

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

Thursday, May 9, 2024

5:02 p.m.

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

Trustee Garcia Morales:

I'd like to welcome everybody today. I'm President Garcia Morales and I call this regular board meeting of May 9th to order. The time is 5:02 p.m. I'd like to remind everybody to please silence their electronic devices. We acknowledge the land on which we gather as the territorial homelands of the Nuwu-the Moapa Band of Paiutes and the Las Vegas Band of Paiutes.

Flag Salute

Trustee Garcia Morales:

Before I turn it over to begin the Pledge of Allegiance, I want to acknowledge our students, so students, please stay put until we finish your name and I turn it over to Trustee Bustamante Adams. So, the presentation of colors will be led by Spring Valley High School, ROTC Cadet Lieutenant Junior Grade Brayden Syzdek, Cadet Senior Chief Petty Officer Giovanni Enea. Cadet Petty Officer 3rd Class Christopher Burgess. Cadet Petty Officer 3rd Class Leonora Cooley, and Commander David Conner, retired United States Navy, instructor, Senior Naval Science. Trustee Bustamante Adams, can you please lead us in the Pledge of Allegiance?

Adoption of the Agenda

Motion to adopt agenda, note reference materials provided for Item 4.02.

Motion: Zamora Second: Cavazos Vote: Unanimous

Trustee Garcia Morales:

Thank you. Please have a seat. Right. Trustee Zamora, you ready to help us make the motion to move the agenda? Thank you.

Trustee Zamora:

Thank you, Madam President and members of the board. I would like to make a motion to adopt the agenda with the following changes. Reference materials provided for items 4.02, superintendent search request for proposal rubric.

Trustee Garcia Morales:

Thank you, Trustee Zamora. Trustee Cavazos.

Trustee Cavazos:

Thank you, Madam President, and I would like to second that motion please.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. Colleagues, we have a motion by Trustee Zamora, 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.

Adoption of Consent Agenda

Motion to approve the consent agenda

Motion: Guzmán Second: Zamora Vote: Unanimous

2.01 Approval of the Minutes.

Discussion and possible action on the approval of the minutes from the work session meeting of April 3, 2024, is recommended. (For Possible Action) (Ref. 2.01)

2.02 Student Expulsions.

Discussion and possible action on approval of student expulsions according to Nevada Revised Statutes (NRS) 392.467 (Board Policy 5114 and Regulations 5114 and 5141.1), as listed, is recommended.

(CONFIDENTIAL) (For Possible Action) [Contact Person: Melissa Gutierrez] (Ref. 2.02)

2.03 Memorandum of Agreement Between the Clark County School District and the Sunrise Children's Foundation.

Discussion and possible action on approval to continue the Memorandum of Agreement between the Clark County School District and the Sunrise Children's Foundation to expand and continue the Early Head Start

2.03 Memorandum of Agreement Between the Clark County School District and the Sunrise Children's Foundation.

Center at Desert Rose High School, effective May 10, 2024, through June 10, 2026, 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: Melissa Gutierrez] (Ref. 2.03)

2.04 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. 2.04)

2.05 Unified Personnel Employment.

Discussion and possible action on approval to employ unified personnel, as listed, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.05)

2.06 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. 2.06)

2.07 Clark County School District Critical Labor Shortage Elementary Grades (Art, Counselor, Humanities, Library, Music, Physical Education).

Discussion and possible action on authorization to designate elementary classroom licensed personnel positions (Art, Counselor, Humanities, Librarian, Music, Physical 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. 2.07)

2.08 Clark County School District Critical Labor Shortage Secondary (Careers Counselor, Fine Arts, Foreign Language, Freshman Studies, Librarian, Performing Arts, and Physical Education).

Discussion and possible action on authorization to designate Careers Counselor, Fine Arts, Foreign Language Freshman Studies, Librarian, Performing Arts, and Physical Education licensed personnel 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. 2.08)

2.09 Purchasing Awards.

Discussion and possible action on approval to purchase goods or services in the estimated total amount of \$25,465,724.85, in compliance with Nevada Revised Statutes (NRS) 332, as listed, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.09)

2.10 Purchase Orders.

Discussion and possible action on ratification of the purchase orders in the total amount of \$3,246,473.51, as listed, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.10)

2.11 Agreement Between the Clark County School District and 100 Academy of Excellence Inc.

Discussion and possible action on approval of the Agreement between the Clark County School District and 100 Academy of Excellence Inc., to continue the delivery of and payment for breakfasts, lunches, suppers, snacks, and bulk sales during the 2024–2025 school year, 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: Mike Casey] (Ref. 2.11)

2.12 Agreement Between the Clark County School District and Delta Academy.

Discussion and possible action on approval of the Agreement between the Clark County School District and Delta Academy to continue the delivery of and payment for breakfasts, lunches, and bulk sales during the 2024–2025 school year, 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: Mike Casey] (Ref. 2.12)

2.13 Agreement Between the Clark County School District and Innovations International Charter School of Nevada.

Discussion and possible action on approval of the Agreement between the Clark County School District and Innovations International Charter School of Nevada to continue the delivery of and payment for breakfasts, lunches, and bulk sales during the 2024–2025 school year, and for the Interim Superintendent of Schools, Clark County School District, and the President and Clerk, Board of School Trustees, to sign the Memorandum of Agreement, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.13)

2.14 Agreement Between the Clark County School District and Rainbow Dreams Academy.

Discussion and possible action on approval of the Agreement between the Clark County School District and Rainbow Dreams Academy to continue the delivery of and payment for breakfasts, lunches, suppers, snacks, and bulk sales during the 2024–2025 school year, 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: Mike Casey] (Ref. 2.14)

2.15 Interlocal Cooperative Agreement Between the Clark County School District and Clark County Parks and Recreation - Safekey Programs.

Discussion and possible action on approval of the Interlocal Cooperative Agreement between the Clark County School District and Clark County Parks and Recreation to continue to provide snacks and/or milk and bulk sales for participating Safekey programs during the 2024–2025 school year, and for the Interim Superintendent of Schools, Clark County School District, and the President and Clerk, Clark County School

2.15 Interlocal Cooperative Agreement Between the Clark County School District and Clark County Parks and Recreation - Safekey Programs.

District Board of Trustees, to sign the Interlocal Cooperative Agreement, is recommended. **(For Possible Action)** [Contact Person: Mike Casey] (Ref. 2.15)

2.16 Interlocal Cooperative Agreement Between the Clark County School District and the City of Las Vegas - Safekey Programs.

Discussion and possible action on approval of the Interlocal Cooperative Agreement between the Clark County School District and the City of Las Vegas to continue to provide snacks and/or milk and bulk sales for the participating Safekey programs during the 2024–2025 school year, and for the Interim Superintendent of Schools, Clark County School District, and the President and Clerk, Clark County School District Board of Trustees, to sign the Interlocal Cooperative Agreement, is recommended. **(For Possible Action)** [Contact Person: Mike Casey] (Ref. 2.16)

2.17 Interlocal Cooperative Agreement Between the Clark County School District and the City of Henderson - Safekey Programs.

Discussion and possible action on approval of the Interlocal Cooperative Agreement between the Clark County School District and the City of Henderson to continue to provide snacks and/or milk and bulk sales for the participating Safekey programs during the 2024–2025 school year, and for the Interim Superintendent of Schools, Clark County School District, and the President and Clerk, Clark County School District Board of Trustees, to sign the Interlocal Cooperative Agreement, is recommended. **(For Possible Action)** [Contact Person: Mike Casey] (Ref. 2.17)

2.18 Interlocal Cooperative Agreement Between the Clark County School District and the City of North Las Vegas - Safekey Programs.

Discussion and possible action on approval of the Interlocal Cooperative Agreement between the Clark County School District and the City of North Las Vegas to provide snacks and/or milk and bulk sales for the participating Safekey programs during the 2024–2025 school year, and for the Interim Superintendent of Schools, Clark County School District, and the President and Clerk, Clark County School District Board of Trustees, to sign the Interlocal Cooperative Agreement, is recommended. **(For Possible Action)** [Contact Person: Mike Casey] (Ref. 2.18)

2.19 Change in Service: John C. Fremont Professional Development Middle School.

Discussion and possible action on ratification of a change in service to the professional services agreement for a net increase of \$177,024.00, to the agreement for John C. Fremont Professional Development Middle School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001623; is recommended. **(For Possible Action)** [Contact Person: Jason Goudie] (Ref. 2.19)

2.20 Change in Service: Mountain View Elementary School.

Discussion and possible action on ratification of a change in service to the professional services agreement for a net increase of \$7,400.00, to the agreement for Mountain View Elementary School to be

2.20 Change in Service: Mountain View Elementary School.

paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001642, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.20)

2.21 Contract Award: Comprehensive Modernization at Aggie Roberts 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 Aggie Roberts Elementary School in the amount of \$12,883,600.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015054; 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. 2.21)

2.22 Contract Award: Install New Bleachers in the Gymnasium at Veterans Tribute Career and Technical Academy.

Discussion and possible action on approval of an award of contract to the lowest responsive and responsible bidder to install new bleachers in the gymnasium at Veterans Tribute Career and Technical Academy in the amount of \$151,643.19, to be site-funded, Fund 1000000000, Project C0017090; 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 Interlocal Lease Agreement Between Clark County and Clark County School District at Harry Reid Elementary School.

