

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

Thursday, April 25, 2024

5:00 p.m.

Roll Call: Members Present
Evelyn Garcia Morales, President
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 Zamora, Member

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

Trustee Garcia Morales:

Today, I'm President Garcia Morales and I call this regular board meeting of April 25th, 2024. To order the time is 5:00 PM. I'd like to remind everybody to please silence their electronic devices and we'd like to 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.

Flag Salute

Trustee Garcia Morales:

We'll begin with the Pledge of Allegiance led by Trustee Brooks. All right, colleagues, before we move into the adoption of the agenda, I'd like to acknowledge our friends from the Nevada Association of School Boards, Wade Poulsen in the back. Wade, Wade. Yes. President of Nevada Association of School Boards. Also, a representative school board member of Lincoln County and Rick, Rick Harrison right there. Oh, Rick, you're right next to him. Welcome Rick. Also, the executive director of the Nevada Association of School Boards.

Adoption of the Agenda

Motion to adopt the agenda.

Motion: Cavazos Second: Brooks Vote: Unanimous

Trustee Garcia Morales:

All right, colleagues, we're going to move on to item 1.02, that's the adoption of the agenda. Trustee Cavazos?

Trustee Cavazos:

Madam President, members of the board, I would like to make a motion to adopt the agenda with the following changes, revised reference material for item 2.07, non-renewal of probationary license contracts.

Trustee Garcia Morales:

Thank you. Trustee Brooks.

Trustee Brooks:

Second, the motion.

Trustee Garcia Morales:

Thank you. Trustee Brooks. Colleagues, we have a motion by Trustee Cavazos and a second by Trustee Brooks. Please cast your vote. I promise, I'm not trying to hurt anyone. Appreciate. Thank you Katelyn. Trustee Brooks. Thank you sweetie. All right, colleagues, that motion passes six to zero with no one hurt as the result of my name tag being thrown across the space. We're going to move on.

Trustee Williams:

President Morales, I'm on the phone.

Trustee Garcia Morales:

Forgive me Trustee Williams. Do I need to count? Trustee Williams, so what's your vote for the adoption of the agenda?

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you Trustee Williams. Colleagues that motion passes seven to zero.

Adoption of the Consent Agenda

Motion to approve consent agenda.

Motion: Guzmán Second: Bustamante Adams Vote: Unanimous

2.01 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. 2.01)

2.02 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 March 1, 2024, through March 31, 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. 2.02)

2.03 Engagement with Sherman & Howard L.L.C.

Discussion and possible action on the approval of the engagement with Sherman & Howard L.L.C. as bond counsel and special counsel to the Clark County School District in connection with the General Obligation (Limited Tax) Building Bonds, 2024 and 2025 Authorization, to be issued in one or more series for an approximate fee of \$110,000.00 per series, for the initial series to be issued before December 31, 2024, to be paid from the 2015 Capital Improvement Program Bond Fund, Fund 3150000000, Cost Center 1031502060, 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 agreement, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.03)

2.04 Resolution Authorizing Submittal of a Proposal to the Oversight Panel for School Facilities.

Discussion and possible action on adoption of the resolution authorizing submittal of a proposal to the Oversight Panel for School Facilities for the issuance of general obligation bonds in the maximum aggregate principal amount of \$600,000,000.00, with principal and interest to be paid within the existing tax rate, and for the President and clerk of the Board of School Trustees to sign the necessary documents, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.04)

2.05 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. 2.05)

2.06 Nonrenewal of Probationary Unified Contracts.

Discussion and possible action on approval to notify probationary unified employees of nonrenewal of probationary unified contracts, as listed, is recommended. (CONFIDENTIAL) (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.06)

2.07 Nonrenewal of Probationary Licensed Contracts.

Discussion and possible action on approval to notify probationary licensed employees of nonrenewal of probationary licensed contracts, as listed, is recommended. (CONFIDENTIAL) (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.07)

2.08 Proposal to Continue a Four-Day School Week High Desert State Prison Adult High School.

Discussion and possible action to continue a four-day school week at High Desert State Prison Adult High School where educational programs are operated by the Clark County School District to increase instructional time, programming, and improve student achievement, effective August 1, 2024, through June

2.08 Proposal to Continue a Four-Day School Week High Desert State Prison Adult High School.
30, 2029, with no impact to the general fund, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.08)

2.09 Proposal to Continue Four-Day Week Sandy Valley Elementary, Middle, and High Schools and Goodsprings Elementary School.

Discussion and possible action on the request to continue an alternative four-day school week schedule as provided under Nevada Revised Statute 388.090 upon state approval, at Sandy Valley Elementary, Middle, and High Schools and Goodsprings Elementary School effective July 1, 2024, through June 30, 2026, with no impact to the general fund, requested. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.09)

2.10 Proposal to Establish a Four-Day School Week Spring Mountain Junior/Senior High School.

Discussion and possible action on the authorization to establish a four-day school week schedule at Spring Mountain Junior/Senior High School, as provided for under Nevada Revised Statutes 388.090 for the purpose of improving student achievement, effective July 1, 2024, through June 30, 2025, with no impact to the general fund, is requested. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.10)

2.11 Memorandum of Agreement between the Clark County School District and Teach For America, Inc.

Discussion and possible action on authorization to enter into a Memorandum of Agreement between the Clark County School District and Teach For America, Inc. to participate in a tuition-free summer school program at Elaine Wynn Elementary School and Cimarron-Memorial High School, to commence on June 21, 2024, and conclude on July 19, 2024, 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 Memorandum of Agreement, with no impact to the general fund, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.11)

2.12 Clark County School District Critical Labor Shortage Bus Driver, Special Education Bus Driver, and Bus Driver Trainee.

Discussion and possible action on authorization to designate bus driver, special education bus driver, and bus driver trainee positions as critical labor shortage areas for a two-year period beginning July 1, 2024, through June 30, 2026, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.12)

2.13 Clark County School District Critical Labor Shortage Additional Elementary and Secondary Positions (Adaptive PE, Business, Gifted and Talented Education (Gate), Social Studies, Social Worker/School Mental Health Professional).

Discussion and possible action on authorization to designate additional elementary and secondary licensed personnel positions (Adaptive PE, Business, Gifted and Talented Education (GATE), Social Studies, and Social Worker/School Mental Health Professional) as a critical labor shortage area for a two-year period

2.13 Clark County School District Critical Labor Shortage Additional Elementary and Secondary Positions (Adaptive PE, Business, Gifted and Talented Education (Gate), Social Studies, Social Worker/School Mental Health Professional).

beginning July 1, 2024, through June 30, 2026, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.13)

2.14 Clark County School District Critical Labor Shortage Elementary Grades (Prekindergarten, Kindergarten, and Grades 1-5).

Discussion and possible action on authorization to redesignate elementary classroom licensed personnel positions (Prekindergarten, Kindergarten, and Grades 1-5) as a critical labor shortage area for a two-year period beginning July 1, 2024, through June 30, 2026, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.14)

2.15 Clark County School District Critical Labor Shortage Secondary Career and Technical Education.

Discussion and possible action on authorization to designate secondary career and technical education positions as a critical labor shortage area for a two-year period beginning July 1, 2024, through June 30, 2026, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.15)

2.16 Clark County School District Critical Labor Shortage Secondary Mathematics, Science, and English.

Discussion and possible action on authorization to redesignate secondary mathematics, science, and English licensed personnel positions as critical labor shortage areas for a two-year period beginning July 1, 2024, through June 30, 2026, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.16)

2.17 Clark County School District Critical Labor Shortage Substitute Teacher.

Discussion and possible action on authorization to redesignate currently retired licensed personnel to fill all content/subject areas for substitute teacher positions as a critical labor shortage area for a two-year period beginning July 1, 2024, through June 30, 2026, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.17)

2.18 Clark County School District Critical Labor Shortage Special Education.

Discussion and possible action on authorization to redesignate special education as a critical labor shortage area for a two-year period beginning July 1, 2024, through June 30, 2026, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.18)

2.19 Purchasing Awards.

Discussion and possible action on approval to purchase goods or services in the estimated total amount of \$31,623,620.06 in compliance with Nevada Revised Statutes (NRS) 332, as listed, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.19)

2.20 Purchase Orders.

Discussion and possible action on ratification of the purchase orders in the total amount of \$2,660,169.79 as listed, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.20)

2.21 Non-Instructional Related Out-of-District Consultant Employee "Cooling Off" Period.

Discussion and possible action for authorization to contract Joan Hokenson through AppleOne, to provide content development services, for an approximate total cost of \$22,000.00, effective April 26, 2024, through October 31, 2024, to be paid from Unit 0009, Fund 1000000000, Cost Center 1010001009, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.21)

2.22 Architectural Design Services: School Replacement at Robert O. Gibson Leadership Academy.

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 design, bid, and build method of construction in support of the school replacement at Robert O. Gibson Leadership Academy, in the amount of \$3,840,888.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001661; 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. 2.22)

2.23 Change in Service: Red Rock Elementary School.

Discussion and possible action on ratification of a change in service to the professional services agreement for a net increase of \$17,500.00, to the agreement for Red Rock Elementary School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001641; is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.23)

2.24 Change in Service: Laughlin Junior High School/High School.

Discussion and possible action on ratification of a change in service to the professional services agreement for a net increase of \$8,250.00, to the agreement for Laughlin Junior/Senior High School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015935; is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.24)

2.25 Change in Service: Cheyenne High School.

Discussion and possible action on ratification of a change in service to the professional services agreement for a net increase of \$82,410.00, to the agreement for Cheyenne High School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015064; is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.25)

2.26 Contract Award: Preconstruction Services Conversion to Choice High School at Dell H. Robison Middle School.

Discussion and possible action on approval of an award of contract to the best-qualified construction manager at risk (CMAR) for preconstruction services in support of the conversion to choice high school at

2.26 Contract Award: Preconstruction Services Conversion to Choice High School at Dell H. Robison Middle School.

Dell H. Robison Middle School, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001654; 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. 2.26)

2.27 Contract Award: Comprehensive Modernization at William Lummis Elementary School.

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder for the comprehensive modernization at William Lummis Elementary School in the amount of \$20,595,000.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015053; 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. 2.27)

2.28 Contract Award: School Replacement at Walter Bracken Elementary School.

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder for the school replacement at Walter Bracken Elementary School in the amount of \$49,525,700.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001646; 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. 2.28)

2.29 Contract Award: Roof, Heating, Ventilation, and Air Conditioning Upgrade at Crestwood Elementary School.

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder for the roof, heating, ventilation, and air conditioning upgrade at Crestwood Elementary School in the amount of \$4,850,000.00, to be paid from the Governmental Service Tax, Fund 3400000000, Project C0016399; 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. 2.29)

2.30 Professional Services Agreement: Test and Balance Services Comprehensive Modernization at William Lummis Elementary School.

