Trustee Garcia Morales:

funds from Senate Bill 231. This is an action item. Ladies and gentlemen, if you would like to speak on this item, I ask that you please submit a yellow card. Otherwise, once we begin the presentation, we will no longer accept yellow cards. I do see that we have two individuals who signed up in advance for this public comment, so we'll turn it over to them in a minute after we hear the presentation. Mr. Hall.

David Hall:

Nevada Revised Statute 288.153 requires that any new extended or modified collective bargaining agreement between a local government employer and an employee organization be approved by the governing body of the local government employer at a public hearing, and that the chief executive officer of the local government shall report to the local government the fiscal impact of that agreement.

The Board of Trustees of the Clark County School District or CCSD approved a negotiated agreement between CCSD and the Clark County Education Association or CCEA. An agreement has been reached, pending its approval by the Board of Trustees and the Interim Superintendent of schools regarding the distribution of funds allocated by Senate Bill 231.

CCEA and CCSD drafted a new memorandum of agreement, memorializing their agreement that Senate Bill 231 funds will be used to help fill hard-to-fill and special education positions, and replace the 1.875% increase in the employee portion of the Public Employee Retirement System or PERS.

These increases will be funded by the allocation of money by Senate Bill 231. This is the time and place to conduct a public hearing on and discussion of and possible action on approval of the new memorandum of agreement between the Clark County School District and the Clark County Education Association, regarding the distribution of funds allocated by Senate Bill 231.

Trustee Garcia Morales:

Thank you, Mr. Hall. Hey, colleagues, with your permission again, I'll move forward with public comment. Dr. Bemoll, you're up, followed by Victor Romero. Is Victor present? Okay, thank you.

Public Hearing

Tiffanie Bemoll:

Dr. Tiffanie Bemoll, for the record. Arbitration finished in December. In December, everyone started patting themselves on the back. In December, we were still waiting for the rest of our money, and while it might not seem like a significant amount to anyone sitting here, to some teachers, it is important.

It's weird that this wasn't all hashed out the last time you all talked about this. It's weird that egos can't be put aside to do it all correctly the first time. We barely got back pay at the beginning of March when this was all settled in December, and it won't be until May, if we're lucky that we get the rest of what is due.

Tiffanie Bemoll:

We worked for how long without a contract? When is enough, enough? Let's get it all done for good, please and thank you.

Trustee Garcia Morales:

Thank you, Dr. Bemoll. Victor, come on up. And then after Victor, we have Mr. Frazee.

Victor Romero:

Hi trustees. How is everybody doing tonight? Good. So this part of the-

... everybody doing tonight? Good. So this part of the contract. My name is Victor Romero, Desert Pines High School, Self-contained Special Education, Executive Board of CCAA, dual credit instructor, Nevada State University, part-time instructor as well. So this part of the contract is very important to me as I work at Desert Pines High School, which is a school that is Title I. But what I want you to think about is how this will affect the students that we work with. Okay, how we don't get... You said something earlier, you said that you keep the target the same, but you add supports. I would challenge the academic rigor curves behavior problem.

If we have so many vacancies, how can we have the academic rigor? This will help us so much. You said something, how the school is a reflection of the neighborhood. And when I first started working at Desert Pines High School, I was naive to how much it would have a profound effect on me as a person and I knew it was a rough school. I thought I would go in mentoring students that have tragedy happen in their lives. But what happens is you work there long enough and that tragedy of the neighborhood is going to find you. And at Desert Pines High School, we have shared grief and what this says is I see you. I appreciate you and help is coming. I see you. I appreciate you and help is on the way. That's what this means. As for special education, as you all know, our caseloads have gone up. We are in charge.

We are basically also paralegals. We work with the most vulnerable students that we serve and this says the same thing. I see you. I appreciate you and help is on the way, we need that help. So I would ask that you approve this. The fact that the social workers, the counselors are getting this as well is huge. Our school, we work very well. My administration is amazing. We have shared grief, we get through it and we keep on working. This is going to help so many of my students. We're going to get quality licensed professionals coming in all areas. This is going to help special education students throughout the valley. I thank you very much. I appreciate...

Trustee Garcia Morales:

Thank you, Mr. Romero. Mr. Frazee.

Jim Frazee:

Thank you, Madam President, distinguished Trustees, Interim Superintendent Larsen-Mitchell. For the record, my name is Jim Frazee. I'm a high school teacher and I also have the honor being vice president of CCEA. There are a few bills that had the potential to impact student achievement as much as SB231. Despite the district's incoherent testimony that got recorded as... Excuse me,



Jim Frazee:

speaking in opposition to the bill and committee and NSEA clearly speaking in opposition to this bill, CCEA delivered. CCEA delivered a quarter of a billion dollars more to educators, support staff and more importantly to students throughout every corner of Nevada. As delighted as I am with our efforts to secure these much needed funds, I'm even more proud of how CCEA negotiated their use. SB231 provides additional compensation to our special education educators who have high vacancy and high caseloads.