Discussion and possible action on an interlocal lease agreement between Clark County and the Clark County School District for a lease for Harry Reid Elementary School and for Brandon McLaughlin, Assistant Superintendent, Construction, to sign the agreement on behalf of the Clark County School District Board of Trustees, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.23)

2.24 Professional Services Agreement: Test and Balance Services Comprehensive Modernization at Aggie Roberts Elementary School.

Discussion and possible action on approval of a professional services agreement with TABITT to provide test and balance services in support of the comprehensive modernization at Aggie Roberts Elementary School in the amount of \$66,400.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015054; 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. 2.24)

2.25 Professional Services Agreement: Test and Balance Services Roof, Heating, Ventilation, and Air Conditioning Upgrade at Crestwood Elementary School.

Discussion and possible action on approval of a professional services agreement with Penn Air Control, Inc., to provide test and balance services in support of the roof, heating, ventilation, and air conditioning upgrade at Crestwood Elementary School in the amount of \$50,000.00, to be paid from the Governmental

2.25 Professional Services Agreement: Test and Balance Services Roof, Heating, Ventilation, and Air Conditioning Upgrade at Crestwood Elementary School. 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. 2.25)

2.26 Professional Services Agreement: Geotechnical Services Phase II Phased Replacement at Las Vegas Academy of the Arts.

Discussion and possible action on approval to enter into a professional services agreement for geotechnical services with Aztech Inspections & Testing, LLC to perform a geotechnical evaluation in support of the phase II phased replacement at Las Vegas Academy of the Arts, in the amount of \$62,500.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0016667; and for Brandon McLaughlin, Assistant Superintendent of Construction, to act as the Board of School Trustees' designee for all project documents, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.26)

2.27 Professional Services Agreement: Test and Balance Services School Replacement at Red Rock Elementary School.

Discussion and possible action on approval to enter into a professional services agreement with TABITT to provide testing and balancing services and assist in the commissioning process in support of the school replacement at Red Rock Elementary School in the amount of \$72,900.00, to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001641; 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 Amendment of Clark County School District Regulation 7310.

Discussion and possible action on approval of the amendment of Clark County School District Regulation 7310, Safety and Loss Control, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.28)

2.29 Amendment of Clark County School District Regulation 2130.

Discussion and possible action on approval of the amendment of Clark County School District Regulation 2130, District Organization, is recommended. (For Possible Action) [Contact Person: Jason Goudie] (Ref. 2.29)

Trustee Garcia Morales:

Before I open the consent agenda, is there anyone who has not had a chance to complete a yellow public speaker card? Please do so now. Otherwise, once we begin with public comment for consent agenda items, we will no longer take yellow cards. We're going to begin with the individuals who signed up in advance for consent agenda. Is Frank Friends here? Come on up please, Frank. After Frank, we'll have Autumn Tampa and Eric Schroeder.

Public Hearing

Frank Friends:

How are you doing, ma'am? My name is Frank Friends. I'm actually running for school board trustee of District C, and one of your Trustee members decided to slander my name on Facebook, so I'm going to ask that you go ahead and cease and desist with that and use that public platform to take that down. You stated that-

Trustee Garcia Morales:

Mr. Friends. Mr. Friends.

Frank Friends:

... I will hurt our children and not follow the law. I've spent over a decade running to gunfire [inaudible 00:22:57]-

Trustee Garcia Morales:

Mr. Friends? Can you please stop his time? Thank you. Mr. Friends, certainly we want to hear from you. However, can you please tell us what are you speaking to with respect to consent agenda? What item are you speaking to? If you don't have an item on consent agenda.

Frank Friends:

Safety.

Trustee Garcia Morales:

Okay. Safety. Is there a particular... Could you-

Frank Friends:

There's several particular [inaudible 00:23:21].

Trustee Garcia Morales:

Not on the consent agenda. It's really incumbent on the public speaker to provide us... To keep to items on the consent agenda. So, if you can please speak to the item that you signed up for on this particular item. If you have general public comments that are not related to our agenda, then we can add you to that section of the public comment section.

Frank Friends:

Okay, we can do that. [inaudible 00:23:52].

Trustee Garcia Morales:

What is the agenda item?

Frank Friends:

Safety.

Trustee Garcia Morales:

If you would like, there's an item 3.01 that's the strategic plan on perceptions, excuse me, of student safety. I can add you to that particular item if you'd like. Okay. Well, I'm just going to let you know at this point in time, this is the second time I reference this. If you need to speak to items on consent agenda, not on action items in other parts of our agenda. So, I will interrupt you again if you're not staying to the consent agenda items.

Frank Friends:

I'll wait for public comment.

Trustee Garcia Morales:

Thank you very much. I'll make sure to add you please. Let's make sure to add Mr. Friends too. Thank you. Okay, Autumn, thank you. Followed by Eric Schroeder and then Patrick Murphy.

Autumn Tampa:

Autumn Tampa speaking as an individual. I do not like this new boardroom. Sorry. I want to say that there are many dedicated and caring education support professionals, teachers, administrators at CCSD, including some here at this meeting tonight, and I salute and applaud them all. And I do wish the children of Clark County School District all the best. Putting various jobs into the critical labor shortage category is a good step to take.

The shortages are wearing down all employees on a daily basis and it is mostly teachers and support staff that are picking up the slack and filling in to do the work of more than one position. Hopefully this will get some positive results. However, I'm wondering why there are not more support staff positions that are listed. Substitute teachers are on the critical labor shortage list. However, support staff substitutes are not, and the pay for this very challenging position is very low compared to the responsibilities.

I know many support staff employees who are not SPTAs, who are getting pulled on a daily basis to work as SPTAs. Examples of this are instructional assistants and reading center tutors, and they're not feeling good about this. This is one of the reasons I left being a support staff and switched to being a substitute teacher. CCSD is trying to recruit employees and that is admirable and necessary. However, CCSD needs to do a better job of retaining. I know many, many employees who would quit today if they could afford to, and there are different reasons for this.

One is the teacher pay schedule, failing to reward veteran teachers and also failing to reward veteran support staff. Giving more money also to staff that is newer is creating a great deal of frustration among employees. And I've got to say, the giving big raises to the already highly paid directors, associates, regional superintendents and assistants has made many CCSD employees feel undervalued and underappreciated. There have been some attempts and successes in improving the climate of CCSD. However, I believe there is systemic and societal problems that are very difficult to remedy.

First because of the very structure of CCSD and second because of the reorganization bill, and that is being addressed in regulation 2130. Giving principals and administrators too much power is a structural problem that has been compounded by the reorganization bill and this hurts the children of CCSD. It also hurts caring and dedicated staff, making them feel helpless and hopeless. This is also one of the main reasons why myself and others are leaving. This needs to change by holding administrators and principals more accountable for their actions. I'm going to stop there and I'll leave the rest for public comment. Thank you.

Trustee Garcia Morales:

Thank you. Ms. Tampa. Eric [inaudible 00:27:45]. Thank you, and Patrick. Then after Eric, we'll have Patrick Murphy.

Eric Schroeder:

Hello, my name is Eric Schroeder and I'm a citizen who resides in District A. I'm speaking on the consent agenda 2.09, purchasing awards. In 2019, the Clark County School District Purchasing Department, in the face of overwhelming evidence provided by Brocade Communications that they were being duped, recommended the award of BID 15024 for enterprise network equipment to Dyntech. Even though the same evidence was presented to the Clark County School Board by Brocade in this very room on February 12th, 2015, the school board decided to move forward with awarding the contract to Dyntech.

After a protracted legal battle, the Clark County District Court found that the Clark County School District School Board had in fact breached the provisions of NRS332 in their award of the contract to Dyntech and issued an injunction preventing the award. Ultimately, bid 15024 was retracted by Clark County School District for legal defects that had cost the district so much, both financially and politically. A new bid was advertised and Brocade Communications was awarded the contract, a new contract, 16057 on March 31st, 2016.

Even though our name has changed, Ruckus Wireless remains committed to the fair and equitable bidding process we fought for as Brocade. Much like bid 15042, bid 24059 was poorly written with defects that Ruckus believes are even more significant than the ones that overturned the award of contract 15042. When given a chance to correct the deficiencies in the bid's public question and answer process, Clark County School District chose to provide unhelpful answers that further impinged on the district's ability to legally award the contract to the current recommended supplier, PC Solutions and Integration.

Ruckus provided a fully responsive bid response that was less than half the price, saving the district a staggering \$10 million. Additionally, since bid 24060 is dependent on bid 24059, it cannot realistically be awarded without a complimentary award on bid 24059 and is deficient by association. As a taxpayer, voter and parent of multiple CCSD students, I implore this board to fully consider the consequences of making this award.

The public bidding process is well-defined for a reason, and failure to comply with the strict standard set forth hurts everyone. Please consider the hundreds of thousands of dollars in countless man-hours the district spent in 2015 defending an indefensible position, and ask yourself if this isn't worth a little time to fully review Ruckus's objections and the legal standing of our claims before awarding these contracts in violation of NRS332. No one wants another protracted and costly legal battle. Please pull items B and C from the purchasing award contract for further review.