Discussion and possible action on approval to enter into a professional services agreement for test and balance services with Penn Air Control, Inc., to provide testing and balancing services and assist in the commissioning process in support of the comprehensive modernization at William Lummis Elementary School in the amount of \$62,900.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015053; 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. 2.30)

2.31 Amendment of Clark County School District Regulation 5135.13.

Discussion and possible action on approval of the amendment of Clark County School District Regulation 5135.13, Trips for Extracurricular Activities, is recommended. (For Possible Action) [Contact Person: Melissa Gutierrez] (Ref. 2.31)

Trustee Garcia Morales:

All right, we're going to move on to the consent agenda. Before I open the consent agenda, is there anyone who has not completed a yellow card for public speaking? If not, please do so now so that we can acknowledge you. Once we begin public speaking, we will no longer accept yellow cards for the consent agenda. We'll start with individuals who signed up in advance. Mr. Frazee, come on up.

Public Hearing

Jim Frazee:

Thank you. Madam President, distinguished trustees. For the record, my name is Jim Frazee. I'm a high school teacher here in Clark County and I also have the honor of being vice President of CCEA. I am perplexed at what seems to be the lack of aggressiveness in recruiting. This is a time of great optimism. Despite some people's best efforts, we have one of the best pay scales in the western half of the United States. We actually have one of the best pay scales in the country. We're competitive with Houston for the first time. We're competitive with Southern California for the first time. We should be going to the far ends of this country preaching this and it does not seem to be the case. For my 10 years, 11 years in CCEA management, in governance, we have fought to put a qualified educator in every classroom because our children deserve it, our businesses need it and our community expects it for their tax dollars.

And we have gone sometimes very successfully and I can tell you where it's been successful. After 2017 when we fought very hard and Governor Sandoval agreed to get a \$5000 recruiting bonus, then superintendent Skorkowski hired a professional recruiting firm. We have not had that since. We should have that. No more trips to Miami to lay on the beach on July 4th. No more half-hearted efforts.

It is time to be aggressive and optimism should be our key for what the possibilities are. Our lack of aggressiveness at this critical time is going to cost us dearly in the fall. There is a short window to have people look at you and come here and we're going to give it away it feels like. So I hope there is a change.

I would hope that our interim superintendent and our President of our trustees would reach out to educators who are in the community now who are thinking about leaving because they're seeing more of the same. And I would like you to show that that's not going to be the case. Let us turn the page. Let us tell an optimistic story and let us try something different. I thank you for your time.

Trustee Garcia Morales:

Thank you. Next we'll go with Lilcalynette. Lilcalynette.

Lilcalynette Howard:

Lilcalynette.

Trustee Garcia Morales:

Lilcalynette. Okay. Will you tell us please so that we can make sure we get it right, Ms. Howard?

Lilcalynette Howard:

Yes, absolutely. Absolutely. Good evening, members of the board, Madam President Madam vice President. My name is Lilcalynette Howard. My address 7688 Blue Diamond Road, Las Vegas Nevada 89178. I am currently teaching or I'm not currently teaching. I'm currently assigned to Sandra Abston B. Elementary School for the 2023, '24 school year.

I am addressing the board today for many reasons. First of all, CCSD is fabricating information and scenarios about me and my work status, not only to other departments within CCSD, but to government agencies such as the Nevada Department of the Unemployment Insurance and also to the Welfare department.

CCSD is using racial micro and macroaggressions trying to defame my character as they're creating false narratives and allegations about me and my profession, my job and my character. On November 7th, 2023, the administration called the police on me for no reason during my job duties on campus as a second grade classroom teacher. They also created a hostile working environment. Within doing so, I was also trespassed without cause as well. I don't even need to read from this. From then on, they have stopped my pay. As of December, 2023, I received \$400 from the district. They're requiring that I return to campus to work when they have officially trespassed me, which means if I return to work that I can be fired or I could be arrested immediately. But they're requesting that I go back to work. They have stopped my pay.

They have spread numerous rumors about me. I have been facing eviction for the past five months. I cannot get any employment because the district has literally written a letter about me lying and said that I just walked off of my job and I did not. I implore you members of the board of trustees to really look into this. I also have an attorney and a suit against this district right now.

I implore you to look into this issue and these incidences of racial aggression within the district, within the affirmative action departments. It is happening. I have filed reports and accusations of things that have occurred and nothing has been done. The district is right now trying to dismiss me right now without cause. My name should be on your list tonight.

If I did not come here tonight to express myself, and I've tried to write letters to members of the board as of last year as well, this is my third year in the district, I am probationary, I have done my due diligence to do interviews. Ever since, they've not allowed me back onto that campus and I've obtained a job for next year and now I am in the threat of losing that because of dishonesty within CCSD.

This is pathetic. This is racism. It shouldn't even be happening. I'm a classroom teacher. How could they call the cops on me in front of students?

Trustee Garcia Morales:

Thank you, Lilcalynette. Ms. Kreidel.

Vicki Kreidel:

Good evening trustees. My name is Vicki Kreidel. I'm a reading teacher in CCSD and the President of NEA of Southern Nevada. Well, here we are today facing a critical shortage of licensed educators in the district, which is what we've been warning about for years. In the board docs, I saw quite a bit of information on actions you're taking to help our pipeline.

Working with TFA, bringing in international teachers, training support professionals to be teachers, which are all great, but if you don't seriously address retention, none of your recruitment efforts will matter. I saw nothing in the documents to address retention. Not one thing. We are literally bleeding licensed educators.

Vicki Kreidel:

Until we sew the wound shut it will continue. To stop the bleeding, we are going to need to take action. These actions must be highly visible. People need to see what you're doing so they have hope that things will get better. Until you address school safety, school cultures, issues with our healthcare, people will continue to leave CCSD. Until you give educators hope that things are going to get better, people will continue to leave. Until you ask your educators what it will take to keep them here, people will continue to leave. Retention is the most important thing right now. Please do something before it's too late because once people leave CCSD, it's unlikely they will ever return. Thank you.

Trustee Garcia Morales:

Thank you. That concludes public comment for consent agenda items. Colleagues, at this time I'm seeking a motion. Trustee Guzmán.

Trustee Guzmán:

I move that we accept the consent agenda.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. 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 Guzmán and a second by Trustee Bustamante Adams. Please cast your vote. Trustee Williams?

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you. Colleagues. That motion passes seven to zero.

Trustee Garcia Morales:

We're going to move on to the warrants. Trustee Guzmán.

Trustee Guzmán:

Thank you. Thank you, President Garcia-Morales. Ratified warrants is listed in the bill's payable transmittal and board. Memorandum number 16-23-24 in the total amount of \$156,481,579.40.

Trustee Garcia Morales:

Thank you, Trustee Guzmán

3.01 Sex Education Advisory Committee — Request for Approval of Appointment.

Discussion and possible action on approval of the recommendation made by the Sex Education Advisory Committee Recommending Committee to appoint a member to the Sex Education Advisory Committee, as listed, to a two-year term commencing April 26, 2024, through June 30, 2026, is recommended. (For Possible Action) [Contact Person: Evelyn Garcia Morales] (Ref. 3.01)

Motion to approve

Motion: Guzmán Second: Cavazos Vote: Unanimous

Trustee Garcia Morales:

Okay, colleagues, we're going to move on to item 3.01. That's the Sex Education Advisory Committee requests for approval of appointment. Dr. Mancl.

Dustin Mancl:

Madam President, members of the board, deputy superintendent Gutierrez, Dustin Mancl, chief academic officer for the record. This evening I'm joined by Christopher Carroll, our director of science, health physical education and driver education department. We are here to provide the recommendations for the Sex Education Advisory Committee. At this time I'll hand over the presentation to Mr. Carroll.

Trustee Garcia Morales:

Mr. Carroll, thank you, before you begin, thank you. Dr. Mancl, I just want to note the record that this is an action item and we will be taking public comment after the presentation. However, want to make sure that once we begin the presentation we will no longer accept public comment cards. So if you haven't already submitted your public comment card, please submit that now. Thank you. Mr. Carroll, please take it away.

Christopher Carroll:

Madam President, members of the board, deputy superintendent Gutierrez. For the record, Christopher Carroll, director of science, health physical education and driver education department. On Thursday, February 29th, 2024, the Sex Education Advisory Committee, Recommending Committee met and made recommendations for the Board of School Trustees to appoint the following applicant as a member of the Sex Education Advisory Committee, Sebastian or Erin Sebastian, a Clark County School District student representing District A. The Sex education Advisory Committee, Recommending Committee reviewed one application for the position of religion and voted to not recommend. Thank you for this opportunity to share these recommendations. At this time we'll pause and take any questions from the board.

Trustee Garcia Morales:

Thank you for that. Colleagues, are you okay taking public comment for this item? Okay, great. Before we take action or discussion, all right, we'll begin with individuals who signed up in advance. I believe we have Madeline Childers followed by Cristiane Mersch and Tim Underwood. Is Madeline present? I don't see her. We're going to go on with Cristiane.

Public Hearing

Cristiane Mersch:

Members of the board, my name is Cristiane Mersch, Chapter Chair Moms for Liberty. I'm here tonight to address this issue of sex education for a common sense that families and educators can have an agreement because there is a division that started way before our chapter here between librarians and educators. It seems that they don't agree with the resources that are provided.

We've been visiting a lot of schools. Some of the principals are afraid to remove some of these resources because they're afraid also to be labeled like we are, book banners and in fact, who are the book banners are the librarians because they're the one picking the books and selecting. We're just curating books. So there's proof about that. There's public comments.

There's a pledge that the former superintendent signed with one of the librarians that are anti-parental rights. They're attacking educators, they're attacking principals. So there's this division and one of the principals remove immediately the book Gender Queer and we still have this book in other schools, but they're afraid.

So we need to figure it out a common sense because it's a problem. It's not only the parents complaining. Educators, they have the mission to teach our kids to perform well and read and math and not to sexualize children. So we need to figure it out that this new board is going to be looking only in the interest and benefit of children, not the progressive agenda of the Librarian Association. That's my request here tonight. Thanks for your time.