The money from SB231 will be used to recruit and retain licensed educators in schools with some of the highest vacancy rates in the Western United States. There are currently 170 schools in CCSD that have a 5% or greater vacancy rate of licensed educators. This leaves tens of thousands of Clark County's children without a licensed educator in front of the room. And there are chances of receiving a quality education bleak. Many in our most challenging communities where strong educators is needed the most. This MOA starts to address that. It is the first step in a long journey to attract and retain some of the most talented educators in the country. Now, if we can just do the same with our next superintendent, I urge you to vote yes on this measure.

Trustee Garcia Morales:

Thank you, Mr. Frazee. All right, colleagues, I don't see any more public comment on this particular item. This public hearing is now closed. I want to acknowledge that Trustee Williams is on the phone. Is that correct, Trustee Williams?

Trustee Williams:

Yes, Madam President. I apologize, I got lost in the tunnel.

Trustee Garcia Morales:

You're good. We just want to make sure you're there so I can count you. I'm going to turn it over to Trustee Watson and then turn it over to Trustee Guzmán. Trustee Watson.

Trustee Watson:

Thank you, Madam President. Although I do not have a right to vote, I am disclosing that I am a staffer for the Clark County Education Association. Thank you.

Trustee Garcia Morales:

Thank you, Trustee Watson. Trustee Guzmán.

Trustee Guzmán:

Thank you, Madam President. Although we have nothing to do with the CCEA, some of our members may benefit from this, so I need to abstain from this vote.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. Okay, colleagues, we're going to move on to the queue and I see Trustee Bustamante Adams is in the queue.

Trustee Bustamante Adams:

Thank you, Madam President. If you're ready for a motion? Yes. Okay, I will motion to approve the new memorandum of agreement between the Clark County School District and the Clark County Education Association.

Trustee Garcia Morales:

Great, thank you, Trustee Bustamante Adams. Trustee, Cavazos.

Trustee Cavazos:

Thank you, Madam President and I will second that motion.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. Colleagues, we have a motion by Trustee Bustamante Adams. And a second by Trustee Cavazos. Please cast your vote. Trustee Williams.

Trustee Guzmán:

Aye.

Trustee Garcia Morales:

Thank you. Okay, colleagues, that motion passes a 5 A, I, I to one Abstention and one abstention. Thank you very much. Thank you. Mr. Hall, that concludes your presentations for the evening. Appreciate your support and your work in helping us close these items.

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

Trustee Garcia Morales:

We're going to move on colleagues to item 5.01, that's public comment on items not listed as action items on the agenda. It's a lot of As items not listed as action items on the agenda. It's getting towards the end of the day here. This is a public comment time, so if you have public cards that you'd like to submit at this time, please submit them now. Otherwise, once we begin public comment, we will no longer accept cards. We're going to begin with individuals who completed or submitted, requested to speak in advance. We're going to start with Brian Tasky and Iva Lewis and then Dr. Bemoll.

## Public Hearing

Brian Tasky:

Good evening. For the record, my name is Brian Tasky. I'm a CSM at Ruthe Deskin Elementary School. Dear CSD, board members, the teachers and staff at Ruthe Deskin Elementary School would like to express our unyielding disagreement with the recent parents who spoke out against our school and slandered our principal, Jessica Robbins. There were allegations made that were either hugely exaggerated or simply untrue because our SOT meeting was changed from last week to tonight. Most of us could not attend, could be in attendance, but we support our school and principal. It's important to understand that these parents who spoke at the March 14th board meeting have been led by one main parent. This parent who spoke on March 14th along with his partner, has been upset with Ms. Robbins since September of 2023. It started with a minor disagreement that graduated gradually escalated, it worsened after the volunteer policies were changed and tightened up.

This parent was also the SOT president until he resigned last Friday. At the SOT meeting of this year, he was angered by recent developments of a fundraising effort among other things and began hollering during the meetings. Ms. Robbins attempted to de-escalate the situation and to no avail, had to finally end the meeting. This parent said, quote, "This was a final straw," unquote, and since then has started his campaign to remove our principal. He stated by speaking to other parents at dismissal, trying to find other parents and even some teachers to join his efforts even went so far as to stand at corners with a petition to remove Ms. Robbins. Recently, he began going door to door asking parents if they were satisfied with her performance. We had parents, even a student come to the school concerned about a man showing up at their door saying malicious things about a principal.

Over the course of his efforts, he has managed to gather a few parents who are also disgruntled. These parents have turned our SOT meetings into what feels like interrogation sessions. One of these parents stands outside of our school and record students looking for violations and things to submit complaints about. This parent and her husband also spoke at our meeting on the 14th. She has criticized several staff members and Ms. Robbins multiple times throughout the year. She has sent angry emails to the board members, superintendents and news athletes outlets with information that is both distorted and fabricated. There are five or six discontented parents that do not represent the overall opinion of Deskin. At Deskin, all our staff members have been encouraged to remain professional and continue working our hardest to help students learn and grow. We are also requesting the board to do a full investigation into the accusations being made. [inaudible 01:41:24].