Trustee Garcia Morales:

Thank you. Patrick Murphy, followed by Chris Wilson.

Patrick Murphy:

Good afternoon. My name is Patrick Murphy and thank you for letting us take time today to talk to you. I've been working with CCSD for roughly 27 years. And the last 20 years as not only a valued vendor, I was an integral part of the team that brought the district into the age of connectivity and transformed the learning process that enhanced student success. I am proud of the work that we did together with my team and CCSD's team.

Patrick Murphy:

The challenge we have today is your RFP or network equipment, which is consent agenda 2.09. Once again, the district finds itself in a disputed award recommendation with significant unanswered questions... but all the questions, the one the board should be asking is itself, why only the board can make a contract award of this size? Did your staff on April 8th, 2024 publicly submit to the Federal Communications Commission that Clark County School District had made an award and entered into a contract with PC Solutions and integrated on April 4th, 2024? NRS-332 requires contracts this size be publicly approved by the school board in a meeting such as this, which has not happened yet. I know Clark County School District is capable to do so much more. When time and budgets are critical to the staff and your constituents, I look at it and say, we need to revisit this. We did this before. It costs the district hundreds of thousands of dollars to fight the wrong decision that the school board made. I think today you need to make the decision to say, let's revisit this and we don't have those huge dollars going out for legal fees. Thank you very much.

Chris Wilson:

Good afternoon. My name is Chris Wilson. I live in District E. I wanted to address the technical issue with CCSD felt that Ruckus' bid response did not meet. CCSD informed us that we have been disqualified because our bid met all of the specifications for the bid except for SD-WAN requirement. CCSD stipulated in the bid that the solutions proposed must be able to function as software-defined wide area network gateway. Ultimately, Ruckus' has two issues with CCSD's findings that we did not meet this requirement. First, when asked for details on the SD-WAN requirement in the question and answer section of the bid process, CCSD simply referred bidders to the bid table, which has no SD-WAN requirements at all.

As such, Ruckus believes this eliminated the SD-WAN requirements completely. Ruckus provided detailed documentation in our bid response and how we met all the requirements on the bid table and there was no indication CCSD found that Ruckus did not meet any of the bid table specifications.

Second, Ruckus did include VXLine in our bid response, which allows a solution to function as a software-defined wide area network gateway as specified in the bid. This was clearly detailed in our response when CCSD staff could not show that VXLine did not allow the solution to function as a software-defined wide area network gateway, they tried to expand the definition of SD-WAN to include additional requirements. As per NRS-332, the definition of SD-WAN provided in the bid solicitation which Ruckus met must be used. While we understand that CCSD may want things which were not included in the bid solicitation, our response was very specific to what was requested, CCSD given every opportunity to provide additional requirements by which they are judging Ruckus's bid response as insufficient, but choose to not to.

Since they did not, CCSD has no choice but to award the contract based on the requirements of the solicitation or to cancel the solicitation and it advertise a new bid with the complete requirements requested. As such, I request that items B and C be removed from the consent and agenda purchase awards for further review.

Trustee Garcia Morales:

Thank you. Is Rachel Puaina present? Rachel? Please teach me how to say your last name so that I get that... Puaina. Thank you, Rachel.

Rachel Puaina:

Hi, my name is Rachel Puaina. I'm running for CCSD Trustee A. Hi, nice to meet you. I met you before, Linda. Hi. I wanted to talk about the teaching and learning consent agenda, teaching and learning about restorative justice and the lack of discipline in the classroom. It's a major problem. Ask any teacher. This is teacher appreciation week. I wish that more people would listen to the teachers and our concerns in the classroom. As you can hear, there's a lot of issues in the classroom. That's why I'm running. I don't take this lightly. I don't want to run. I honestly don't. Because of the attacks, I don't like. Honestly, I just want to get along with everyone. I need help. We need help in the classroom and I am desperately asking you guys, please listen to the teachers and the staff. There's a reason why there's a shortage.

We are being verbally abused. No one's listening to us. That means, I don't know, and I'm sorry, but there is just no way to make sure that we have safeguards as teachers when we report something that we're being abused, or we are being not supported in the classroom. It takes away from the learning environment. It really does. Ask any student. It's really tough to be sitting there and talking and trying to do our lesson plan and we can't follow through when there's someone being disruptive. And they told us when may not realize this, but they're not implementing it correctly. If you believe that, they're not implementing it correctly. You guys said that, "We're going to..." Well, I spoke in Virginia City, [inaudible 00:37:58] city last year. And teacher after teacher had a story, just heart-wrenching stories about how terrible it is in the classroom when we don't have any backup.

So they told us, and in a classroom of... A meeting in a library full of teachers that we could not kick out any more disruptive students. And we just look at each other. What are we supposed to do? Handle it yourself. Follow the protocols. Well, I would have students rolling around on the floor, disrupting class and we can't do anything about it. And these poor students are like, "Please, Ms. Puaina, just kick them out." We can't. And that's very hard for us. You understand? As a teacher, that hurts because now they can't trust us, like, "Okay, you're not going to do anything." So please, please find some way to help support us in the classroom. That's my main thing. That's why I'm running and I hope that we can work together and get this done. We need to get our students back on track. Get Vegas or Nevada from the bottom. Thank you so much.

Trustee Garcia Morales:

Okay, that concludes individuals who signed up in advance. Do we have any individuals who submitted yellow public speaking cards? Doesn't look like we have for this particular item. We will move on.

Trustee Garcia Morales:

Colleagues, I am seeking... thank you... action Trustee Guzmán.

Trustee Guzmán:

Thank you, President Garcia Morales. I move that we accept the consent agenda as presented.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. Trustee Zamora.

Trustee Zamora:

Thank you Madam President. I would like to second that motion.

Trustee Garcia Morales:

Thank you Trustee Zamora. Colleagues, we have a motion by Trustee Guzmán. 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. I'm going to turn it over to Trustee Guzmán who's going to help us read the warrants.

Trustee Guzmán:

Thank you, President Garcia Morales. The ratified warrants is listed in the Bills payable transmittal and board memorandum number 17-23-24 in the total amount of \$148,390,589.88.

3.01 Focus: 2024 Strategic Plan Update — Perceptions of Student Safety.

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

Motion to approve.

Motion: Brooks Second: Cavazos Vote: Unanimous

Trustee Garcia Morales:

Thank you for that, Trustee Guzmán. I appreciate that. I'm going to move on to items 3.01. Formative focus 2024 strategic plan. Update perceptions of student safety. Members of the audience, this is a public comment. Excuse me. This is actually not, this is just presentation and discussion. However, our formative board reports do have public comment associated with them. If you have not submitted your yellow card for this particular item, please do so now. Otherwise, once we begin the presentation, we will no longer take yellow cards. Mr. Friends, we've added you to this list, so please note that-

Trustee Guzmán:

No, he wanted just regular public comment.

Trustee Garcia Morales:

Oh, I thought- Yes. I believe that he wanted to... Excuse me, Mr. Friends, allow me to, forgive me, confirm your public comment. Is it specific to student safety or is it general public comment.

Okay. Thank you and thank you for keeping to this topic. We'll add you to that list. And yellow cards, right. Discuss that. What else do we have? That's it for now. Thank you very much. I'll turn it over to Dr. Larsen-Mitchell? Dr. Larsen-Mitchell. That wasn't a question. Thank you for taking it over. Appreciate it.

Brenda Larsen-Mitchell:

Thank you, Madam President, members of the board for the record. Brenda Larsen-Mitchell. So our first presentation this evening shares findings from select questions on the student district-wide survey focusing on perceptions of student safety. Our team will share that. High school students reported feeling safer for the second year in a row, and additionally, eligible survey participation has increased, offering us a greater opportunity to learn more from our district community. So I will turn it over to the team. Dr. Mancl. Thank you.

Trustee Garcia Morales:

Thank you. Dr. Larsen-Mitchell. Dr. Mancl?

Dustin Mancl:

Great. Thank you, Madam President and members of the board.

Trustee Garcia Morales:

Thank you for just hanging onto... one second while we... I think we're good. Go ahead, Dr. Mancl.

Dustin Mancl:

Thank you, Madam President. Madam President, members of the board, Interim Superintendent, Dr. Larsen-Mitchell. For the record, Dustin Mancl, chief academic officer. I'm joined by Greg Manzi, our assistant Superintendent of the Assessment Accountability Research and School Improvement Division, and Kevin McPartlin, our associate superintendent of education services division before you. Tonight is a presentation aligned to the district's strategic plan focus 2024, providing an update on the indicator perceptions of student safety. The indicator of perceptions of student safety contributes to the vision of the board of school trustees through the student success priority area, specifically safety and engagement.

The results were previously presented in May 2019, May 2022, and most recently in May 2023. The measure of perceptions of student safety included in Focus 2024 is derived from four questions within the district's wide survey for students, as shown on the slide. One, I sometimes stay home because I don't feel safe at this school. Two, students feel safe in this school. Three, this school has safety procedures that work. And four, this school is safe. It is important to note that for the first item, responding negatively is the desired outcome.