Trustee Garcia Morales:

Mr. Underwood. Are you withdrawing altogether? There will be no additional public comment on this item. Okay. Understood. Thank you very much. Thank you. Yes. All right, colleagues, at this time we will entertain discussions under a motion. Trustee Cavazos.

Trustee Cavazos:

Thank you Madam President. At this time also to thank you and Mr. Carroll for your presentation, at this time, I would like to make a motion to accept the appointment of the student spot for Erin Sebastian. Did I get that name right? And just for the comment that I did watch that meeting and his application was absolutely outstanding.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. Trustee Guzmán.

Trustee Guzmán:

Thank you. I'd like to second it and I did watch also and I'm really excited because that's my district.

Trustee Garcia Morales:

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

Trustee Williams:

Aye

Trustee Garcia Morales:

Colleagues, thank you. That motion passes seven to zero. Thank you very much for your time. Mr. Carroll and Dr. Mancl.

3.02 Notice of Intent — Clark County School District Regulation 2500.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Regulation 2500, Service Animals, prior to submission to the Board of School Trustees for approval on Thursday, May 16, 2024, is recommended. (For Possible Action) [Contact Person: Monica Cortez] (Ref. 3.02)

3.03 Notice of Intent — Clark County School District Regulation 2500.1.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Discussion Regulation 2500.1, Emotional Support Animals, prior to submission to the Board of School Trustees for approval on Thursday, May 16, 2024, is recommended. (For Possible Action) [Contact Person: Monica Cortez] (Ref. 3.03)

3.04 Notice of Intent — Clark County School District Regulation 2500.2.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Discussion Regulation 2500.2, Schoolwide Therapy Dogs, prior to submission to the Board of School Trustees for approval on Thursday, May 16, 2024, is recommended. (For Possible Action) [Contact Person: Monica Cortez] (Ref. 3.04)

Motion to approve items 3.02, 3.03, and 3.04

Motion: Bustamante Adams Second: Guzmán Vote: Unanimous

Trustee Garcia Morales:

Okay, colleagues, we're now going to move on to a battery of notice of intents. And we have, this is an action item, CCSD Regulation 2500. Because this is an action item, once we begin the presentation, we will no longer accept public comment on this item. We'll hear the presentation first and then go into public comment if there is any. Dr. Cortez.

Monica Cortez:

Good evening Madam President, board of Trustees, Ms. Gutierrez, deputy superintendent. I am Monica Cortez, chief of health and student services division. I have Ms. Sami Randolph, assistant general counsel here tonight to review with you. Proposed regulations, 2500 service animals, 2500.1 emotional support animals and 2500.2 school wide therapy dogs.

We would also like to acknowledge the contribution from Dr. Diane Lewis, executive director Health and Inclusive Schools. Ms. Kimberly Crumlin, director of Risk Management, Mr. Cedric, Cole, assistant human resources officer, and many other leaders. Clark County School District is pleased to present the proposed regulations to the board of trustees in support of our students and staff.

The three-part proposed regulation will provide structure and guidance. Excuse me. The three proposed regulations are being brought to you for consideration after feedback on each part was gathered from many

Monica Cortez:

stakeholders. As defined by federal and state law, service animals and service animals in training are dogs and miniature horses from which a service or provide, I'm sorry, which perform a service or provide a trained task to an individual with a disability.

Emotional support animals provide comfort and support to persons with a disability. Under the Americans with Disability Act, otherwise known as ADA, the use of an emotional support animal may be requested as an accommodation. For students, the request will be addressed through the Individualized Education Program and or Section 504 plan. The IEP or 504 team will be required to review the student's request to use an emotional support animal accompanied by medical ... I'm sorry, to request for an accommodation.

The request must be accompanied by medical documentation from an appropriate medical professional. The request and documentation will be part of the student specific review conducted by the team. Employee requests will continue to be addressed through the Human Resources Office of Diversity and Affirmative Action ADA programs.

The three regulations on the agenda tonight will be reviewed to provide the clarity to assist our schools and individuals requesting these animals. We want to bring your attention to Roman numeral II section B, which defines the regulation. If the regulations are approved when they're brought forward again on May 16th, 2024, we will have a very thorough guidance document that provides the necessary information and documents to assist with the process, including but not limited to; addressing if there are allergies, requirements for the plan of implementation, various district requirements and examples of communication to notify families when there is a service, emotional support animal and or school-wide therapy dog on site, as well as how to address any concerns as they may arise.

Thank you for this opportunity tonight to bring each of these regulations forward for your consideration. Madam President, with your permission, I will begin reviewing regulation 2500, service animals.

Trustee Garcia Morales:

Thank you Dr. Cortez. I just want to note for the record colleagues that we will be taking item 3.02, 3.03 and 3.04 together in one swoop. And so again, these items are action items, so if anybody in the public would like to provide public comment on this, please make sure that you submit your yellow cards for that. Okay, I'm sorry, 3.01. 3.0 ... No. 3.01 was already covered. Three, two, yeah. 3.01 is sex ed. 3.02, three and four. Dr. Cortez, what number are we on? 3.03?

Monica Cortez:

Madam President. I believe it's 3.02, service animals regulation 2500.

Trustee Garcia Morales:

Okay, go ahead. Yes. Thank you very much.

Monica Cortez:

Thank you, Madam President. Service Animals Regulation 2500 Roman numeral I, purpose. This regulation provides guidelines related to the use of service animals on Clark County School District, otherwise known as the district properties and add activities sponsored by the district. Roman numeral II, definitions. Letter A, as defined by the Americans with Disabilities Act. ADA, a service animal is any dog

Monica Cortez:

that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to a physical, sensory, psychiatric, intellectual or other mental disability.

The worker tasks performed by a service animal must be directly related to the individual's disability. Letter B, in Nevada, a service animal has the meaning ascribed to it in federal law and also includes a miniature horse that has been trained to do work or perform tasks for the benefit of an individual with a disability. Letter C, under Nevada law service animal includes a dog or a miniature horse that is being trained to do work or perform tasks for the benefit of the individual with a disability.

Letter D, therefore, the applicable definition of a service animal is a dog or a miniature horse that is individually trained or is being trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to a physical, sensory, psychiatric, intellectual or other mental disability. Roman numeral III, proof of disability and permissible questions.

Letter A, district staff shall not require about the nature or extent of the individual's disability, nor require proof of service of the animal's certification, licensure, or training. B, when it is not obvious what service a service animal provides, staff may only ask two questions. Number one, is the dog, miniature horse or service animal in training a service animal required because of a disability?

Number two, what work or tasks is the dog, miniature horse or service animal trained or being trained to provide. Roman numeral IV, student use of a service animal. Letter A, when the school is informed that a student will be accompanied by a service animal, the following shall occur. Number one, the principal or principal-designee must meet with the parent or guardian student and service animal no later than the next school day.

School staff may ask the two permissible questions stated in Roman numeral III, subsection B, one through two. Number two, if the student has an individualized education program, IEP or section 504 plan, the parent or guardian will be provided the procedural safeguards. Number three, the principal or principal-designee will review any additional relevant information that the parent or guardian chooses to share. Number four, in accordance with ADA, the feeding and elimination needs of the service animal are the responsibility of the handler.

The handler is responsible for costs associated with the service animal. The team must design a management plan for the handler to implement that addresses the service animal's feeding and elimination needs. The plan should include considerations such as student arrival, dismissal, passing periods, and designated areas in the cafeteria.

Number five, the principal or principal designee will inform appropriate staff that the student will be at school with a service animal. Letter B, staff are not permitted to one request. Documentation for the service animal, two, require the service animal to demonstrate the work or tasks the animal is trained or being trained to provide. Letter C, the service animal must perform the work or tasks that are directly related to the individual's disability.

Letter D, the student in schools must make reasonable modifications in policies, practices, or procedures to allow service animals unless the modifications fundamentally alter the nature of the service program or activity. Letter E, the principal or principal designee must remove a service animal from the school if the following occurs. Number one, the handler does not maintain control of the service animal. Number two, the service animal is not housebroken.

Monica Cortez:

Number three, the service animal poses a direct threat to the health or safety of students, staff, or the community. Letter F, if an administrator asks that an animal be removed, the administrator must offer the individual with a disability the opportunity to participate in the district's service program or activity without the animal being present.

Roman numeral five, use of a service animal by an employee. Letter A, district employees may request to use a service animal as an accommodation. Since employers are required to consider such requests, any employee who makes such a request for an accommodation should be referred to the Office of Diversity and Affirmative Action, ADA and Title IX programs for the request to be properly assessed and considered in accordance with the federal and state law. Letter B, the district is considered a place of public accommodation under both federal and state laws.

Any employee accompanied by a service animal including a dog, miniature horse or service animal training in Nevada is permitted to be in all areas of a district building, bus, facility, etcetera, where other members of the public are permitted. When the handler's disability is not easily identifiable, an administrator is permitted to make the limited inquiry about this service animal and may ask the following two questions. One, is the dog, miniature horse or service animal in training a service animal required because of a disability? Two, what work or tasks is the dog, miniature horse or service animal in training trained or being trained to provide. Letter C, the handler of the animal should be able to affirm that the animal is a service animal or a service animal in training and articulate the work or task the animal is trained or being trained to provide. Letter D, the principal or principal designee may remove a service animal from the school if the following occurs.

One, the handler does not maintain control of the service animal. Two, the service animal is not housebroken. Three, the service animal poses a direct threat to the health or safety of students, staff, or the community. Letter E, if an administrator asks that an employee remove a service animal for any of the noted reasons outlined in section five, letter D, one through three, that administrator must engage in the interactive process with the employee to identify alternative, reasonable, and effective workplace accommodations and/or refer the employee to the human resources Office of Diversity and Affirmative Action, ADA programs to explore alternative, reasonable, and effective workplace accommodations.

Roman numeral six, use of school animal by members of the community. Letter a, administrators may not presume that a service animal is dangerous by reason of the fact that the animal is not muzzled. If an administrator asks that an animal be removed, the administrator must offer the individual with a disability the opportunity to participate in the district service, program or activity without the animal being present.

Letter B, the district is considered a place of public accommodation under both federal and state laws. Any member of the public accompanied by a service animal is permitted to be in all areas of the district buildings, buses, facilities, et cetera. When the handler's disability is not easily identifiable, an administrator is permitted to make a limited inquiry about the service animal, may ask the following two questions.