Trustee Garcia Morales:

Thank you, Mr. Tasky, and thank you for your service to our district. Iva Lewis, followed by Bemoll and then Kenneth Goodwin. It's okay.

Iva Lewis:

It is okay. Okay. Hi, my name is Iva Lewis and I recently spoke at the last school board trustees meeting on my son, Theo Lewis' school, Ruthe Deskin being in a crisis. Excuse me, sorry... About

Iva Lewis:

my son's school being in a crisis. My son is in the autism program. He is nonverbal, so Theo cannot properly communicate with me what is being done to him while he's in school. And I believe that something is being done to my son because why else would my son continue to elope and run away from this school? If I pull my son, I will only be putting a bandaid over this problem and this is a big problem. And as his parent, as his mother, I ask that you guys continue to investigate Mrs. Robbins because if she continues to be the principal at Ruthe Deskin Elementary, our children are only getting a bare minimum education and they are not in a safe educational environment.

My fear is that my son will grow up and he'll continue to be passed on grade to grade to grade and at the end of school year of turning 18, he will not be able to have a basic job. That means working at McDonald's or Starbucks. If you keep Mrs. Robbins at that school, my son will continue to be passed on and not get the proper education that he's entitled to. So I ask that you guys continue to investigate and that you do not let us down. But remember, time waits for no one, so please continue to investigate. Thank you.

Trustee Garcia Morales:

Dr. Bemoll.

Tiffanie Bemoll:

Good evening. Tiffany Bemoll for the record. I spoke a few weeks ago and I wanted to update you all. My regional speech about student councils presenting to the board seemed to pique the interest of some board members. Students could come up and present about the good things and challenges that were happening on campuses. After that meeting, I was approached by a gentleman who told me that the grownups were the ones who wanted the kids to stop presenting. That upsets me because we're supposed to be number one for kids, but we want to silence the kids? That's not how this works and it shouldn't be how any of this works. Our students should be encouraged to see how local government dysfunctional as it may seem runs and they should want to be a part of it. I guess, it would be very discouraging for any members of our amazing student council community to want to know that the grownups didn't want to hear from them regularly.

I think this is something that you need to revisit under our new superintendent, Dr. Larsen Mitchell. She likes students. She's spent some time with our [inaudible 01:44:54] this week and she had fun on our campus. Perhaps we can get more students involved and be number one for kids, not for grownups. A quick update on our lovely portable temporary classrooms. With all this rain and inclement weather, I've had three students who fell victim to my weirdly vertical stairs, both tripping up and down them. They've replaced ceiling tiles and I've had weird water spots on the ceilings directly above my \$5,000 interactive panel in the last week's storm. I have a feeling these are in danger of some severe water damage. Also, think about the poor teacher whose portable caught fire over winter break.

His school told him to claim all the supplies he'd purchased for his PE classroom on his homeowner's insurance because they were not reimbursing him for the losses in the fire. The fire that was not his fault, the fire that happened over winter break in his portable classroom. If he claims that on his insurance, his rates will go up. They also suggested a GoFundMe campaign to

Tiffanie Bemoll:

replenish all the supplies he lost. That seems fair too, right? So when are we going to start thinking about alternatives to these temporary classrooms? Lastly, another plea to please reconsider the ridiculous idea of outsourcing the tech support department. I had a tech support guy in my portable relabeling, my network boxes, who informed me that my Wi-Fi thing was never correctly connected and my classroom was actually leeching off the two portables that surround me, which explained why my poor students had horrible Wi-Fi in my room.

He fixed them in less than five minutes and now we can actually watch the video announcements on Fridays without them freezing up. It's lovely. We zip along now without a care in the world. Tech support in a one-to-one district is crucial. These employees are vital, we need them. Please do not outsource them, they're important. If you're trying to cut costs somewhere, might I suggest you take a look at the furniture budget in the warrants over the last few board meetings. They've been pretty high as of late or the half a million dollars in Domino's pizza and milk that's in the February and March warrants as well, that's kind of mind-boggling. Thank you.

Trustee Garcia Morales:

Thank you, Dr. Bemoll. Thank you for your service to our district. Mr. Kenneth Goodwin, Mr. Bayliss. Is Matt Long present? Matt, come on up, please. State your name for the record and after Matt, we have Stone Amsden. Welcome.

Matthew Long:

Thank you. Hello, Board of Trustees and Interim Superintendent. My name is Matthew Long. I'm a parent of three students in CCSD. My oldest son, Connor, and his peer teammates are freshmen at Basic Academy and are part of the Magnet program. Connor's eligibility and his teammates were denied to play baseball as freshmen at a magnet school due to rule NAC 385B.716 which states and I quote from Clark County Athletics decision, "Any pupil who transfers to another school is presumed ineligible to participate in any sanctioned sport at the school to which the pupil transfers for 180 school days." My issue is with the term transfer. Transfer status has never been applied to freshmen at students at magnet school programs until this year. In fact, when I recently emailed the magnet office and asked, will my child need a waiver to attend magnet school and what will my child be considered a transfer student? Both answers in the email from the CCS magnet department stated no and no.