Therefore, responses to this question are reversed to calculate the measure of perceptions on student safety. The district-wide survey for students is administered on an annual basis, typically in the months of November and December, the most recent administration took place from October 30th, 2023 through December 15th, 2023. The district-wide survey for students is available in English and Spanish. The current iteration of this survey is in its eighth consecutive year, and was developed during the 2015/2016 school year in partnership with West Ed. The questions are from a combination of prior CCSD iterations of the survey, the University of Chicago Consortium on School Research and the Nevada Department of Education. The full district-wide survey captures student perceptions in a variety of areas, including parent involvement, learning attitudes, social learning, and perceptions of school performance.

Greg Manzi:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell. For the record, Greg Manzi, assistant Superintendent of Assessment, accountability Research and School Improvement Division. A purpose of the district-wide survey is to elicit feedback on the culture and community informing our theory of action that if we focus on strengthening school communities by implementing multi-tiered system of supports or MTSS, students perception of safety will increase. The trustees may recall that during a December 2021 regular board meeting, the board approved policy 6120 multi-tiered system of supports policy 6120 requires that all schools in collaboration with stakeholders implement the district wide framework for a multi-tiered system of supports to ensure all students receive equitable access to opportunities to promote each student's academic achievement, social-emotional growth, and behavioral development. In the past two years, we have strategically rolled out professional learning sessions for our educators around multi-tiered system of supports.

The district-wide survey for students is administered in grade four through grade 12. The district overall results for the perception of safety are shown on this first slide. The 2023/2024 results show fairly stable and consistent student responses over the prior three years with most student group results near the district rate. The full results of the district-wide survey will be available tomorrow on the district website data.ccsd.net under the Surveys category. This includes district, municipality, region, and school level results.

On the next slide, you'll find the results from elementary schools. For elementary schools, the results include students in grade four and grade five. The grades at elementary are purposely selected to allow for the highest degree of independence in the completion of the survey, therefore more reliable results of student perceptions. The results of the 2023/2024 school year reveal slightly lower positive responses across the majority of student groups when compared to the prior year results.

On the third data slide, you'll find the results from middle schools. For middle schools, the results include students in grades six through grade eight. The results of the 2023/2024 school year reveal slightly lower positive responses across most student groups when compared to the previous year results. On the final data slide of results, you'll find high schools. For high schools, the results include students in grade nine through grade 12. We can observe that the results of the 2023/2024 school year are slightly increased for the second consecutive year, including across the majority of student groups. This also represents the highest district rate with the exception of the 2020/2021 school year completed during distance learning.

You'll find that the table on this slide includes a note about the targets while reporting out the current rates for the 2023/2024 school year targets from the Focus 2024 strategic plan expired at the conclusion of the 2022/2023 school year, but are provided for your reference when comparing actual to previous targets. Limited context is available to the district performance to others. Comparison rates were generated based on similar questions, but no district asked the identical questions that we have in our district-wide survey. The results from the Los Angeles Unified district are derived from one question: I feel safe in this school or in online school sessions.

When reviewing the annual trend for Los Angeles Unified School District, we do observe that their results were likely influenced similar to ours during the 2020/2021 school year while in distance learning the results for Washoe County School District, Denver Public Schools and Miami Dade County Public schools are derived from a singular question all similar to; I feel Safe at my school. Results for Albuquerque Public Schools and Houston Independent School District. Were not available for comparison.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Kevin McPartlin, associate superintendent of the Education Services Division. For the record, as we reflect on these results, we acknowledge the challenges, successes, and lessons learned. Our challenges include safety improvements were prioritized as they could not be completed at all school sites concurrently. There was an intentional focus on high school site safety improvements that included single point of entry camera upgrades, staffing and randomized searches from school police. We acknowledge that additional insight is required at the other levels, including the expansion of student town hall meetings at middle schools that I've shared with you during previous board presentations. Additionally, there are external influences on student perceptions of safety, including the media, community and families with a greater influence expected for younger students, which was potentially revealed within the data.

Our successes include the site safety enhancements at our high schools that were previously mentioned. The district-wide implementation of an instant alert system for safety, emergency and health-related incidents is available for all staff and accompanied by procedures and response plans. Another success is for two consecutive years, we experienced an increase in the percentage of eligible students participating in this survey. We also regularly collaborate with principals to implement solutions to challenges through the principal safety work group. This led to the adoption of the student ID badge protocols and the signal blocking pouches for next year.

Our lessons learned include we must continue to focus on student safety through MTSS that is inclusive of academic behavior and social emotional needs of all students. We have also identified the need for consistent protocols for student re-engagement after students are removed from the learning environment, following behavior infractions aligned with the pre-K through 12 student code of conduct. We are aware that all student groups require ongoing professional learning in order to contribute to positive perceptions of student safety. Finally, we've learned that we must explore avenues to hear more student voices at all levels of the district on a more regular basis.

Greg Manzi:

Madam President, members of the board, interim superintendent Dr. Larsen-Mitchell. For the record, Greg Manzi, assistant superintendent. Our next steps include the public release of the full district-wide survey results on data.ccsd.net. The results of the district-wide survey will be utilized by school continuous improvement teams as part of the school performance plan process from May 2024 through June of 2024. Principal supervisors work alongside principals in the upcoming monitoring cycle to review and discuss the results of the district-wide survey to inform any action planning. In the summer school continuous improvement teams will have an opportunity to revise the school performance plan, to incorporate action steps that address the observations from the district-wide survey results leading to implementation and revision of the plan during the 2024/2025 school year. Thank you for this opportunity to share the perceptions of student safety update. At this time, we'll pause and take any questions from the board.

Trustee Garcia Morales:

Thank you Mr. Manzi. Colleagues, if it's okay, thank you gentlemen. I appreciate your time. Colleagues, if it's okay, we hear from public comment first. Okay. I'm going to begin with individuals who signed up in advance. I'll go with Autumn Tampa... I'm sorry, give me one minute. I'm actually going to give Mr. Friends a chance to come up and then you'll be next. And then Dr. Bemoll. Mr. Friends, come on up, please, and please state your name for the record.

Public Hearing

Frank Friends:

My name is Frank Friends, I've spent over 15 years running towards shots fired calls, protecting children, communities, things like that. So I understand safety. Last year we had 330 weapons on campus. That's 1.8 weapons a day. This year you found 285. That's 1.5 weapons a day. You found 46 total weapons, guns is what we're going with. They said 23 were found on site on school campuses. That's one a day. So you're telling us these children are feeling safer, but yet our schools aren't safer. Nobody has told us that you guys are finding these guns on campus at all. I've never been instructed that my daughter's school had something going on. You guys need single point entry. You need metal detectors on campus, not just specifically during sporting events. They need to be on campus at all times.

These are the only ways to address this, and everybody that's talking about armed... You need armed site personnel. Takes three seconds to three minutes for on-site armed personnel to end a threat. It takes three minutes to 12 minutes for that threat to get to the police, and not to mention, 911 went down. What were we going to do when 911's down and we have a massive event in one of our schools? There's nothing we can do. We need somebody on-site to handle this. So I implore you guys to please look into that. Get metal detectors on site, get armed personnel on site. That's all I'm asking.

Trustee Garcia Morales:

Thank you, Mr. Friends. Ms. Tampa.

Autumn Tampa:

Autumn Tampa speaking as an individual. I get a little choked up and emotional because I have been in this district for 26 years. I've worked at over 160 schools for different things at one point in time, either being a substitute teacher, weed attester, tutor, and I have seen quite a bit. I have gone to the prime six schools, I think they were called at one time. Some of the highest risk schools in this district. And I think I was quite naive when I came to this district. I grew up in comfortable suburbs, because my parents worked really hard to give us that safety. When I came to Las Vegas, I was in culture shock, I'll tell you that much. And I was young and a naive, and so safety, I wasn't afraid because I wasn't hurt. And I think I see that in the elementary school children.

They don't know to be afraid, because they're innocent, because they're naive just like I was. Even more so because they're little. And so I think that that's one of the things that needs to be taken into consideration. The other thing is there's different kinds of safety. Am I afraid of my coworker? Well, as an employee, that's a whole other issue. But I'm going to get to the safety of children. So are children afraid to be bullied? Are children getting hurt feelings? Are they getting hurt bodies? And where is that coming from? Is that coming from their classmates? Is that coming on the way to and from school? And I've had children, way too many, that have that happening at home. And so I think that we are not delving into this detailed enough. When you ask a question, do you feel safe? What does that mean to a fourth grader or a fifth grader?

What does that mean? Are you elaborating? I think these surveys have to be more specific, and I really think that we need to delve into it in a way that children would look at it, not adults. And I see it oftentimes from adult perspective. I also see a lot of lacks, now being a substitute teacher again. I've been to over 20 schools in the last couple months and I'll tell you what, they're not taking it seriously. They're not locking the doors. They're putting magnets in them. They're even leaving the outside doors open. There is not one

Autumn Tampa:

single point of entry. And most of the schools I've been to, I'm like, I say something and then I'm bullied and targeted for speaking up, which has been the story of my career. But I still speak up because I can't not speak up. That's who I am and that's who I choose to be. You guys really need to look more carefully. Thank you.

Trustee Garcia Morales:

Thank you, Ms... Dr. Bemoll. Please hold your applause ladies and gentlemen. Thank you. Dr. Bemoll? Thank you.