Is the dog, miniature horse or service animal in training a service animal required of a disability? Two, what work or task is the dog miniature horse or service animal in training trained or being trained to provide. Letter C, the handler of the animal should be able to affirm the animal as a service animal and articulate the task the animals are trained or being trained to provide. Letter D, handlers must maintain complete control of the animal at all times and the administrators must ask an individual with a disability to remove the animal if one, the handler does not maintain control of the service animal, and two, the service animal is not housebroken. Number three, the service animal poses a direct threat to the health and safety of the students, staff or the community.

Trustee Garcia Morales:

Thank you. Forgive me, Dr. Cortez. Thank you for that. So that's 3.02. And if it's okay, colleagues, we can keep going the rest of the items so that we can, unless there are any burning questions at this time. Okay. And again, these are action items. We're going to move on to 3.03.

Monica Cortez:

Madam President, with your permission, I will introduce Ms. Sandy Randolph to do ... Sami Randolph, I'm sorry. Regulation 2500.1, emotional support animals.

Trustee Garcia Morales:

Thank you. Thank you, thank you. Or not. I'm sorry, I have already in my head have moved on because I'm like, yes. Let's do this. All right. Thank you Sami. Welcome.

Sami Randolph:

Good evening, Madam President, board of Trustees, Ms. Gutierrez, deputy superintendent. I am Sami Randolph from the office of the General Counsel here to review proposed regulation 2500.1, emotional support animals. Roman numeral one. Purpose, this regulation provides guidelines related to the use of emotional support animals on Clark County school District district properties and activities sponsored by the district.

Roman numeral two, definition. Emotional support animals are not service animals under federal or state law. They're considered emotional support or comfort animals. Individuals with disabilities may request to use an emotional support animal as an accommodation. These support animals provide companionship, relieve loneliness, and sometimes help with depression, anxiety, and certain phobias.

Emotional support animals do not have special training to perform tasks that assist people with disabilities. Roman numeral three, student use of emotional support animals. A, student requests to be accompanied by an emotional support animal.

Number one, the school should treat the matter as a request for an accommodation under the Americans with Disabilities Act, also known as the ADA and section 504 of the Rehabilitation Act of 1973. Number two, an emotional support animal is expected to have basic manners, but no specialized training is required by law.

Number three, if the section 504 team grants the request for an accommodation, the section 504 team must design a management plan for the handler to implement that addresses the emotional support animal's feeding and elimination needs. Number four, as part of the management plan, the district shall inform the handler that all costs associated with the emotional support animal are to be covered by the handler.

Number five, the management plan should also address considerations such as student arrival, dismissal, passing periods, and designated areas in the cafeteria. Letter B, the principal or principal's designee must remove an emotional support animal from the school campus if number one, the handler does not maintain control of the emotional support animal.

Number two, the emotional support animal is not housebroken. Number three, the emotional support animal poses a direct threat to the health or safety of student, staff or the community. Number five, employee requests to use an emotional support animal. Employees may request that they be permitted the use of an emotional support animal as an accommodation.

Sami Randolph:

The employee's request should be referred to the Office of Diversity and Affirmative Action programs, Title, IX for the request to be properly assessed and considered in accordance with federal and state law.

Number five, use of emotional support animals by members of the public. Emotional support animals are not service animals under federal or state law. That concludes the reading of proposed Regulation 2500.1.

Trustee Garcia Morales:

Thank you. Thank you Ms. Randolph. Okay, does that complete 3.03? This time we're going to move on to 3.04. Dr. Cortez.

Monica Cortez:

Madam President, with your permission, I'd like to move on to Regulation 2500.2, school-wide therapy dogs.

Trustee Garcia Morales:

Excellent.

Monica Cortez:

Number one, purpose. The regulation provides guidelines for the use of school-wide therapy dogs in the Clark County School District, otherwise known as district to promote health and safety of our students and staff, maintain a positive and safe learning environment and ensure the proper treatment of school-wide therapy dogs.

Number two, guidelines for use of a school-wide therapy dog. Letter A, only one school-wide therapy dog may be used in a school. Once approved, multiple dogs may serve as a school-wide therapy dog, but at any given time, only one approved school-wide therapy dog may be at a school. Letter B, any and all costs associated with a school-wide therapy dog shall be paid by the handler. If donations are received for the sole purpose of a school-wide therapy dog, a separate account must be created and maintain following operational requirements.

Letter C, a handler is only permitted to supervise one school-wide therapy dog at any time. Letter D, the handler's responsible for the direct supervision of the school-wide therapy dog at all times. If the school-wide therapy dog is not under the handler's supervision, it must be secured. Letter E, the school-wide therapy dog is not permitted to roam the grounds without the handler.

Letter F, the school-wide therapy dog is not permitted in the vicinity of sinks where students and staff wash their hands. Letter G, the school-wide therapy dog is not permitted in areas where food is prepared or stored or where utensils and or dishes are stored. Letter H, service animals and emotional support animals are not school-wide therapy dogs, service animals and emotional support animals serve a specific individual and may not be used as a school-wide therapy dog. Roman numeral three, application and approval process.

Prior to the use of a school-wide therapy dog at a school, the school principal must submit an application to the principal's supervisor. If the application is approved by the principal's supervisor, the application is submitted for approval to the superintendent or superintendent's designee for approval. Roman numeral four, minimum requirements for approval.

Monica Cortez:

Letter A, the school-wide therapy dog must be registered annually with a certifying organization and the handler must provide evidence of liability insurance for the handler and the school-wide therapy dog. The risk management department will provide guidance on the type of coverage and amount required when the school-wide therapy dog is approved by the principal's supervisor and the superintendent or superintendent's designee.

Letter B, the application must describe how the school-wide therapy dog will be used at the school to promote the health and safety of our students and staff. Letter C, a communication plan detailing the information that will be provided to families, students and staff about the school-wide therapy dog, including the method by which the families, students, and staff can express concerns must be submitted with the application.

Letter D, a management plan including the event of school-wide emergencies that identifies the needs of the school-wide therapy dog and how those needs will be met will be submitted with the application. Roman numeral five, removal of a school-wide therapy dog. Letter A, the principal or principal's immediate supervisor must remove the school-wide therapy dog from the school if one, the handler does not maintain control of the school-wide therapy dog.

Two, the school-wide therapy dog is not housebroken. Three, the school-wide therapy dog poses a direct threat to the health or safety of students, staff or the community. Letter B, the school-wide therapy dog shall be, I'm sorry, shall be immediately removed from the district property if the required liability insurance for the school-wide therapy dog and handler is not maintained.

Roman numeral six, annual review, the use of a school-wide therapy dog is subject to annual review and approved by the superintendent or superintendent's designee and the risk management department.

Madam Superintendent ... I'm sorry, madam President. That concludes our three regulations.

Trustee Garcia Morales:

Excellent, thank you very much. To recap, that's 3.02, 3.03, and 3.04. Colleagues at this time I'm going to seek public comment. Do we have public comment on this particular item? I don't believe we do. And no one who signed up in advance. So we are looking for a discussion and/or action. Trustee Johnson.

Trustee Johnson:

The one question I had is what do we do if a student or a staff member is allergic to a therapy dog or service animal or an emotional support animal?

Trustee Garcia Morales:

Dr. Cortez.

Monica Cortez:

Madam President, members of the board, deputy superintendent Gutierrez. Trustee Johnson, that's a fantastic question. It is handled in a case by case basis. The document that we will provide if these regulations are approved in May clearly outlines the process. However, we have to think of all individuals and their needs and follow the guidelines that are outlined based on that specific situation.

Trustee Garcia Morales:

Thank you, Trustee Johnson. Trustee Cavazos.

Trustee Cavazos:

Thank you Madam President. In regard to all three of these, I'm mostly more familiar with the emotional smart animals instead of the service animals, but I have had experience with children having a fear of certain animals or not being familiar, say that they've never had a dog in their home. Will this also Dr. Cortez also handled on a case by case basis if a parent comes forward and expresses that concern? Dr. Cortez.

Monica Cortez:

Madam President, members of the board. Trustee, I'm so sorry, trustee?

Trustee Cavazos:

Cavazos.

Monica Cortez:

Cavazos. Thank you. Absolutely. Yes. That is again a case by case basis outlined and we will handle each unique situation as it arises appropriately.

Trustee Cavazos:

Okay. I was pretty sure that was the case, but it was a constituent question. I wanted to address it. Thank you.

Trustee Garcia Morales:

Trustee Guzmán.

Trustee Guzmán:

Thank you, President Garcia-Morales. I have been bombarded with questions about, specifically the school-wide therapy dogs and the emotional support animals. But in particular, before I start on that, I want to ask my own question. So the service animals, will this also be allowed for children with autism that also have service animals?

Trustee Garcia Morales:

Dr. Cortez.

Monica Cortez:

Madam President, members of the board, Trustee Guzmán, all service animals will be handled accordingly if they're identified as a service animal and it will go through the IEP process in section 504 to address any concerns.

Trustee Guzmán:

Okay, great. And then with the emotional support and the school-wide therapy dogs, sometimes the special area teachers are not included when doing IEPs and 504 plans, will they be asked about the school-wide therapy dogs and the emotional support dogs?

Trustee Garcia Morales:

Dr. Cortez.

Monica Cortez:

Madam President, members of the board, Trustee Guzmán, another great question. So in the guidance, it outlines the protocols and provides examples of communication to inform the staff of an animal. And that will be handled on a case-by-case basis when there are situations.

Trustee Guzmán:

One last question has to do with maintaining the service animal. Will there be a section of the school where the service animal will be able to relieve themselves?

Trustee Garcia Morales:

Dr. Cortez.

Monica Cortez:

Madam Present, members of the board, Trustee Guzmán, that is again outlined in the guidance, but clearly that is a requirement that there has to be a designated area that is identified through the implementation plan for those needs.

Trustee Guzmán:

Great. Thank you very much.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Thank you. So the public is not always privy to some of the briefings that we received. So a lot of our questions were asked and then thereafter. But I guess I would like you to provide maybe what is the process of you developing this because this has taken some time, which is a lot of work, what guidelines did you use maybe to help us to formulate this? And then I have a part two to that so that they have that context.

Trustee Garcia Morales:

Thank you. Dr. Cortez.

Monica Cortez:

Madam President, members of the board, deputy Gutierrez. Trustee Esparza-Stoffregan, that is a fantastic question. Clark County School District is behind in addressing this federal requirement for service animals, but also providing the support and guidance for our school administrators as well as our students.