The NIAA and CCSD have subtly changed their interpretation of the term transfer and now applies it towards freshmen magnet students. So these students cannot meet the goals and cannot play their sport. You have essentially moved the goalpost on these student athletes. The act of moving goalposts can be very disheartening. Please do not alter the interpretations of rules during their course. The right thing to do is to get together, revise and clarify the rule as you would like it interpreted. Then send out a memo to all the coaches, high school and club, CCSD, athletic directors and principals and parents of all CCSD students. Educate them so everyone understands the rule, then implement the rule the following year so it's fair. I implore the board to reconsider the recent interpretation of the transfer rule and restore the eligibility of these student athletes immediately. Their opportunity to participate in sports is a critical part of their education and

Matthew Long:

development and this should not be denied due to a sudden policy change. Please act to uphold fairness and support our students' aspirations. Thank you

Trustee Garcia Morales:

Mr. Long. I see Interim Superintendent Larsen Mitchell messaging a member of her staff. So thank you for that, Dr. Larsen Mitchell. To help resolve Mr. Long's concern, is Stone present? Stone, come on up please.

Stone Amsden:

First and foremost, I would like to thank the board for letting me speak up here. Thank you for your time. I'm Stone Amsden, I'm a student at Basic Academy of International Studies and I come to you today to ask for mercy and to reconsider my suspension of my sport because I only have so much childhood and like [inaudible 01:50:38] said, time wastes for nobody. This suspension is taking away 25% of my high school experience and I only have so much time left. And in high school, I don't have the ability to register and become a fifth year like I do in college. This is my one chance at high school. This is my one chance of my freshman year. And I would like to ask you to reconsider my suspension, please. The sport of baseball is it really gets you ready for life. Without baseball, I wouldn't be the student athlete I am today. I wouldn't be the student I am in the classroom.

I attend Basic Academy for the Magnet program and they also have a good baseball program. I'm going to talk about the rule real quick. The Astros were caught cheating and they won the World Series in 2017. They had no punishments, no one was suspended. I feel like I'm in the same boat. I also broke a rule without knowing the rule, but yet I'm getting 25% of my high school experience taken away from me. So I'll ask you to reconsider my suspension and I feel like I served the time already. This team at Basic is my family and we've really become close and not being able to go out there and be with my team is really rough on me. So if you guys can please reconsider my suspension, that would be great. Thank you.

Trustee Garcia Morales:

Thank you, Stone. Stone, I'm sorry we're not able to have a discussion about your particular situation, but I believe staff is going to be looking for you to help learn more about your challenge. Thank you. Okay, colleagues, we're going to move on to individuals who submitted a yellow card. They're going to start with Cristiane Mersch, are you still... Yeah, Cristiane is here, followed by Annette Dawson Owens and Brandon Summers.

Cristiane Mersch:

Good evening, members of the board. My name is Cristiane Mersch, [inaudible 01:53:00] Moms for Liberty Clark County. It's very sad that I'm here to address justice for the death of Jonathan Williams because we heard so many of these words today, restorative justice and all the community knows that that is the result. We were the ones bringing healing and comfort, comfort to their family. All this board was silent when that death happened. We made a video, we put faith

Cristiane Mersch:

leaders together. The mom, Melissa Hart was desperate and on all the words she said to us, "We need more consequence for kids. We need more discipline. I don't want that to happen to any other family again," and that's why we're here. We're bringing healing and being together. Kids need to understand they need limits and consequences. That's why they have parents. But it's sad to see here tonight from the first presentation that we want to work in restorative justice again, it's like defenders of communism. "Oh, it didn't work before. We're going to try again."

Clark County School District's old plan for school violence is failing. Instead of calling troublemakers, he says his letting principals and the administrators hand them with school sessions or meditation, yoga. We need to let these kids know there needs to be consequences for their actions. Allowing students who commit violent actions to stay on campus, it's not going to fix the problem. A normal person would understand that teenagers need consequences. If you don't punish kids for doing something wrong, you get more wrongdoing. The district has spent years and years pursuing this plan and nothing has changed. In theory, under restorative justice shouldn't soon realize that there are impracticable consequences for misbehavior. As expulsions and suspensions drop, violence increases. I'm here to ask all of you do your job so we don't have more Jonathan William's death example again. Thank you.

Trustee Garcia Morales:

I'd like to remind my colleagues that violent acts against students and staff are immediate expulsions. There are no students who have those consequences that have not been disciplined. So just want to correct the record that there is no violent students running around our school district campuses. Those violent acts are immediate cause for... Annette Dawson Owens.

Annette Dawson Owens:

Good evening, Annette Dawson-Owens commenting on behalf of the Children's Advocacy Alliance, a nonpartisan independent voice that works to improve outcomes for Nevada children and families. We are grateful for the data sharing today concerning school discipline as well as a standard code of conduct that supports all our students, staffs and administrators. We also want to encourage our community and partners to continue to work together to solve the disparities we are seeing, especially concerning page eight and Black African-American students suspensions, as well as the large number of special education students being suspended. We also noted that we need to have data on our elementary school students and their expulsions as well as data on our unhoused students and those experiencing foster care. We look forward to working together to find solutions to support our students so that their education continue on without disruption. Thank you for your time and effort as we work to address school discipline in the future. The Children's Advocacy Alliance respectfully requests to meet with trustees and CCSD to continue to discuss these solutions. Thank you.