Tiffanie Bemoll:

Good evening. Tiffany Bemoll for the record. No lie, I am kind of scared now. So like yay safety. Woo. I don't feel safe at my school if that makes anyone feel better. There are many challenges to student safety on our campuses, and I do feel that after the El Dorado incident, we've kind of started moving in the right directions. However, there are still pockets of scary out there. For example, when we got our super awesome badges, three months after I got mine, my AP notified me mine was never activated. So that's awesome. From parents and strangers being able to get on campus to wild and crazy social media accounts, kids can feel unsafe. And these results show that. If they didn't, we'd have a hundred percent safe kids on campus. If there's a challenge or think ahead to ponder, maybe it's trying to figure out how to curtail social media side of all of this because kids post these fighting sites for posts, like for likes and stuff.

So maybe parents need a way to be able to report these things and maybe admin can help curb that, because then kids wouldn't have to be worried about that side of it. I know the park next to our house, there's fights every single day and the neighbors are sick of it, so they report it every single day. I also think the one point of entry works if you truly only have one entry point, which Ms. Tampa just referenced. It's not always the case. My school doesn't. And schools that have 20 exterior doors, especially the older schools in the district have different challenges with that regard. Our office manager is trying to get a buzzer entry for our front office, for example, to help with managing the people trying to come on our campus. This is one way that my site is trying to further keep our students safe. Safety at the forefront.

I've had parents who have come into my portable without visitor badges just wandering in saying like, "Hey, I want to talk to you." That's not safe. I've had kids who come into my room who say, "Hey, I thought you were alone this period, and I want to talk to you." And that's not safe. There's a lot of reasons why I don't feel safe, and it's nice to know that there's kids that feel safe, but I think you should kind of worry about whether or not your grownups feel safe too. Thank you.

Trustee Garcia Morales:

Do we have any other public comment on this item? I don't see any colleagues so we're going to move on to discussion. At this point, we will turn it over to members. Trustee Guzmán.

Trustee Guzmán:

Thank you, President Garcia-Morales. And thank you for this presentation. I do have a couple of questions. I was very heartened that Washoe's data is very similar to ours. That makes me feel like we're on the right track. I wanted to ask you, Dr. McPartlin you mentioned the signal blocking pouches for next year for phones. And I've had some inquiries, and the inquiries were about what if something does happen, will our

Trustee Guzmán:

students be able to get their phones so that they can let their parents know that they're okay and safe? So will they be able to get their phones from that?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell. Trustee Guzmán, thank you for the question. It's an excellent question that we've heard from the public as well. So as part of the protocols, these are not locking pouches in any way. In most cases, the students are going to have access to their phone at their seat. If not, they'll be within sight. They'll be within reach in case of emergencies. Part of the protocols are even for emergency drills for students to access their phones during the drills. So these are not the locking pouches that we heard of in years previous of the phones being locked and students can get to them. Not the case with these.

Trustee Guzmán:

Great, thank you. And then I did like Ms. Tampa's question about defining safety. Do we define safety for the students when they're asked these questions?

Trustee Garcia Morales:

I think that may be... Is that a question that we... I'm looking at Dr. Larsen-Mitchell. All right. Mr. Manzi.

Greg Manzi:

Madam President. Members of the board. Interim Superintendent, Dr. Larsen-Mitchell. Trustee Guzmán. In terms of the survey, we want students to complete it with the highest degree of independence as possible. So there are no definitions provided to them in the completion of the survey.

Trustee Guzmán:

Great. Thank you. And then the last thing has to do with portables and the students in portables.... I know we can't pull them out and ask them specifically, but are we doing a touch point to check on students in portables? I know I've visited a couple of sites, specifically Basic High School where they have a lot of them and I'm just curious on their thoughts of safety because it's really hard to have one point of entry at Basic High School.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Guzmán, Kevin McPartlin for the record. So that is a great question again, and part of the whole process of the single point of entry. So I'll speak just specifically about Arbor View High School, where I came from, which also had a number of portables, 24 actually. And so as part of the single point of entry, there was fencing put around the entire building through that, so once students entered the campus that was still part of an area that's not accessible to the public. So that is being part of the single point of entry, which will be expanded to the other levels.

Trustee Guzmán:

Great. Thank you so much.

Trustee Garcia Morales:

Thank you Trustee Guzmán. Trustee Zamora?

Trustee Zamora:

Thank you, Madam President. Thank you for the presentation. I know I had a few questions when we did get a briefing about this, and I just wanted to say thank you for the response for the folks, I asked if we had concrete numbers of the students who participated in the survey and when that was shared out, it said survey eligible student enrollment, and there was a number there. What makes a student eligible to take this survey?

Greg Manzi:

Madam President, members of the board, Interim Superintendent, Dr. Larsen-Mitchell, Trustee Zamora. The eligibility of the student is based on their enrollment in the school, primary enrollment, so they can only be enrolled at one school. So it's attributed to that one school's location for the purpose of the survey results.

Trustee Zamora:

Okay. I have a second question, which is a little bit of what Trustee Guzmán touched on. I do have a fourth grader and fifth grader, and I know if I asked them the question, do you feel safe, it would be a completely different answer than a high school student, because of the understanding and definition of safety. So is there a way that we can design the survey to the age group?

Trustee Garcia Morales:

Is that a question currently, forgive me Trustee Zamora, is that meant to ask if we currently ask the question differently to different age groups?

Trustee Zamora:

I think it'd be more in the future because it sounds like this is already in place and it's going and being sent out to tomorrow. So, in the future can it be designed per age group?

Trustee Garcia Morales:

Yeah, I think that's something that Dr... Forgive me. I'm jumping in, and I don't mean to, but I'm trying to read the room and a better sense of that. That is something that could be considered. I'm not sure that in terms of day-to-day operations, Dr. Larsen-Mitchell? I need to turn on your mic, here we go.

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell, thank you for the question. Right now, the survey is differentiated based on the grade levels of the students that the results are going to be displayed tomorrow. If that was something that we wanted to look at in the future regarding safety specifically defined at the different grade levels that is something that we could look into.

Trustee Zamora:

Okay. Thank you.

Trustee Garcia Morales:

Thank you Trustee Zamora. Trustee Cavazos.

Trustee Cavazos:

Thank you Madam President, Dr. Mancl, Mr. Manzi, Mr. McPartlin. Thank you so much as always for your presentation. Many of my questions have been answered already by my colleague's questions, so I'm grateful. I just wanted to ask you to reiterate something that one of our public commenters brought up and also a constituent had contacted me on. And, why are the four questions that we use as the foundation, why are they intentionally general? I think you touched on it just a little bit, but they have a question about why are they intentionally general, and then what is the follow up? And I think I know the answer, but if you wouldn't mind.

Greg Manzi:

Madam President, members of the board, Interim, Superintendent Larsen-Mitchell, Trustee, Cavazos. The questions for the survey were identified during the strategic planning process and used for this measure, they're worded this way leaning on the research as we mentioned from the University of Chicago consortium, also elements from the Nevada Department of Education. So we can count our climate survey for their component as well. So that makes up the questions that are put on the survey and the ones that were here were purposefully selected during the strategic planning process.

Trustee Cavazos:

Thank you so much. So again, kind of reflecting, so we don't want to set any parameters or specific definitions so that we're not intentionally influencing their answers, would that be correct to say, or somewhere in the ballpark?

Greg Manzi:

Madam President, members of the board. Interim Superintendent. Trustee Cavazos, yes. We want students to complete this as independently as possible.

Trustee Cavazos:

Okay, thank you. And I just wanted to state that referring back to what Trustee Zamora had said, I think that that is an absolutely valid thing to possibly look into for the future because I think that that would lend more credibility to our surveys. We oftentimes get a lot of questions from our constituents asking about basically the credibility of our survey. I can't think of another word to use right now, so thank you so much, appreciate it.

Trustee Garcia Morales:

Thank you Trustee Cavazos, Trustee Esparza Stoffregan.

Trustee Esparza-Stoffregan:

Thank you gentlemen for the presentation. Forgive my voice a bit with allergies, but I have three. Specifically, I kind of see a little bit of a correlation between your percentages of Title one schools, which is a bit lower compared to the district average. Our teacher vacancies at our Title one schools is a big concern. So I'd like to know specifically going into the new year, are we considering and looking at the lack

Trustee Esparza-Stoffregan:

of adults on a campus is contributing to the lack of safety? So it's not really a question, it's just an observation I had in your data that there's definitely a connection with the lack of individuals specifically at our Title one schools, which are often our most marginalized and underserved students.

My question is going to lead into a conversation that I had with an individual that reached out to me regarding training. So we have kind of discrepancies with the distribution of, I would say outcomes, sometimes because administrators are new. So what kind of training are we providing specifically to those individuals so that there's more consistency with some of those outcomes? And I know that it does dip into the restorative practice, MTSS process.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Esparza Stoffregan. Thank you. So absolutely, there is multiple levels of training from multiple departments. So specifically regarding new administrators through our leadership development program, we have a lot going on there. With restorative practices this summer, they're doing a full restorative practices, 51, 37, 39 training through ESD. We are doing trainings with MTSS really to show that connection between the Tier one instruction, and student engagement, and student behaviors. So these are things that are going on every summer. It's kind of our annual plus some additional ones, but they'll all be in place before the start of the next school year.