This is a process that's been occurring probably I would say about two years. And please jump in Ms. Randolph at any time. It is a process that has had many reiterations of reviewing not only the laws federally as well as NRS. We have NRS657 and 426 that helped guide what types of animals we considered under emotional support as well as meeting with the different stakeholders and getting their involvement and their perspectives.

We've had animals in our schools for some time and that also has helped us in drafting what best practices are as well as principals who have therapy dogs on site or have had experience working with dogs on their campus in the service animal or emotional support role.

Trustee Garcia Morales:

Okay, go ahead. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Okay. Just the second part is, and I think you alluded to it earlier, but what could potentially, if this does get passed and you referenced a guidance document to come, what is the timeline for families and staff to have awareness prior to an animal being on campus?

Trustee Garcia Morales:

Dr. Cortez.

Monica Cortez:

Madam President, members of the board, deputy superintendent Gutierrez. Our request is within 24 hours that we meet with the individual when they present it. Then it's a reasonable timeframe of informing the individuals in that process. It is outlined, it is, I believe, coming to the board again if approved for that review May 16th.

So that would be the end of the year. So these would be reviewed for the summer and moved forward at that time. So we handle it as reasonably and as swiftly as possible. It is through the process, through the IEP or 504.

Trustee Garcia Morales:

Thank you, Trustee Esparza-Stoffregan. And thank you for that reminder. Dr. Cortez that this is a notice of intent. This will be posted on our website for 30 days and then is brought back again to the board for final approval. Trustee Cavazos. Trustee, do you mind if I go to Trustee Satory first? Thank you. Trustee Satory.

Trustee Satory:

Thank you. Thank you for that presentation. I have a question related to any injuries sustained from a service animal to say a student or staff member. Would that be, I'm assuming the responsibility or the liability of the handler of the person? And then also then what is the school's responsibility for conducting the investigation of what occurred?

Trustee Garcia Morales:

Thank you, Trustee Satory. Dr. Cortez.

Monica Cortez:

Madam President, with your permission, I'd like to hand that off to Ms. Randolph?

Trustee Garcia Morales:

Yes please. Ms. Randolph.

Sami Randolph:

Sami Randolph for the record, Madam President, members of the board and deputy superintendent Gutierrez. Nevada statutes where service animals are addressed, there are additional provisions that note liability for injuries is with the owner of the animal. And so we would comply with that in terms of yes, we would assist with any investigation needed, but the liability is with the handler and the owner as it relates to those service animals and emotional support animals.

In terms of the school-wide therapy dogs, part of the research and coming to this conclusion in terms of what to include in the proposed regulation, we added that the school-wide therapy dog and the handler must carry liability insurance for that very reason to provide some coverage in the event there is an incident on campus. Thank you.

Trustee Garcia Morales:

Thank you. Trustee Cavazos.

Trustee Cavazos:

Thank you, Madam President. I'm sorry. Mr. Randolph and Dr. Cortez, I forgot this one. I'm so busy answering the constituent's questions, I forgot my question. So you mentioned here that with all three categories, the service animals, the emotional support animals, and also the school-wide therapy dogs that well, actually I think would just be for the first two, not the third one, but you can let me know if I'm correct on that.

On the medical documentation for the service animals and the emotional support animals, will we have a consistent standard of care or standard documentation as far as the medical professionals, should we say licensure or ability to provide that medical documentation so that we don't have, say something happened over here at this school saying, well I have this paper and another school saying, well I have this one, and so I just was wondering what kind of consistency and how we're going to enforce that.

Trustee Garcia Morales:

Dr. Cortez.

Monica Cortez:

Madam President, members of the board, Superintendent Gutierrez, Trustee, I'm sorry, Cavazos, that is a great question. When it is about service animals and they are identified as service animals, there's not medical documentation that is required. That is a very distinct difference between an emotional support animal.

Monica Cortez:

When an animal is identified as an emotional support animal, part of that process for consideration is a medical documentation. And we have examples. When the team is considering that medical documentation, it does need to be relevant to what the need of the animal is for, therefore, the doctor prescribing or recommending that emotional support animal must be a doctor of that area of need.

Trustee Cavazos:

Okay, thank you and for making that distinction between the service animal and the emotional support animal. So there will be some consistency throughout the entire district for that?

Monica Cortez:

Madam President, members of the board, Trustee Cavazos, it is a case-by-case basis, but I'll let Ms. Randolph add more.

Trustee Cavazos:

Sorry. Ms. Randolph.

Sami Randolph:

Sami Randolph for the record. Madam President, board of trustees and deputy superintendent Gutierrez too, Trustee Cavazos, when it comes to the emotional support animals and the medical documentation, when the section 504 or IEP team meets, part of the documentation that's being reviewed is specific to the student and the disability.

So when a provider is prescribing a dog to help with whatever condition, it's got to be the disability for which that's being addressed in the student section 504 plan or IEP. So there's got to be some correlation and that's part of the discussion that happens during a 504 team meeting or an IEP meeting that involves a 504 component.

Trustee Cavazos:

Thank you. Thank you both so much for your elaboration and for your patience. I'm going to have to drop in to see Dr. Cortez more often so she remembers. Thank you.

Trustee Garcia Morales:

Trustee Watson.

Trustee Watson:

Thank you, Madam President. I just want to confirm that there'll be a notification or somewhere sign or something posted for the school that there'll either be a therapy job or emotional support or whatever category they fit in that the community or those coming into the school will be aware of these support animals.

Trustee Garcia Morales:

Dr. Cortez.

Monica Cortez:

Madam President, members of the board, deputy superintendent Gutierrez. Trustee Watson, yes, part of the guidance document does outline communication to not only the parents, guardians, student, staff, but also the community. Very good question.

Trustee Garcia Morales:

Thank you. All right, colleagues at this time I'm seeking a motion. Trustee Guzmán.

Trustee Guzmán:

Thank you, President Garcia-Morales. I move that we approve 3.02 for the service animal dogs, 3.03 emotional support and 3.02, the school-wide therapy dogs.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. All right, do I have a second?

Trustee Guzmán:

I'm sorry. 3.04, sorry. 3.04, the school-wide therapy dogs. Let me redo that motion one more time please. Thank you. I am going to read from my agenda. I would like to move that we approve the notice of intent for the Clark County School District, Regulation 2500, the notice of intent for the Clark County School District, Regulation 2500.1, and the notice of intent, Clark County School District Regulation 25.2.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. 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 Guzmán. A second by Trustee Bustamante Adams. Please cast your vote. Trustee Williams.

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you colleagues. Thank you. That motion passes seven to zero. Thank you, Ms. Randolph. Thank you, Dr. Cortez. Thank you so much.

3.05 Notice of Intent – Clark County School District Regulation 7310.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Regulation 7310, Safety and Loss Control, prior to submission to the Board of

3.05 Notice of Intent – Clark County School District Regulation 7310.

School Trustees for approval on May 9, 2024, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 3.05)

Motion to approve

Motion: Bustamante Adams Second: Zamora Vote: Unanimous

Trustee Garcia Morales:

All right. 3.05, Mr. Goudie, you are the point of contact. Welcome. Audience, this is an action item, so if you have a public comment to submit on this item, please do so now before the presentation begins. Okay, we'll go ahead and get started. Mr. Goudie.

Jason Goudie:

Thank you, Madam President, members of the board, deputy superintendent Gutierrez. Jason Goudie, for the record. This is the notice of intent for Clark County School District Regulation 73.10. This relates to our safety advisory team. And to be clear, this is more workplace safety, not the external safety that's handled by different groups such as entry and things of that nature.

So I'll just summarize some of the major changes in it. In Roman letter I, we're just changing the name of it to the district safety advisory team. Down in Roman numeral II, we define the fact that the risk management administrator essentially becomes the administrator for the safety administrator overall.

Down in Roman numeral III B, we eliminated the Division Region Safety Advisory Committee. We used to have three levels. The middle level was redundant, and so we've essentially eliminated that group. The next area, most of everything else going through that is really just cleaning it up for new processes all the way down until you get to Roman numeral IV B one, where we talk about site safety committees.

And what we've allowed there is that the school organizational team could act or may act as the site safety committee for the school if chosen. And then again, everything else is fairly related to clean up. And down at the bottom, we clearly denote that the emergency management department supervises the district's emergency operation centers as that has changed since we originally developed it. And with that, I will open it up to any questions on this regulation.

Trustee Garcia Morales:

Thank you, Mr. Goudie. Colleagues, questions, do we have? Forgive me, I'm going to go into public comment. Do not have public comment on this item. Now I can ask colleagues, are there any questions at this time? Otherwise, I'll entertain a motion. Trustee Bustamante Adams.

Trustee Bustamante Adams:

I do not have a question, Madam President, but I'd like to make a motion.

Trustee Garcia Morales:

Go ahead. Yes.

Trustee Bustamante Adams:

Notice of intent, Clark County School, Regulation 7310, I move to approve.

Trustee Garcia Morales:

Thank you. Trustee Bustamante Adams. Trustee Zamora.

Trustee Zamora:

Thank you, Madam President, I'd like to second that motion.

Trustee Garcia Morales:

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

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you. Colleagues that motion passes seven to zero.

3.06 Notice of Intent – Clark County School District Regulation 2130.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Regulation 2130, District Organization, prior to submission to the Board of School Trustees for approval on May 9, 2024, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 3.06)

Motion to approve.

Motion: Bustamante Adams Second: Cavazos Vote: Unanimous

Trustee Garcia Morales:

Going to move on to item 3.06, notice of intent. Notice of intent. CCSD Regulation 21.30. All right, this is an action item. Thank you. I'm sorry I missed that. 3.05.

Thank you very much. Now we are going to move on to item 3.06. This is an action item. If members of the audience would like to speak on this item, please submit your yellow card now before we begin public comment. Mr. Goudie, you're also the point of contact for this item. Please take it away.

Jason Goudie:

Thank you Madam President and members of the board, deputy superintendent Gutierrez. Jason Goudie for the record. This is the notice of intent for District Regulation 2130. This will be very brief. On page 20 of the document, or page 21 of 29 in board docs, it is Roman numeral XXVJ this is simply adding the ability for the school, the SOT, to act as the school's site safety committee in accordance with Regulation 7310, which we just went through. And that's all I have and open up to any questions.