Trustee Garcia Morales:

Thank you. Mr. Summers, followed by Tamara Pfeffer and Dylan Lee, and then Connor Long.

Brandon Summers:

Good evening, Trustees, Madam President and Interim Superintendent Brenda. Larsen Mitchell. My name is Brandon Summers and I've been substitute teaching with CCSD since 2017 in the capacity of a day-to-day sub, and I've also taken on vacancies. There are several issues which I like to address, but I'll start with licensed teacher vacancies and sub pay. Similar to what I said on March 14th at the board meeting, we should all be aware that the teacher shortage is a crisis one that should be taken very seriously and I'm troubled that there doesn't seem to be a sense of emergency to address it. I have seldom seen critical staffing shortage on the board meeting agenda, and I don't see why it's unreasonable for an update to appear on every agenda.

How can this district be more than 1,200 teachers short and leadership not treat this as an emergency? That's thousands of students without a licensed teacher in front of them for a part or all of the day. That's learning loss for a great number of students and it amounts to large class sizes and overworked teachers. This is a tragedy of great proportion and we should not continue to do business as usual. In addition, there is a substitute teacher shortage and I can assure you that it'll continue to get worse with stagnant pay and no benefits. I'm happy for the CCEA and also the ESEA for their MOAs, and they deserve their colas. I wish this would trickle down to substitute teachers as well. I filed a public records request last year and the daily fill rate is about 60%.

This dismal fill rate means that often classes are combined, classes go to the general lunchroom and do nothing like they did today. Or teachers are volatile to sell their prep period to cover, and this is less time for educators to actually lesson plan and have a work-life balance. It's not like CCSD doesn't have the money to do better, so I ask you, please do better for substitute teachers. CCSD saves millions of dollars using vacancy, long-term subs in lieu of licensed teachers, and those very vacancy subs were not paid during spring break. With permission from substitute teacher Kimberly Johnson who wanted to be here tonight but cannot. Here are her remarks. She's one of the vacancy subs. She took an orchestra position at Sierra Vista. She's...

She's one of the vacancy subs. She took an orchestra position at Sierra Vista. She's making \$140 a day, which is abysmal and is 46% of what a column one Rowan teacher makes per day for the same level of work and it is shameful. Thank you for your time.

Trustee Garcia Morales:

Thank you. Mr. Summers. Thank you for your service to our district. Tamara, is Tamara present? Tamara, followed by Dylan Lee, and then Connor Long.

Tamara Pfeffer:

Good evening. For the record. My name is Tamara Pfeffer. I've been discriminated against and retaliated against as a whistleblower for the past year by Clark County School District's Chief Information Officer, Dr. Marilyn Delmont and her enterprise technology officer David Rosario. I've sent multiple emails about CCSD's failure to enforce ADA accommodations to the board of trustees interim superintendent. I was then notified my position will be eliminated shortly thereafter.

In spite of the record funding provided by CCSD, by the Nevada legislator, the technology unit under Marilyn Delmont is eliminating 26 occupied positions of staff who support technology.



Tamara Pfeffer:

Dr. Delmont, per enterprise technology officer David Rosario and CCSD are using the excuse that ESSER funding is going away, but they're not following the ESSER sustainability plan that was worked out to address the situation. Many of the 26 staff targeted were handpicked, including myself, and we don't even have ESSER funded positions.

This reduction in force of the technology unit makes no sense as even former superintendent Jara testified last year to the legislator about difficulty in attracting and retaining technology staff and many positions in CCSD remain unfilled. The staff being eliminated via surplus suspect they are being targeted for being insignificantly loyal to Dr. Delmont and David Rosario or have ADA accommodations. CCSD is spending over \$70 million to upgrade every classroom with the latest technologies. My position is not ESSER funded, but I have been supporting teachers and students to be a key member of the project training teachers and to the technicians on how to use and support the new interactive flat panels and classroom audio. Chief Information Officer Dr. Delmont claims I do not do training. She is well aware that training is part of my job duties and responsibilities and she has tried to take them from me in the past.

Last year, Dr. Delmont was conducting an investigation and she forged a witness statement in my name and tried to make me sign it. When I didn't, she surplussed me, but that was reversed after ESEA got involved. When that didn't work, she changed the department I worked for and that was reversed as well. I participated in an investigation with employee management relations involving Enterprise Technology officer David Rosario regarding people with disabilities. I also filed a complaint when I witnessed David Rosario accepting gifts from a vendor. The day after he accepted the gift that vendor became a supported vendor of CCSD.

The ability to do my job isn't restrained by my disability, but by David not allowing me to leave user support services he's taking job responsibilities away from me and not allowing me to do my full job. My ADA accommodation request is building 14's heavy front door made easier to open at user support services.