Trustee Esparza-Stoffregan:

Thank you for that. And that's something I think we would love to have follow up on and really looking at the numbers of those individuals just because I know that's a concern that's been raised. My last question, president, with permission, I like the fact that you have a principal safety group, work group. So I want to say that oftentimes the answers are in the room, those that are closest to the work. Tell us a little bit more about that group and what are those conversations that they're having and solutions that they're raising?

Kevin McPartlin:

Madam President, members of the board. Interim Superintendent Larsen-Mitchell, Trustee Esparza Stoffregan. So this group, which is run through Operations and Safety Management, but it is a group that I participate in as well. And so there are principals at every level, principals in schools, in all different types of schools and very much they are, as you said, leading the charge through us through their experience with the students. So the idea of the pouches, the signal blocking pouches actually came directly from a principal who had done some research on their own. The ID badges, really trying to explore that out and coming up with best practices of how to make that work on a campus so we can identify every person on our campus, came from the principal group. So it is a very powerful group. Meet regularly, meet tomorrow. And really it's definitely, is leading the way, because as you said, these are the people that are on the ground dealing with it.

Trustee Garcia Morales:

Thank you, Trustee Johnson.

Trustee Johnson:

Yeah, thank you so much. And I appreciate the presentation. This is actually very educational for me. One of the slides had a timeline of next steps and one of the next steps was an analysis of the data in and of itself. When you do that analysis, is there a way that either the board can get some of that analysis, or that the public can get that analysis? Because I think it would be helpful to be able to explain some of the data that we see. So for example, the big shift between safety perception in elementary and in middle school, and then it rises again in high school. And so I imagine that analysis will uncover some of that?

Greg Manzi:

Madam President, members of the board, Interim Superintendent Dr. Larsen-Mitchell, Trustee Johnson. Greg Manzi for the record. So in terms of the analysis that's done, that's done as part of the continuous improvement process at the school level. So they're looking at the results in collaboration with their continuous improvement team, possibly their school organizational team as well included in that process. And then looking at where they infuse that within their action steps or their planning within their school performance plans. Those plans then are made public and available for the community to be able to look at and see how is the school going to be improving student outcomes. We specifically have engagement and community connection part of the school performance plan, and a lot of the information that we guide schools to using is looking at the results of the district wide survey to inform their next steps and actions that they would take.

Trustee Johnson:

So what I heard was that this will happen at the school level, but then at the central level, there's not an aggregate level of analysis. Or is there, and I missed it?

Greg Manzi:

Madam President, members of the board, Interim Superintendent, Dr. Larsen-Mitchell, Trustee Johnson. Greg Manzi for the record. We do a central analysis as well. We recently looked at the information, a specific question in the teaching and learning unit collaborative, helping to inform our root cause analysis and give us hard data on the action steps and pieces that we want to put in place as a district initiative, and then how we work through the professional learning, enhance our processes and bring that to school sites as well.

Trustee Johnson:

That's helpful, thank you. And then the last thing I'll ask, I'm trying to figure out the best way to formulate the question, but what we got was called the perception of safety and language is so specific. So perception and actual could be two separate things. How do we measure actual safety and articulate that, versus the perception that students have so that they can know if they say, we don't feel safe, and then we can say you are safe, or if we say you are safe and they say, we don't feel safe, we can make sure that both are aligned, the perception and the reality. How do we measure actual safety and report that? And then how does that come to all of us?

Dustin Mancl:

Madam President, members of the board, Interim Superintendent Dr. Larsen-Mitchell, Dustin Mancl for the record. Wonderful question. The perception of a child's safety is the reality. And you have to take their

Dustin Mancl:

perception at face value. So if they feel not safe, then that's their reality. And so we need to be addressing that. And I think that is a lot of the work through Education Services division and Mr. McPartlin's team. Their perception of safety, if they believe that they're safe in their classroom, that may have been caused by the teacher creating a safe learning environment where they feel comfortable working with each other, asking the teacher questions, asking them for help. That's their perception of safety. So I think it is very difficult to distinguish the difference of what we may see as a perception or the reality. In this survey and the work that we're doing, their perception is the reality that we are going to take action on.

Trustee Johnson:

Okay, I appreciate, and I actually understand where you're coming from. Because each person has to feel safe. And if they say they feel safe, then we've kind of done the job. And I would imagine, like Metro would say, if they took a survey of the city and members of the city said, yep, we are safe, but they still say homicides are X and robberies are X.

And so do we have those measures of the hard figures? Because I think it's important for us to yes, validate every person's feelings, and I want to make sure that we're doing that, and reporting out that we don't have any fights on campus, or we had X number of suspensions, or whatever the actual numbers are, so that we can also tell that half of the story as well, so that when folks come and they want to understand what our schools are, so we can tell the story of our students and teachers feel this way, and then they actually, we've seen a decrease in fights. We've seen a decrease in X, Y, and Z. So that both of those things can line up and we can communicate that to our constituents and to people who are listening all over the community.

Brenda Larsen-Mitchell:

Madam President, members of the board, Brenda Larsen-Mitchell for the record. Thank you for the additional insight. Trustee Johnson, yes, we collect that data as well, like discretionary expulsions, expulsions, suspensions, fighting, tardies, attendance, all of those different pieces, battery to staff, battery to student. We collect all of that data, we monitor that data. We work very closely with our principals to put systems and structures in place to help that data. So there's the perception and then there's also the other data that we collect to make sure that we have a full perspective of what is happening at the school.

Trustee Johnson:

And do we share that out as well to...?

Brenda Larsen-Mitchell:

Madam President, members of the board for the record, Brenda Larsen-Mitchell, Trustee Johnson. Yes, we share that out as well. It's on our data website.

Trustee Johnson:

Okay. Thanks so much. And this is not the grill, I just wanted to make sure that we align everything so that people, when they walk away from here, they say, oh yes, students feel safe, and then they actually are safe as well. So they know we're doing the job that we need to make sure that we're doing.

Trustee Garcia Morales:

Thank you. Trustee Bustamante Adams you're next in the queue. And then I see some colleagues who have not gone into comments. And if it's okay with the individuals who are currently in the queue and have already spoken, I'll turn to them and then the members in the cloud. Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you Madam President. I'm also interested in that alignment. So my question is, in the principal group, and you might've mentioned this, and I'm sorry if I missed it, but how are they selected? Or can you volunteer to be part of the group?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Bustamante Adams. So the principals are identified in two different ways. One is they volunteer because they have an interest or they have an expertise in that area. Two, they are solicited as well, because of that. So it's both, but it's a group of people, again, that are from very different schools, very different levels that this is something they're passionate about and want to be a part of the discussion.

Trustee Bustamante Adams:

And then to follow up on that question, what's the length of time that they serve and does it rotate so that everybody gets a chance if they want to?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Bustamante Adams. It is an open placement. So at this point, we've not limited the numbers on the committee in order to rotate people in and out. So every principal that's wanted to be a part of it or has been asked to be a part of it is there. So at this point, its 15, 16 individuals including central and administrators. And again, very effective group.

Trustee Bustamante Adams:

Thank you so much. And then my last question is on the data website. So at one point, and I'm not sure if we discussed it, we might've discussed it as a trustees, but the data, I know we keep talking about the data website, and sometimes you can go to a website and navigate it and know where to find stuff, and others it is difficult because there are auditory learners. And so my question is, is there, we had discussed at one point doing a video recording so like a YouTube, then I would know where to go find this data, or if I could just list it by District F. And then the information that Trustee Johnson mentioned, knowing that there's an alignment, because that data is also correlated to the work that we do. And this might not be for you now, but that was another way for us to get the information to the community for those who may have trouble navigating our data website. So you don't have to answer, it's just a statement.

Trustee Garcia Morales:

Thank you Trustee Bustamante Adams. I think I hear you saying tutorials, video tutorials to help us also navigate the website.

Trustee Bustamante Adams:

We had a video tutorial today, which was really helpful.

Trustee Garcia Morales:

Yeah, thank you. All right, Trustee Brooks, and then I'll go to colleagues in the air.

Trustee Brooks:

Thank you, Madam President, could you talk a little bit about what the district's doing for additional weapons detection?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent, Larsen-Mitchell, Trustee Brooks, thank you for the question. It is a discussion point today in our level meetings with principals as well. So with weapons detection, which is being run through the operations division, we are at this point using the new higher level, quicker pass models. We're looking to put those in for athletic events as a starting point to roll these out at the high volume football, basketball at the secondary level is at this point where that's going to be rolled out. Potential to expand, potential to increase, but that's kind of the initial rollout at this time.

Trustee Brooks:

Thank you. And I don't know if this question is too philosophical in nature, so I'll try. But how do you balance the push and pull in the broader community for really hardening schools and also keeping them warm and inviting places that people want to be?

Trustee Garcia Morales:

Deep, deep, deep questions. I'm going to turn it over to Dr. Larsen-Mitchell. There we go.

Brenda Larsen-Mitchell:

Madam President, members of the board. Brenda Larsen-Mitchell for the record. Trustee Brooks. Great question. Right, balance. So I would say that we have layers of safety that we have been implementing for the last couple of years to really promote safety on our campus. That is a top priority for us, for both students and staff. And I think also to keep the love of learning there and a very positive learning environment. It's about the relationships, it's about the trust, it's about the meaningful relationships and connections that we have between students and adults on campus. And that every student feels like they have a meaningful connection with an adult and that they can be successful in their learning on campus while we have those additional layers of safety.