Trustee Garcia Morales:

Thank you. We do not have public comment on this particular item. However, I'm ready to entertain discussion and/or a motion Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you Madam President, I'd like to move for approval to approve the note of intent, Clark County School District Regulation 2130.

Trustee Garcia Morales:

Thank you, Trustee Bustamante Adams. Trustee Cavazos.

Trustee Cavazos:

Madam President, I would like to second that motion.

Trustee Garcia Morales:

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

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you colleagues. That motion passes seven to zero. Thank you. Mr. Goudie.

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

Trustee Garcia Morales:

Okay, colleagues, we're entering the part of the agenda where we have a public comment on items not listed as action items on the agenda. I would like to ... All right, this is action. Excuse me, the public comment. So we will take any yellow cards here. Otherwise, once we begin public comment, we'll no longer accept yellow cards. We're going to begin with Mr. Rick Harris. Come on up please. Followed by Bethany Scholin, Mark Nekoba and Walter Jones III.

Public Hearing

Wade Poulsen:

He wants me to go first. So we just wanted to come down as President of the Nevada Association of School Boards and review one of your public meetings where our initiative for NASB is to go across the state of Nevada and go to every school board in the state of Nevada, at least one of them. And I think we've got four or five already. This is the fifth one or something like that.

So we're making a little bit of progress, but we wanted to come down and we wanted to ask this body, what can NASB do for you? How can we help court, county, school district? I know most of you, all of you, and have had relationships with you in this organization and I appreciate it. Do you know what NASB does, kind

Wade Poulsen:

of professional development do you need here? What can we do to help you as school board members perform your function as a school board member?

It's a tough goal and we know that. And we have 100, I believe it's 107 now, 107 school board members across the state of Nevada. And we would like to help every one of them perform their jobs and their duties as a school board member. So that is our function here today. And we just wanted to come down and publicly ask you what you need from NASB and how we can help you be better school board members and to perform your duties. That's what we're here for. And with that, I'll turn it over to Rick, our executive director.

Trustee Garcia Morales:

Wade, would you mind stating your name into the record please?

Wade Poulsen:

Sure. Wade Poulsen. And I'm the Nevada Association of School Board President.

Rick Harris:

Rick Harris, Executive Director of Nevada Association of School Board. Just want to echo what Mr. Poulsen said. And so happy to see you here in the meeting today. And if you don't want to speak right now, you know can always reach me by email or phone and give me input. But we just wanted to reach out in another way that we're here to help and support you and we appreciate you.

Trustee Garcia Morales:

Thank you, gentlemen, for your time and your willingness to come through to our meeting in person. We certainly will provide additional insight to you directly via email if that's okay. And colleagues, if you need either of these gentlemen's email, Joe Caruso can help us out with that. Thank very much. Thank you. Thank you for your support. Is Bethany present? Come on up. Followed by Mark Nekoba then Walter Jones III.

Bethany Scholin:

Thank you for your time. I am just here to expose and advocate on behalf of the children at Jim Bridger Middle School, and I'm sure other schools as well. It's recently come to my knowledge of the atrocities these students are subjected to each and every day. Not only was my daughter held captive in her classroom after school and forced to look at pornographic materials by her teacher, she has been assaulted three times and yet not a single paper trail of anything.

I was never contacted. I've never heard of one fight until I saw the videos myself. I saw the proof of cyber bullying and also the proof of sharing sexually explicit images at school of minor children. I reported it. Guess what I was told? Not their concerns. I went higher and then the principal and enrolled my daughter against my wishes. I told her specifically, "Do not mess with my daughter. I'll come back. And I'll hurt her, she enrolled all by herself."

I went to the superintendent Walker, and guess what he did? He told me that he knows that school better than I do, and he knows my daughter better than I do. So he enrolled her back into an environment that she will be killed at if she steps foot on that school grounds again. I made that very clear to him and what he

Bethany Scholin:

told me, "I don't care. I'm going to enroll her again and if she doesn't go to her classes, I will come after you." I got threatened.

I've been gas-lighted. My daughter's been traumatized by the violence that every day is in the bathroom. She can't go to the bathroom without thinking she's going to get her head bashed into the wall because she opened the door at the wrong time. She was getting a drink of water and someone smacked her upside the head and now she suffers chronic migraines.

It's absolutely ridiculous and all because the magnet kids bring in the ratings, they bring in the numbers. The principal Mr. Walker, everyone is worried about my daughter's grades because she's a straight A student, but no one is worried about her safety. All the other parents I've talked to in the magnet program know nothing about these fights. They were sold the same lie to me about them being two different schools and yet they're not.

These kids are being abused and traumatized every single day for what? Ratings? A three-star rating, whatever it is or what, a funding. So I'm here to expose it. I want it on the records, what is going on? I will send you all a lovely email of all the proof I have, but it's ridiculous. And the fact that parents' rights are being violated and we are not allowed to have informed consent and our children's constitutional rights for a safe education is being spit on and covered up about the school police and the school. Thank you.

Trustee Garcia Morales:

Is Mark present? Mark. Mark, followed by Walter Jones III and Cristiane Mersch.

Mark Nekoba:

Good evening trustees and deputy superintendent Gutierrez. Sorry. My name is Mark Nekoba and I was a teacher and coach in CCSD for 33 years. In that time, I received 33 years of good evaluations. Never was disciplined, never been arrested, and retired with over 250 sick days left on my record. So I did a pretty good job and showed up for work every day.

In addition, I was named the 2003 Southeast Region Teacher of the Year. I was a 2020 Heart of Education Award winner, and I was also named the Nevada Music Teacher of the Year. I mentioned this because I decided to go back to teaching and applied to CCSD, but was denied employment. So despite 33 years of good evals and being deemed a pretty good teacher, I was told that I could not teach for CCSD. I had principals and even associate superintendents trying to get me hired, but was told that this was an HR decision and nobody could overrule them. I know for a fact that there are hundreds of former teachers who have likewise been denied employment. We are in a crisis with a severe shortage of teachers, have part of the answer in front of us, but are neglecting to hire teachers who serve this district and this community faithfully for many years.

I was additionally told that since I was denied employment, that I could not be employed in any capacity within CCSD, so I could not sub, I could not be an office clerk, could not be a custodian, nothing. We have many outstanding teachers that live in our city and wish to serve the community again. We need strong leadership that will step up and make decisions that best serve our students and that would include hiring more licensed teachers, including retired teachers.

Here is what great leadership looks like. Two days ago on Tuesday, I was visiting Tomiyasu Elementary School in District G and I asked to speak to the principal, Ms. Morocco, sorry if I had missed her name and I was told she was in a classroom, so I figured she was talking to a teacher or just taking care of business. I

Mark Nekoba:

said, "Well, can I wait here and talk to her when she back," and I was told, "No, she's teaching. In fact, she teaches that room every day because we're short teachers." And then the office staff proceed to tell me and she creates the office, beautiful office. She picks up trash and helps custodians when she sees things and wants to help out, but the fact that one of our principals is full-time teaching in a fifth-grade classroom, she'd be a wicked call to all of us to buckle down and hire more teachers.

We have these retired teachers like myself that want to come back, that have a record of doing well by our district, and so I would urge you to take the steps to hire those people. Thank you so much.

Trustee Garcia Morales:

Is Walter present? Then followed by Cristiane and then Madeline.

Walter Jones III:

Hello everyone. Madam Chairman, Walter Jones III, vice president of National Action Network. What I'm having a problem with right now, you guys are still doing decisions behind closed doors without the public information. If we got an interim superintendent, I don't think she should be promoting anyone until either she's hired full-time. Even with the trustees you got nine months before it's a new board, whoever's still here or get re-elected.

So we're doing things again behind closed doors. This is a public school. The public needs to know what's going on. We're taxpayers but we don't. Then we come to these meetings, you guys come up here and things you already agree on behind closed doors. Then you want to make the public think that they're involved. You guys are sitting here at the meeting. Yeah, you've got to listen to us for two, three, four hours, whatever, but it's not effective because the same thing is still going on.

We don't have enough teachers, but you guys want to hire upper management. You gave the teachers a raise, but they're still five years behind the national average. The national average is 62000. We just got a raise to 50000. Like I said before, I'm a business owner, been in business for 28 years. If I'm ranked 48th in my business, if my president coming here and tell me, but we're the 48th, we're the largest, we're the fifth-largest contractor, but we're the 48th worst, you had the goal.

You guys are constantly doing the same thing over and over again. Give these teachers money. These kids are our future. We pay more money to incarcerate someone than we do to educate them. You guys need to think about this every single day because one day these kids are going to have to sit up here and they've got to live with the decisions that you guys have made that's hurting Nevada.

We can't get companies to come move here because of our education, but we'll run up here and spend all these millions and millions of dollars on things that we don't need, but let's reinvest back in our kids. I graduated from here with Dr. Perkins, went off to school to prayer for UNM. Dr. Perkins was a great superintendent, but then you guys don't even engage in your community. Go to your schools. Encourage your principals. Encourage the kids not to take pictures but to let them know you're concerned about them. Thank you guys.

Trustee Garcia Morales:

Cristiane, followed by Madeline.

Cristiane Mersch:

For your time again, again, in the topic of sex education, we have a lot of books that are considered perversely vulgar on our shelves and I'm here for six months asking to be removed. We follow all the rules. We completed forms. They were returned. They said they should keep there and we don't understand why because even educators, they can't understand why. When you visit Valley High School, the secretary or the principal, I go in the library, I don't know why you have those books.

Gender Queer, it's literally graphic content and I cannot read here. You guys are going to cite me the NRS obscenity laws. I know, but you guys have power to do something and remove. This book has been removed across the nation and we just don't understand why, why sexualize their minds. You're raping their minds. Children supposed to be children and with our tax money you guys are buying these books and you're approving all of you're approving. You know why I enjoy Months for Liberty? Because I was assaulted when I was a kid, I was molested and the groomer showed me pornographic to let me ready.

That's how they do. Groomers, they're sexualized first and you guys are doing this to your kids, showing this to let them excited to have sex. All of you, don't look me with this face. It's your job to protect your children. It's your job. All of you woman, don't you care about little girls being raped? There's so many in this board right now. If you don't remove this book tonight, you're a pervert or you don't care about kids, remove this book tonight or you're a pervert because only pervert wants these kinds of things.

Trustee Garcia Morales:

Is Madeline present?

Madeline Childers:

I like to read from a book that is on the shelves in the libraries, our school libraries. There was so excitement running through my body. Is this it? This was so much more than losing my virginity. For once, I was consenting to the sexual [inaudible 01:16:34] my body.