Trustee Garcia Morales:

Thank you for your public comment. Thank you for your service to our district Dylan? Followed by Connor and Andrew.

Dylan Lee:

Good evening. My name is Dylan Lee and it's an honor to be standing here. I'm a freshman at Basic Academy High School and told as of March 4th, 2024 I have to sit out my freshman year of high school. My older brother goes to Basic Academy as well as most of my friends, so it's natural that I tend Basic to be able to play with my brothers and friends in the sport that I truly love. Also, it was a privilege to be accepted into Basic Academy IB program and be a part of the Basic Academy School spirit, but this ruins it for me. I don't understand why I was labeled a transfer student if it was my first year of high school and I had never played high school baseball. Because of the decisions from the school board to have me sit out this year. This has impacted my emotional well-being and felt ostracized by others. I stand here and plea for you to appeal the decisions and allow me to play baseball for the remainder of the year. Thank you for your time.

Trustee Garcia Morales:

Thank you for your... Please hold your applause. Grateful to have our students present, but we would like to continue to move forward. Is Connor present? Connor, come on up. Thank you and please hold your applause after his presentation or his public comment, excuse me, followed by Andrew Plotkin.

Connor Long:

Dear Superintendent and members of the school board, my name is Connor Long and I'm a student enrolled in the IB program at Basic Academy of International Studies. It has come to my attention that I've been deemed ineligible on March 4th, 2024 to participate in any sports at Basic High School. This decision has been made by CCSD and the NIAA relies on a misinterpretation of NAC385B0.7116, which implies that incoming freshmen from middle schools are automatically deemed transfer students and thus ineligible for academic athletic participation. However, according to the NAC 385B.052, a transfer is defined as withdrawal from one school and some enrolled in another.

I wish to clarify that I was accepted in Basic into the IB program, without withdrawing from any previous school. In support of that, Principal Bustumante at Basic High School has confirmed in the email that my enrollment in the Basic program without enrolling into any other school. Therefore, I emphasize that I'm not a transfer student as originally addressed. I implore that the entire board to thoroughly investigate my situation and question the actions of the CCSD Athletic Department and the NIAA. The ruling not only impacts freshmen at Basic High School but also impacts freshmen at any other school in the CCSD District high school. With urgency, I kindly request to reconsider the situation to please help me regain a rightful piece on the baseball field as I have done nothing wrong. Thank you.

Trustee Garcia Morales:

Thank you. Mr. Long. Is Andrew present? Andrew, come on up. Followed by Jim Frazee and Hunter Nolan.

Andrew Plotkin:

Okay. Madam President, esteemed board members, trustees friends, Romans, Countrymen, thank you for lending me your ears. My name is Andrew Plotkin and I've been a substitute teacher here for over three years after seeing the amount of food waste that occurs in schools every day, I formed a 501(c)(3) nonprofit called the Should Project with the goal of utilizing that food waste to combat food insecurity in our Las Vegas community. I made certain to get confirmation from a State Senator that my intentions in no way conflicted with school food program guidelines. I'm now a consistent supplier of food to the Nevada Homeless Alliance and soon, Vegas Stronger. These organizations already have well-established infrastructure and the systems needed to get the food where and to whom it is needed most. In the past five weeks, the Should Project has been featured on Eight News Now and Fox Five News.

And now that I'm done putting myself over, I will allow the data that I've gathered from implementing my incredibly simple solution to illustrate the magnitude of the issue. In May of 2023,

Andrew Plotkin:

I put one standard refrigerator, 27 cubic feet in a school of approximately 200 students. They were directed to fill up the fridge as much as possible before throwing away any perishable food. The food has been picked up twice a week and it totals approximately one ton every month. If that's what a singular household refrigerator is saving now, a lot more than that is still being thrown away. As I'm sure many of you know, the average school size in L.V. Is approximately 850 students, so doing the math based on that statistics, that's over four tons of food every month at every school that could be saved. There are approximately 380 schools in the CCSD. By that math, approximately 3.05 million pounds of food could be saved every month. That weight is equal to over 900 Honda CRVs.

A two-door 49 cubic-foot commercial refrigerator averages about \$2,100. Thanks to the awareness I already have a GE repair technician who has offered his services, so repairing commercial refrigerators would cost significantly less. I'm requesting a meeting to discuss a partnership with the CCSD to further this zero-waste solution that has the added bonus, the added environmental bonus of lessening the waste going into landfills, which means fewer greenhouse gas emissions and just as a heads-up for whomever I'm meeting with, I'm seeking a \$20,000 grant that I will match with in-kind donations. Thank you very much for allowing me this forum and I don't mind applause, but it's probably wrong.

Trustee Garcia Morales:

Thank you for helping us conduct our business meeting, Mr. Plotkin. Thank you for your service to our district. Plotkin. Plotkin. Thank you. I do appreciate the reference. Thank you Mr. Plotkin And I believe there there's a member of the staff waiting for you outside of the room to discuss your concern. Thank you. Mr. Frazee, come on up please.