Trustee Brooks:

Thank you for that. I appreciate that. I know it's increasingly more complicated. And this question I think you touched on, or this statement, question, it seems like there is definitely an impact with the younger students with social media because they're growing up in a time where they have access much younger than the high scholars. And I'm wondering what do we think as a district, or what is it that we can do as a society to counter that? Because the way this is trending is not positive. And I don't know that social media is

Trustee Brooks:

necessarily going away. So do you feel that there is a strong impact from social media and are there any actions that we can take as a district, or that we should take as a community to counter that?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Brooks. That is another deep thought and deep question. But I think in general it's about balance. It's about education, it's about training our students. So I think the first part is, what we're looking to put in place next year to separate students during instruction time from it. Just that relief of not having to be on, they're not having to keep their presence at all times. So that's going to be a huge part. But then also through the SEL lessons we're having in schools, through the trainings we're having in schools, just to show students just the positive place of not being on social media all the time. I know there are schools, right now high schools where you'll see that students at a cafeteria table will put all their phones in the middle and they have this contest where the first person that grabs their phone loses. And so we're seeing this kind of trend where students want to, just the pressure to stay on is something we need to overcome. And part of that is just through education for sure.

Trustee Brooks:

Thank you. I appreciate the information in your work.

Trustee Garcia Morales:

Thank you. I'm going to turn it over to our colleagues in the air and then I'll take an opportunity to share some comments. Trustee Williams, do you have any questions at this time?

Trustee Williams:

I don't have any questions. I just appreciate them bringing all this information forward. It's so nice to really hear and get an update.

Trustee Garcia Morales:

Thank you Trustee Williams. Trustee Satory. Okay. I'm going to turn it... Trustee Satory, you may be speaking on mute, but just know that you can jump in if you would like to share some comments.

On the note of deep reflective thoughts about safety in general and even social media. And I just can't help to think of how quickly as a society we are moving on AI, on social media. The use of technology is really creating such ripple effects in our everyday society, even for adults. And this reminds me, this week we celebrated, Trustee Johnson and I celebrated the 70th year anniversary of, I am blanking out on the school's name, of Wasden Elementary School. Thank you. And in the time capsule that they had pulled out of their school, they'd been sitting there for 40 years. Thank you. Yeah. Mr. French will tell us when it's time.

Trustee Bustamante Adams:

It's because Trustee Satory has her mic on.

Trustee Garcia Morales:

All right, I think we're good now. Thank you. Yeah, Wasden Elementary School put a time capsule on the ground 40 years ago. We just pulled it out this week and it had a VHS piece. It had a cassette player with the top 10 songs of 1983, go top 10 songs, you can imagine what that was. It had a Lean Cuisine, an empty Lean Cuisine box. And just to think about what the advancements that we've had in technology, if we have a time capsule now, what would go in there for the future students?

Certainly a cell phone, iPad, who knows what other things, couple QR codes. But I just can't help but to think about how fast and quickly advancements are happening in technology and how we as a district, and as a community more importantly, have to be responsive to the needs of our community so that, of our students and the changing time, so that we ensure that everyone feels safe and both students and staff.

And grateful for these types of discussions because we can continue... That are part of our focus 2024 presentations to start to help us consider all the impacts that the board has at the governing level on our school district, specifically to develop policy that helps our kids and staff feel safe and have safe perceptions about safety on campus too. I'm going to turn it over to Trustee Satory, who is on the line.

Trustee Satory:

Hi, can you hear me now?

Trustee Garcia Morales:

Yes. Hi.

Trustee Satory:

Excellent. Hi, sorry, I had some technical difficulties there. So yes, thank you very much for the presentation. I had some of the same sentiments that were already addressed. I'm really just wanting to dive more into the root cause. When students say that they aren't feeling safe, what is the cause of them not feeling safe, whether it's physical, whether it's bullying related, if it's coming from kids or adults? My thought was possibly if the survey was able to be designed so that when students selected that they do not feel safe, that it then directed them to further questioning to try to get more information of why they're making that statement.

But my question really revolves around the reentry plans and on the lessons learned where it talks about need for consistent protocols for re-engagement following defined incidents. Because a lot of times I know that's where students don't feel safe, is when there's an incident and the students are then returning to campus, just making sure those consistent protocols are in place and then making sure that other students are aware of those protocols that are in place. I know they can't know specific ones, but just knowing that those are taking place. What is kind of the next steps to ensure that those consistent protocols do get implemented at a higher degree?

Kevin McPartlin:

Madam President, members of the board. Interim Superintendent, Larsen-Mitchell, Trustee Satory. Thank you for that question. So this is going to be a huge push in our trainings this summer and in our new code of conduct that we'll be presenting forward to you. Really looking to partner with equity and diversity to provide training for staff on truly that re-engagement, that re-entry of a student when they've been removed from the school environment. So this would be for short-term suspensions and long-term, change of

Kevin McPartlin:

placements. We have new staffing that we're putting in in our academic centers that'll be part of a transition plan as students return to a comprehensive school. That warm handoff back to the school. Re-entry for students to again, do some of the restorative work before and after for again, the harm doer and the harm receiver.

So this is work that we're doing in partnership with equity and diversity. Again, the new code of conduct will lay it all very detailed of the steps schools are to take and as well as the trainings we're going to have this summer. So it's a shift and I think it's the right one.

Trustee Satory:

Thank you.

Trustee Garcia Morales:

Thank you. Turn it over to Trustee Esparza Stoffregan.

Trustee Esparza-Stoffregan:

Gentlemen, you give me more questions to ask, so, I'm going to go right for it. Thinking about our students' behaviors, it's definitely language, they're acting out for reasons which I know MTSS really digs into for trying to get to an understanding of why. So I guess my question would be, because I'm assuming that they're tracking behaviors, like minor incidents, major incidents. Centrally, what do you guys, when you look at that data to look at in the database for infinite campus, are you sending supports to schools to provide some additional assistance? And I'm going back to our title one schools that are lacking teachers and lacking individuals that may not have that. That's the first question.

Teleconference Call Connected

Teleconference call with Trustee Guzman was connected at 6:17 p.m.

Kevin McPartlin:

Madam President, members of the board. Interim Superintendent Larsen-Mitchell, Trustee Esparza-Stoffregan. So absolutely, that is a huge part of our work, especially at schools that may have some extra vacancies at the school site. So I have region directors that are for each region and they work with me to monitor that data and provide interventions and trainings specifically targeting what we're seeing at schools. Across the board we're also measuring and monitoring the types of infractions and the type of discipline that goes along with those infractions. And that's again, the work with equity and diversity we work on.

But again, really looking at, whatever the infraction is, is the restorative reentry piece that we can have with that. And so really as we look at the code of conduct, what infractions really don't belong in there because there's not a restorative piece to tie to that. So that's a huge piece of our work right now, and definitely, while we look at vacancies, but we're finding schools where really it's not a vacancy issue, it's just a retraining and reforming how they are addressing student behaviors.

Trustee Esparza-Stoffregan:

Okay. Thank you for that. The follow-up to that is, are we still looking at positive behavior supports as well? So instead of, are we not just being consequence focused, are we rewarding good behavior in our schools as well?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Esparza-Stoffregan. Absolutely. So, also expanded in the code of conduct. Again, working with some of the principal groups and getting ideas from principals about what's working. So that is a huge piece and a huge part of my principal advisory group through the education services division where they really. My principal advisory group through the education services division, where they really helped us revamp that part of the code of conduct. Absolutely.

Trustee Esparza-Stoffregan:

So, because some of us definitely represent municipalities, I've been having conversations with mine in Henderson, they want to know what kind of outreach or supports can we do specifically to support the work that you're doing. And it can be an offline conversation, but I want it to be stated publicly, so just put it out there. It doesn't need to be answered now.

Trustee Garcia Morales:

Thank you Trustee Esparza Stoffregan. All right, Trustee Cavazos.

Trustee Cavazos:

Thank you, Madam President. Just a couple of brief follow-ups, again brought up by my colleagues and some of your explanations also. Also, a couple short ones from me. Are the principals in this principal group that are some of the ones that you said, I'll use your word, being solicited, to be requested to be in this group. Are they specifically being asked because of large safety or violence issues at their particular school sites?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Cavazos. So not necessarily. A lot of them are schools that have had great success and we want to bring in that, but then others are principals that have identified, "Look, I'm struggling in this area. I want to join this group." So it is both. But certainly we're not targeting because we see problems, so forcing them in a group.

Trustee Cavazos:

Okay. Thank you. My other question that is mine, is do we have any data for the school sites that have been already using weapons detection systems for athletic events? Do we have any data on that?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Cavazos. So at four games, just to be clear, we do have metal detecting going on at games, at large games where there's ticket takers and money, so that is occurring. I will have to find out what data is being tracked on that, but it's not a new scenario at the games.

Trustee Cavazos:

Okay. I appreciate that, Mr. McPartlin. Thank you. And I have one question that came in and it's from a student. And they said, "Ms. Cavazos, when there are guns and other weapons found at my school and so many fights and bullying going on, and not everyone knows what's going on because they don't tell us, I just want you to know I can't just explain this on a survey question." So they asked me to pass that on to you. Thank you.