Trustee Garcia Morales:

Forgive me, Madeline. Let me just one moment. I accidentally turned off your microphone, but can you turn it back?

Madeline Childers:

[inaudible 01:16:42] on my time?

Trustee Garcia Morales:

No, thank you. We will pause that. Thank you for noticing that. I'm trying to figure out how to turn it back on. Thank you. I appreciate your help back there. Please continue.

Madeline Childers:

How about this, he reached his hand down and pulled out my [inaudible 01:16:56]. He quickly-

Trustee Garcia Morales:

Madeline, [inaudible 01:16:59] Please, Madeline.

Madeline Childers:

I would just [inaudible 01:17:02].

Trustee Garcia Morales:

Madeline, I'm going to pause your time and you are absolutely welcome to provide whatever public comment you want. However, this is being streamed live and there are requirements for us. I'm giving you a chance to ...

Madeline Childers:

[inaudible 01:17:17] this material.

Trustee Garcia Morales:

I'm going to turn your time back on and your mic back on. Can you please turn on the mic back on? I'm not objecting to the material and I'd like for you-

Madeline Childers:

You are objecting and if you don't object, I'm going to keep reading.

Trustee Garcia Morales:

I am objecting to you using profanity.

Madeline Childers:

He was also definitely experienced in what he was doing because he went to work quite confidently. He then came up and asked me if I wanted to try on him. I said, sure. I began and he said, "Watch your teeth." I didn't want to let him know I wasn't experienced, so I slowed down and took my time and luckily got into a good [inaudible 01:17:56], he didn't know I was virgin.

Trustee Garcia Morales:

Madeline. Again, this is ... You're a pro. You're a pro.

Madeline Childers:

Is this an objection of the material? Is that the problem? This book that is in the school libraries that you allow, that you say is okay in the libraries for our children, you perverts. You allow this, you're a bunch of perverts.

Trustee Garcia Morales:

Bring your voice down or we will ask you to leave.

Madeline Childers:

Oh, voice down. Perverts.

Trustee Garcia Morales:
Bring your voice down.

Madeline Childers:
You're a bunch of perverts and you allow this but it's too delicate for your ears. It saddens and bewilders me. We turn back on them as to why this board of trustees would allow pervasively vulgar books into our school libraries.

Trustee Garcia Morales:
Madeline, bring your voice down or I'll ask you to leave this boardroom.

Madeline Childers:
Parents come here to complain about the filth in the books. We read, the books that are found in the school library shelves being checked out by school children-

Trustee Garcia Morales:
Madeline, there is no need to shout in this boardroom.

Madeline Childers:
I'm not shouting.

Trustee Garcia Morales:
And you are shouting and this is their last and final warning.

Madeline Childers:
Stop my time.

Trustee Garcia Morales:
I will pause your time.

Madeline Childers:
No, take it back.

Trustee Garcia Morales:
If you will continue to raise your voice. I will continue to ask you and this is your last and final warning. Please lower your voice down-

Madeline Childers:
You stop every one of them-

Trustee Garcia Morales:
Otherwise, I'm going to ask the officers to move you.

Madeline Childers:

I'm not shouting.

Trustee Garcia Morales:

Do you understand what I've asked you?

Madeline Childers:

Do you understand what I'm saying?

Trustee Garcia Morales:

I don't think you understand. I don't think you understand. Do you understand what I'm asking you to do?

Madeline Childers:

I understand. Do you understand? You stop every parent and tell them that the books are inappropriate. This is a business meeting and what you're reading is inappropriate for adults to hear, but it's not inappropriate for the children. Allow me to correct you. These books are not inappropriate. They're obscene, pornographic, indecent, erotic, vulgar, disgusting and vile.

They have no place in decent society and they certainly have no place in our schools. The books we are objecting are these books that we object to serve only one purpose and that's to sexualize children. You do nothing to remove these books. You are complicit every one of you, you are as bad as pedophiles and predators. You are guilty of sexualizing our children. Shame on you.

Trustee Garcia Morales:

Get out of my boardroom please. Please get out. Please get out. Officers, can you please ask this woman to leave? Please ask this woman to leave. I have asked you several times to please lower your voice.

Madeline Childers:

What happened to you that you roll over?

Trustee Garcia Morales:

This is protocol. Ms. Childers knows she's been to board meetings before and understands that this is a business meeting and we won't ask you to not come back for a while because you don't know how to lower your voice.

Madeline Childers:

Why don't you remove it?

Trustee Garcia Morales:

All right, so we're going to move on to ... That's why. Mercedes McKinley, are you present? Thank you. Followed by Cyrus Hojati.

Mercedes McKinley:

Thank you Madam President and members of the board. My name is Mercedes McKinley and I'm a CCSD alumni and former licensed educator with the district. I left the classroom in 2021 and I want to express my support for the board to explore more ways to focus on teacher retention as suggested earlier by public comment. However, tonight I must sound the alarm from my old elementary school.

I was a student there from 1987 to 1989 and I went back to that school to work as a licensed educator from 2019 to 2021. In 2019 we had heavy rains that fall and our roof was constantly leaking with each rain event. I have video footage of this problem for any trustee that would like to review. Approximately four months later, a maintenance crew came by to do patchwork on the roof. That led to the team leader talking to me because he felt compelled to tell me they did the very best they could, but that that roof should have been replaced over 20 years ago.

Halle Hewetson, Elementary was built in 1963. It is in District D and it's located at 701 North 20th Street. I visited the school today and I was appalled by what I saw. The new building completed in approximately 2018 has not had air conditioning since last fall. This building houses multiple kindergarten, first and second grade classes as well as the school's labs.

It was about 90 degrees earlier this week and it was very hot in the rooms when I was there this afternoon, so the worst part of this was not just that it was uncomfortably hot and there's tubes coming down from the ceiling. It looks disheveled, but the water fountain is also broken. I have footage of all of this that I took today, so not only do we have small children whose bodies are more vulnerable to overheating, but in addition they don't have access to drinking water.

This is absolutely unacceptable and it's dangerous and it's really enraging for me because the school is listed as having 97% minority students and I don't see these kinds of problems in Henderson where I live and so it really disturbs me and then I have just enough time that I also noticed something that concerned me when I was a resident in the area. I spoke to Olivia Diaz about dead trees and residents who couldn't afford to take care of them.

There's also a dead tree on that campus that could potentially fall and cause infrastructure damage and hurt children, so I beg you, especially Brenda Zamora, I know that's your district and all trustees to please pay attention to this issue and bring air conditioning to these children so that they can learn in a safe environment. Thank you for your time.

Trustee Garcia Morales:

Cyrus followed by Vicki Kreidel.

Cyrus Hojati:

Good evening everyone. Cyrus Hojati. Nice remodel. By the way, I'm very concerned about these cultural trends that's being pushed by the establishment. I'm not here to necessarily criticize. I'm talking about the trends particularly in race, which is interesting because where were these issues talked about 15 years ago? Why we're seeing all this change? It's clearly opposite that the agenda is to make us the opposite of what our society was culturally about 70 years ago. You don't have to be a genius to figure out that there's a war on European western civilization. There's certainly a war against European Americans.

You look at the incidents that happened, the multiple teenagers that killed somebody several months ago after high school, the two teens that ran over the biker around Centennial, the judge incident that happened in a courtroom. There's so many signs all over and it seems that the teachings of what's going on is a war on those people.

Cyrus Hojati:

Look at the immigration that's being done in a global level. Massive numbers of non-Europeans are being pushed to European Western societies. It's designed to fundamentally radically change their societies. My great-grandmother was visiting in this country in the early 1960s from Tehran. She believed that America was a phenomenal, amazing country about 70 years ago and there's an old saying, family knows best and I believe in her and I don't want us to lose our traditional culture and our values.

The strong family structure, the influences the people, and I believe that what you are doing is letting people know that European influence and their people is taboo. It should be wiped out and please correct me if I'm wrong, but these are what the puzzle pieces tell me and I don't believe we should wipe these people out. I mean look, where's the demographics heading? In about 50 years in 2070, what are we going to be looking like?

Well, I believe we should have some level of tradition and preservation and no, I'm not pointing out that Las Vegas should be homogenous in a certain type of people. No, I don't know who is to be honest with you. I believe that it's western values that fundamentally made this country great enough that allowed my relatives to immigrate here.

And I just don't feel that western values are cherished by the teachings that's being imposed in the school district. That's what made the United States and other western societies succeed. Walk down the Las Vegas strip, Caesars, Palace, Bellagio, Paris, Excalibur, Venetian. It's all western civilization. We should have these Western European influences in our culture and in our society that should tell you everything you need to know. It should not be taboo. Please absorb these thoughts. Thank you,

Trustee Garcia Morales:

Vicki. After Vicki, we have Tim Underwood and Stephanie Kinsley.

Vicki Kreidel:

Good evening, Vicki Kreidel reading, teacher CCSD, President of NEA of Southern Nevada. I wanted to talk about substitute teachers as we're facing the critical shortage. Our substitutes are more important than they've ever been and we'd love to have more licensed educators, but substitutes come in and do their best in another meeting in the state union.

I was given an idea from a union colleague that instead of having just regular substitutes that we have a category called temporary teachers. So if you're a long-term substitute and you've agreed to come in and fill a spot for a year that you could have them be called temporary teachers and these people would be automatically eligible to get healthcare benefits and a higher rate of pay so that schools can have some stability. So these people are committing for the year.

Trustee Garcia Morales:

Forgive me, your message is very important and I would really love to hear it, gentlemen in the Gentlemen up here upfront. Excuse me. Guess thank you for lowering your voice so we can hear from our public comment. Thank you. Go ahead please.

Vicki Kreidel:

I know that when the bill came up last year that the district opposed the bill, but I'm hoping that we can rethink that now that we're in a different situation and think about possibly having a different category.

The reality is the long-term subs are doing the same thing that the classroom teachers are doing. Their expectations and the buildings actually need them to be able to do a lot of the same work of the classroom teachers and it's a lot.

The plates are full and maybe we could do things like provide a mentor to the long-term substitute so that they come into the building and they have somebody at their grade level or in their content area to help them navigate all the tasks that are required of us. So that was just an idea that I heard in a statewide union meeting and I thought that it was a good idea.

The other thing I wanted to address is the HR issues with people not being able to get hired. I hear this over and over again. There are people who used to work in the district that want to come back. They cannot even get in and they're not told why, so people don't even know why they're not getting hired. They're just not getting hired. I don't know if it's blacklisting that's still happening.