Jim Frazee:

Thank you Madam President for the record. Jim Frazee. I am speaking as a taxpayer and I'd like you to think how amazed I was when I woke up one morning and looked at the paper and having my cup of coffee and found out that the fine people of Henderson, the fine people of North Las Vegas are suing this body over the implementation of the law that seats appointed trustees. As someone who has personally went up to Carson City and worked on this bill more than both legislative sessions and have talked to people and I believe the sponsor of the legislation created the law came to tell you that your implementation of this is wrong. I pay taxes to this district for the education of our children. That's my sacrifice and I'm glad to do it. It is not to defend a lawsuit that's indefensible. I can tell you many times I have been in the presence of Trustee Watson and I have been intimidated by his intellect, but I've always allowed him to speak his mind and I welcome the conversation.

It is mind-boggling to me and I say that respectfully, that appointed trustees can't even make a motion to bring an idea before your consideration. Not the fact that you could vote it down if you find it troubling. I have been rewarded with great joy listening to the appointed trustees questions and comments over this period. I find them a breath of fresh air and I can see where they would be threatening to some people, but I'm going to ask you, with respect to all the taxpayers in Clark

Jim Frazee:

County, that you reconsider these policies and allow this motion to go away. I thank you for your time.

Trustee Garcia Morales:

Thank you for your service Mr. Frazee. Is Hunter present? Hunter, followed by Anthony and Angela Faye Longman.

Hunter Nolan:

Madam President, esteemed trustees, Interim Superintendent Larson Mitchell. It's a joy to be with you tonight. I have such immense respect for all you do. I wish I were addressing you on a happier topic maybe another time like Tamara Pfeffer who just spoke. Although my position as user support services manager is not ESSER funded, it is being eliminated by our chief information officer Marilyn Delmont. Unfortunately, 25 others are also being cut from user support services and even more positions cut from other teams. Now, why does this matter? Spring surplus happens every year. It matters because there is no budget shortfall. I cannot stress enough that user support services is not \$2.4 million over budget as alleged. \$60 million was allotted to CCSD to allow programs to continue to support schools after the end of ESSER funding. What was that funding used for?

Again, my position and others being cut aren't ESSER funded. The sustainability plan made sure that service would continue and therefore specific positions were identified as being least impactful to support for schools, but these are not the positions that were cut. Neither are the eliminated positions based on seniority. These are verifiable facts as the kids say these days we have the receipts.

These unneeded cuts to user support services also matter because if you cut 26 people from user support, it will severely impact our support to schools. Some services will experience a reduction or a severe delay and some services will not be able to continue at all. None of the ESSER or money was allocated to schools during the spring budget surplus. This is not a school position versus central position funding problem. There is no such funding problem. With all due respect to the board, the board cannot delegate responsibility over the district. There are questions that must be asked by you and answered by those responsible for these unneeded staffing cuts, cuts that will only hurt teaching and learning in CCSD. In summation, why are they saying we don't have the money when we do have the money? Why are they saying services won't be affected when they are decimating the tier two and tier three tech support to all our schools and services will be drastically affected? Our chief information officer, Marilyn Delmont must provide truthful answers to these questions. Thank you very much.

Trustee Garcia Morales:

Thank you for your service to our district, Hunter. Anthony. Anthony. Anthony.

Anthony Pulido:

It's good seeing you all. I'm glad to be here today. My name's Anthony Pulido. I was a coordinator, administrator for your cybersecurity department for CCSD before leaving and going to work for Henderson and I've coming here as an individual to talk today about the people that are being surplussed. And what I'd like to say is that the people that were told to do the expiration of elementary and secondary school emergency relief funds and the insufficient sustainability funds, the technology and information system services division would be reducing the number of technology related positions that were expanded or created with the aid of the grants.

The distribution model for allocating site-based technicians across the district has been revised and accommodated anticipated reductions in ESSER funding notifications were sent to 42 impacted school principals in an effort to assist them in making well-informed decisions regarding their SBT staffing requirement beyond the ESSER funding period, principals also had the ability to utilize school funds if desired or to surplus the site-based technicians that is no longer funded and they were committed to prioritizing resources to continuing delivering high quality support at all of the schools.

However, the response that you have been given and others concerning the surplus of central positions, the comments were focused solely on school-based technicians funded through ESSER. A topic previously resolved in January by integrating all school staff into the principal's strategic budget, allowing most principals to allocate school funds for their based technicians. The mentioned figure 42 did not materialize as many principals chose to self-fund their site-based positions next year. The current issue is 32 central office positions within one department being surplussed. Jesus Jara stated that there was over \$60 million that was set aside to preserve the majority of the central office positions funded by ESSER. As well as sustain the digital one-to-one program. And despite having this substantial budget set aside to retain the 32 positions being surplussed, the decision was made to cut 32 positions.

Who chose what positions were to be cut is my question? Why are normally funded positions not grant-funded positions, being cut? General funded positions are being cut not based on seniority and vacant positions, but are not being left open but not eliminated? Eliminating 32 positions will negatively impact the ability to sustain and roll out new cybersecurity solutions to schools. This is after we still do not know the story behind the cybersecurity breach in October. I'm asking the Superintendent and the Board of Trustees for the immediate resignation of Officer Del Monte and Officer David Rosario. They're putting this district in a situation. They put the parents in a situation of cybersecurity risk and it's unacceptable. Thank you for your time.

Trustee Garcia Morales:

Mr. Pulido, thank you for your past services school district. You said that you no longer work for the school district? You're now the city of Henderson? Is that correct, you're no longer with City of Henderson. Okay. Thank you for your past service. Angela?

Angela Longman:

Trustee. Superintendent. My name is Angela Longman. I want to take a moment to discuss the importance of our role in managing the Chromebook inventory for the district. One other person

Angela Longman:

and I, two of us are responsible for handling warranty and out-of-warranty repairs for nearly 600,000 Chromebooks. This is a critical function that ensures our students and staff have access to technology they need for learning and teaching. We have developed and implemented systems using Google Sheets with complex formulas to efficiently track and manage the Chromebooks. These systems have significantly improved our workflow and have been instrumental in ensuring the smooth operation of our inventory management process.

I understand that our Chief Informational officer is putting both of our positions into surplus. However, our work is essential to the district and our skills and expertise in managing such a large inventory are invaluable. Our knowledge of the systems we have implemented, including the Google Sheet formulas is not easily replaceable. I urge you to consider the impact that putting our positions into surplus would have on the district's ability to effectively manage such a large inventory of Chromebooks that are one-to-one devices for the students. On the last note, I ask you to have some compassion for those who fear for their jobs. Thank you.

Trustee Garcia Morales:

Thank you for your service, Angela is Tommy Lien present.

Tommy Lien:

Good evening. Can you hear me? Good evening. Members of the board for the record, my name is Tommy Lien. Alongside, I'm here representing for my other team member Judy Mendoza and Vito Aciaro who couldn't be with us tonight. Together we represent the last three members of the CCSD.net web in-house development team. Originally started in 2015 under technical resources, it's currently, it's under the operation of the under management of Central Information Services, CIS. The architecture actually is here Anthony Pulido, he's the one that built the whole system. As you may know, be aware our entire team has been marked for surplus, a decision not under the umbrella ESSER fund, but rather a result of organizing restructuring. The eminent change has brought about the cloud uncertainty, particularly certain the continued support and maintenance of the CCSD.net application suite.

Allow me to elaborate the application we oversee. From the incident report system, urgent and emergency reporting to campus security monitoring and report system. Yes, it's a CIS that was mentioned earlier that we built in-house currently for the department. Without us now, there's no more support. There's no one know how to use the applications and from the bilingual evaluation tool to translate pro-aiding our English language learner. Each of these application plays a pivotal role in our daily operation.

Additionally, we manage also other tools, application like SSD, paraprofessional application, IP Management, which for website filtering, RAID review, which is for recognizing our outstanding employee part of the team member engagement. These applications are the lifeline of our stakeholders as the surplus draws near. It begs the question, who will step in to maintain CCSD.net once we've departed? Would one of the fourth key members have already transitioned to another department, our resources are stretched thin. Moreover, we are the last remaining individual who possesses comprehensive knowledge of the CCSD.net understanding its ins and

Tommy Lien:

outs. The lack of dedicated support jeopardizes the stability of the functionality of these vital tools and risks of data breach, which could lead to severe repercussions in both individual and this district as a whole.

Moreover, our response would beyond the CCSD.net, we also oversee critical applications such as the CA ticket system, Site Improve, which facilitate accessibility administration for CCSD website, the neglect and potential abandonment of these.

Trustee Garcia Morales:

Thank you very much for your service to our school district. Okay, colleagues, this concludes public comment.

### **Upcoming Meeting of the Board of Trustees**

We are now moving on to item 6.01. Upcoming meeting of the board of Trustees on Wednesday, April 3rd at 4:00 P.M. here in the boardroom.

**Adjourn:** 7:26 p.m.

*Motion to adjourn.*

*Motion: Brooks    Second: Bustamante Adams    Vote: Unanimous*

Trustee Garcia Morales:

Okay. At this time I'm going to move on to adjournment. I'm seeking a motion to adjourn. Trustee Brooks?

Trustee Brooks:

Thank you Madam President, I move to adjourn.

Trustee Garcia Morales:

Thank you. Trustee Brooks. Trustee Bustamante-Adams?

Trustee Bustamante Adams:

I second that motion.

Trustee Garcia Morales:

Thank you, trustee Bustamante-Adams. Colleagues, we have a motion by Trustee Brooks, a second by Trustee Bustamante-Adams. Please cast your vote. Trustee Williams?

Trustee Williams:

Aye.

Trustee Garcia Morales:  
Thank you. Trustee Guzmán?

Trustee Guzmán:  
Aye.

Trustee Garcia Morales:  
Thank you. Trustee Cavazos?

Trustee Cavazos:  
[inaudible 02:25:14].

Trustee Garcia Morales:  
All right, thank you. I thought you wanted us to be here for a while. Thank you so much, colleagues, that motion passes six to zero. Wishing you a great evening. The time is 7:26 P.M.