Most of these people, when I asked them if they had anything on their evaluations, they had good evaluations. They left the district on good terms, so I have no idea why they're not getting through, but we really need these people in our buildings. We need to be able to hire people that want to come back and I heard somewhere that there's around Four-thousand teachers in the Las Vegas Valley that are licensed to teach that are not working in CCSD. I think we need to explore that. Thank you.

Trustee Garcia Morales:

Thank you. Mr. Underwood followed by Stephanie Kinsley Stephanie. You want to come on up while we wait for Mr. Underwood? Oh, there.

Tim Underwood:

Thank you. Timothy Underwood, longtime resident. I love my transgender friends and family. I know their pain is genuine, tangible, and often dominating, and I condemn those who exploit their pain for the purposes of bitterly clinging to power. The demented and deviant President Biden and his administration are attacking the American family by radically changing the rules for title nine, the federal law that protects women's sports from male dominance.

These rule changes have our dementia patient in chief dictating Anti-scientific transgender standards on American education. It would also compel politically correct speech forcing people to use proper pronouns or be charge with sexual harassment, an authoritarian demand if there ever was. One recent evidence leaked by a WPATH whistleblower revealed that the World Professional Association for Transgender Health Organization formed their transgender care standards for the world without any scientific experiments to rely upon not even a single peer-reviewed medical study.

WPATH is a bogus organization that formed bogus transgender care standards that Nevada completely fell for. These new Title IX rules strip school children of their human dignity and destroy K through 12 and collegiate girls in women's sports. This great lie about human sexuality that the world changes represent would lead to physical harm, mental and emotional trauma, and even to the death of our school children.

The responsible adults in Clark County will hold any public official or school administrator to account if a single policy is altered due to these outrageous rule changes. An errant trustee or assistant administrator who fails to defend our daughters from transgender madness will face the political wrath of the electorate.

Tim Underwood:

70% of whom despise the radical politics of progressive Democrats. Any such person will receive the Jesus hit-and-run Jara treatment. Your loyalty belongs to your constituents, not distant outsiders. In Washington DC you will see the rule changes to Title IX and you'll do nothing.

Trustee Garcia Morales:

Stephanie Kinsley followed by Grace Trujillo and Lorena.

Stephanie Kinsley:

Hi, I'm Stephanie Kinsley. I'm one of the mothers from my children's advocate listening to everyone speak today. I have questions of just why. As you guys know, we've been coming here for years, since Covid was kicking off and your nonsensical policies you were allowing then and there was no pushback to the governor or superintendent, didn't push back even though he had a degree in biology and it was just complete nonsense and I noticed there was a common denominator of Democrats supporting it.

So I'm trying to figure out as a mom, I know you're upset and called me out that I put my kids in private school so I shouldn't be allowed to be here, but I do care about all the kids in the community, so I'm concerned when kids don't go to school and get told a mask, it's going to prevent them from a virus.

How mentally incompetent do you have to be to think of a mask will stop a virus? It's such a level of mental incompetence that it questions. How did you drive here today? It's so backward science and it's those same people who lack science who say that who break up test scores by race results. Again, what science is at where those same race results match up to single mother households.

Yet we're not telling kids, I wish we would tell young girls at school how important their chastity is not to get pregnant to be without being in a committed marriage, but instead we tell them they can abort their baby and be happy about it. As a 40 three-year-old woman, every woman I know except a handful of Looney Tune liberals who talk about it like it was flossing their teeth. For the most part, women are destroyed physically, mentally, and emotionally by their abortion, yet you push it.

It's the most nonsensical. Kids are graduating not knowing how to read or do math, but they know that boys can be girls and I won't talk on that. Why is there no pushback on the lack of science it takes to know that boys can never be girls? Yet we see that these trans kids are mostly autistic kids from single mother households with liberal parents who are using their kids like Gypsy Rose. Why are we allowing children to be abused? We're being told there's a big boogeyman.

If you're not the right color, we're being told you're in the wrong body, and then the people just saying love the kids and leave them alone are the ones being called domestic terrorists. Could any one of you back up your stance on any of these nonsensical topics? Because you guys have more degrees than I do. I don't have a single degree, but I have observable reality. Aren't you embarrassed? Aren't you? There used to be a time people had shame and I miss those days.

Trustee Garcia Morales:

Grace, are you present? Grace and Lorena.

Grace Trujillo:

I thank you for letting me talk today. Today I stand before you to address the topic of utmost importance, the freedom to read in the role of literature in shaping the minds of our children. Americans cherish our first

Grace Trujillo:

amendment rights, freedom of speech and expression. Our commitment to these principles extends to the written word and we must ensure that our children have access to the diverse range of books and ideas. America does not ban books as contrary to what people have been saying.

We pride ourselves on being a society that values intellectual curiosity, critical thinking, open dialogue. Our libraries and bookstores are filled with various literary works. This book serves as a windows into different words, worlds, perspectives, and cultures. They ignite our imaginations, challenge our assumptions, and broaden our horizon. However, we must tread carefully when it comes to children's literature. Our young readers are impressionable and the stories they encounter can shape their understanding of the world.

As parents, educators and guardians, we guide them toward age-appropriate content that fosters empathy, resilience, and love for learning. I would recommend censorship is like cinemas like when we watch movies, we should focus on providing children with rich literary diet that encourages critical thinking. Emotional intelligence. Here are the key points. Age-appropriate content. Children books comes in various age, emotional ranges, and we must ensure that the content aligns with their cognitive emotional development. While some topics may be suitable for older readers, they might be confusing or distressing.

For younger ones, diverse perspectives, children's literature should reflect the diversity of our society should include characters from different backgrounds, cultures, abilities and experiences. Example, the Bible. Children learn empathy and tolerance when they encounter characters who look and think felt differently from themselves. Challenging themes. Some children books address complex themes such as lost prejudice or social justice. These topics are essential for fostering thinking and should be presented sensitively of age appropriately avoid harmful adult literature.

Pervasively. Vulgar literature that does not foster cognitive learning, which prematurely sexualize young developing minds in early exposure leads to pornography addiction and unhealthy sexual dysfunction. I have some topics from the research institutes. I have three. I can give it to you. It says, early exposure to pornography. Unregulated exit exposure to pornography during formative years has been seen to have various long-term that the teleterious effects on sexual maturation. I could go on, but I can tell you you're being put here in this position and I hope you won't be in your legacy, that you're part of the lowest, lowest part of Nevada when it comes to education.

Trustee Garcia Morales:

Thank you. Just to clarify that we are the lowest in the state. The state Nevada's lowest in ACA in funding for per pupil. How that is set to be clear, that is not, I wanted to clarify that. It is not a specific to academics. Lorena, welcome.

Lorena Biassotti:

Hi, good evening. My name is Lorena Biassotti. I am vice chair of Moms for Liberty. I am also a candidate for school board district E. Thankfully. Lola. Brooks is not running. Again. I wanted to mention, just to touch up on what you said. Since 2017, the per pupil salary has gone up 70% and the education has nose-dived, so yes, they are well funded per pupil. You receive 11,600 and it used to be 6.5, so it's 70% higher.

Another thing I wanted to discuss with the teacher that was here earlier with the billions Lombardo signed for our school, I think the health of our students should be prioritized and that needs to be addressed. The story you heard from the mom before me, Bethany, I believe there are hundreds if not thousands of stories like that. One children who are drowning in the districts indifference. That's the reason I'm running because the safety of our children is being put last and while we focus on new diverse policies to implement.

Lorena Biassotti:

Also, on a side note, I wanted to discuss a reaction from the moms you saw here is because one of the emails, the emails are being returned from the schools, from librarians who are quick to identify their pronouns and to say that they are not removing the books that you heard here. Those pages that were read out loud to you are still in the schools and they refuse to delete take them out. So the outrage you're seeing is exactly because of that. I also wanted to discuss the fight in Rancho High School that was on the news today.

As a school board member, I would be scrambling to get to the bottom of it. I would be reaching for that teacher's records and the student's records because with the restorative policies you're implementing, you're creating a very dangerous environment of violence and regarding the progressive sex ed, which CCSD is notorious for, I wanted to discuss the controversy that because it's always been our concern as parents, that progressive sex ed introduces inappropriate material that normalizes active sex lives, and we're talking about children.

We rather create an environment of caution around it than an environment that awakens their curiosity to explore sexuality and ends up corrupting our children. I wanted to read very quickly from the national Review.com. It says, when sex ed becomes a means to incorporate hyper progressive views on gender, sex, and behavior, it ceases to be neutral material necessary for development. As hilarious as what I'm saying might be, I'm not sure why that's funny, but anyway, whether you agree or disagree with those premises, the fact is that they're adults should leave children to develop in whatever.

No, this is what you believe and this is what your sex ed curriculum teaches that children should develop in whatever way they please, and the gender dichotomy is an arbitrary concept. Neither of this is scientific or universally accepted, so as inclusive and as welcoming as you want to be with the gender ideology, the truth is that you can't deny science and biology. You just can't.

As much as you can't deny that gravity exists and gravity is unfair because we can't fly like birds and whatever, well those are the laws of gravity. Those are the laws of physics. There's also the laws of biology that dictate there are two genders, men and women, and no matter what you try to implement to change that, it's not going to change, but that's why we need common sense as parents in the classroom. Thank you and good night.

Trustee Garcia Morales:

All right. That concludes public comments, colleagues.

Upcoming Meeting of the Board of Trustees

We're going to move on to item 5.01. That's the upcoming meeting of the board of trustees. Wednesday, May 1st, 4:00 p.m. here in the boardroom. Okay, colleagues, I'm seeking a motion to adjourn. Trustee Cavazos.

Adjourn: 6 45 p.m.

Motion to adjourn.

Motion: Cavazos Second: Zamora Vote: Unanimous

Trustee Cavazos:

Thank you Madam President, I would like to make a motion to adjourn.

Trustee Garcia Morales:

Thank you. Colleagues. Are we looking at Trustee Zamora?

Trustee Guzmán:

Thank you, Madam President. I'd like to second that motion.

Trustee Garcia Morales:

Thank you Trustee Zamora, colleagues. We have a motion by Trustee Cavazos and a second by Trustee Zamora. Please cast your vote. Trustee Williams.

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you. All right, colleagues, that motion passes seven to zero. Thank you very much. The time is 6:45 p.m.