Trustee Garcia Morales:

All right colleagues. I believe that concludes... Spoke too soon. Spoke too soon. Nope, you're good. Colleagues, I'm going to turn it over to Trustee Zamora.

Trustee Zamora:

Thank you, Madam President. Trustee Cavazos just sparked a question as we were talking about the phone policy that's going to be implemented with the pouches, not locked pouches, but the pouches. I think it's more of a comment because I don't think you can answer the question that I really do have. But just thinking of pre-planning, when something does happen, because I think what we see a lot is that there's a news break that happens and parents find out what's happening in the school through social media before the school reaches out. So just keeping that front of mind and making sure that we can get ahead of it before it's... We can't avoid what happens in social media, but just always being the first ones to be able to reach out to the families because I know that can be frustrating to a lot of families, that it's, "Why am I finding out through social media, through Facebook, through Twitter, over the own district." So just thinking about that as we're moving into this new space.

Trustee Garcia Morales:

All right. Thank you colleagues for the discussion. I believe that concludes trustee questions. I am seeking a motion. Trustee Brooks?

Trustee Brooks:

Thank you Madam President. I move to approve the update as presented.

Trustee Garcia Morales:

Thank you. Trustee Cavazos.

Trustee Cavazos:

Thank you Madam President. I will second that.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. Colleagues, we have a motion by Trustee Brooks, a second by Trustee Cavazos. Please cast your vote. Trustee Guzmán, I believe you're on the line.

Trustee Guzmán:

Yes, aye.

Trustee Garcia Morales:
Thank you. Trustee Williams?

Trustee Williams:
Aye.

Trustee Garcia Morales:
Thank you, colleagues. That motion passes seven to zero. Thank you very much for your presentation today, Mr. Manzi and Mr. McPartlin.

3.02 Focus: 2024 Strategic Plan Update — Chronic Absenteeism.

Presentation and discussion on the acceptance of a report as presented on Focus: 2024 Indicators and Results pertaining to SS-4(B): Chronic absenteeism. (For Possible Action) [Contact Person: Melissa Gutierrez] (Ref. 3.02) (According to Governance Policy B/SE-3: Board Report and Progress Monitoring, B/SE-4: Board Report Content, B/SE-6: Board Report Schedule, and B/SE-7: Board Response to Board Reports)

Motion to approve.

Motion: Brooks Second: Cavazos Vote: Unanimous

Trustee Garcia Morales:

Moving right along. Item 3.02. This is an action item and anybody who has not had a chance to complete their public speaking card, please do so now. All right. Once we begin the presentation, we will no longer accept yellow public comment cards on this item. Okay. All right. We're going to begin with presentation. Dr. Larsen-Mitchell?

Brenda Larsen-Mitchell:

Thank you Madam President, members of the board, for the record, Brenda Larsen-Mitchell. So we have an update on chronic absenteeism. We decided to spice it up a little bit this evening. We've got three of our amazing principals that have shown decreases in their chronic absenteeism. So Mr. McPartlin has shifted over in his seat and we have Ms. Jones as well with us this evening, but we have Ms. Miani, Elementary School principal at Jydstrup. We have Ms. Evans, Middle School principal at Swainston, and we have Mr. Jonathan Synold at Foothill High School. And again, they've done some amazing work in decreasing chronic absenteeism, so we thought it'd be a great opportunity for you to hear from them and the work that they're doing. Thank you.

Trustee Garcia Morales:

Thank you, Dr. Larsen-Mitchell. Mr. McPartlin?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Kevin McPartlin, associate Superintendent of Education Services Division for the record. This is the regular focus 2024 Strategic Plan Report on Chronic Absenteeism, which will cover our efforts and results through the end of

Kevin McPartlin:

the third quarter of this year through March 8th, to be specific. Again as Interim Superintendent Larsen-Mitchell mentioned, we are changing up our presentation today with the support of Deputy Superintendent Gutierrez, and we believe that you'll be happy to hear from the schools directly. As a reminder, these chronic absenteeism presentations contribute to the vision of the board of school trustees under the student success priority and within the area of safety and engagement. As part of the focus 2024 strategic plan, we have presented chronic absenteeism updates multiple times starting in 2019 with the last presentation occurring during the board meeting on February 8th, 2024, which as you may recall, was held in Henderson.

Before I review our theory of action, I'd like to restate the definition of chronic absenteeism for you based on some questions we received from past briefings. Chronic absenteeism is the total percentage of students who are absent for 10% or more of enrolled days. In past presentations, we've discussed how chronic absenteeism includes both excused and unexcused absences. In general, chronic absenteeism includes all days that students are away from instruction regardless of parent communication or reason. This is different than what we may deal with when we have to deny credit for secondary students based on attendance. When we are dealing with denying credit, in general, we do not count excused absences against students. So two very different systems and metrics.

Returning to the slide. For chronic absenteeism we are maintaining our theory of action based on the positive results we're seeing this year, which is that if we work with multiple agencies and district departments, and if we provide high quality tier one instruction and MTSS supports with effective monitoring tools, then chronic absenteeism will decrease. Our strategies to combat chronic absenteeism are aligned to our theory of action and includes our comprehensive data dashboard, which is used by schools and central offices to analyze student data and develop early warning systems to guide our efforts to support students and families. We also continue to increase our partnerships both internally and externally in the community to provide wraparound services to our students and families. Madam President, with your permission, I'd like to turn it over to Ms. Jones, Director of Chronic Absenteeism, to review the data points for you.

Danielle Jones:

Thank you. Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Danielle Jones for the record. First I'd like to share the visualization of the chronic absenteeism rate by student group during the first three quarters of the school year. The light blue column on the right of each grouping demonstrates a substantial reduction in chronic absenteeism so far this year, from 36% last year to 30.3% during the first three quarters of this year. Additionally, the chronic absenteeism rate has decreased for every student group compared to this year. This slide has traditionally been used to demonstrate chronic absenteeism rates. Compared to targets that were set prior to COVID, although the focus 2024 targets have concluded, we still want to report the data in order to showcase that chronic absenteeism has decreased for all student groups so far this year.

Comparing these rates to the same time last year, we see a 6.1% reduction for Hispanic Latino student groups, special education student groups, English language learner student group, and 5.5% reduction for African-American student group. This slide demonstrates the gap between the highest and lowest student groups for chronic absenteeism. And again, while the targets have concluded, with the ending of the focus 2024 strategic plan, we wanted to showcase the gap has decreased this year. Last year at this time, the gap was nearly 28%. While we have a lot of work to do still, we're moving in the right direction.

Danielle Jones:

This slide is where we showcase our data compared to similar districts. As with our last presentation, we're not able to see mid-year data for these other districts, but I'm happy to report that several of the districts have updated their data dashboards, and with the exception of one district, we're now able to at least provide you the year-end data up to the end of the last school year. The dark green bar on the right side of each cluster is the 2022-2023 last year, school year for each district. Next, I'd like to highlight some of the challenges, successes, and lessons learned since the last presentation on this topic. One of the challenges is that we have a wide range of circumstances that require multiple strategies to assist our students and families. As we analyze and identify some trends in the root causes of chronic absenteeism, education services division is excited to partner with the district's multi-tiered systems of support, or MTSS department, provides summer professional learning sessions to support our school administrators and their efforts to focus on tier one instruction.

We know that having quality instruction plays a major role in student engagement and attendance. I'd like to share some highlights of all the home visits being done for attendance. Our newest initiative support our school-based employees who wish to do some home visits for their own students is off to a great start. We've had over 75 schools sign up to participate in the program, and over 600 staff members attend trainings and conduct home visits. Along with our school-based home visit team, we also have our attendance officers completing home visits on a daily basis.

As you can see, when the report was pulled for this presentation, our attendance officers completed 29,800 home visits for attendance checks. Since that data was pulled, our outstanding district attendance enforcement officers have completed 5,000 more home visits to offer support to families to get students back to school. Currently, we have completed over 35,000 home visits for our school year. Finally, we were invited to present to the Nevada legislators on March 20th to highlight this data, the Everyday Matters campaign, and the work being done with chronic absenteeism. To further highlight the successes in combating chronic absenteeism, we'd like you to hear from our principals about the work being done in our school supports, students and families. Madam President, with your permission, I'd like to turn over to Ms. Miani, principal at Jydstrup Elementary School.

Christina Miani:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Principal Christina Miani for the record. I'm the principal of Helen Jydstrup Elementary School, and I have served my community for over eight years. I have developed a process of monitoring and rewarding student attendance. At my school that involves teachers, support staff professionals, and families. This process follows the MTSS structure as we have tiered supports for all of our students. Our tier one supports, which are provided for all of our students, are positive behavior supports and incentives for daily, monthly, and semester perfect attendance. When students are at school, they're able to earn positive points with our PBIS structure. Students that do not have regular attendance are provided with tier two support. This support involves administration meeting with families to discuss any difficulties the family may have with regular attendance. So at these meetings, we discuss any barriers that they may be experienced, including transportation, health concerns, and any academic issues they may be having.

Again, the goal of this meeting is to work together to remove any barriers from perfect attendance from student attending regularly. We also provide these students with another connection to school. By providing them with weekly check-ins from our school counselor or another adult on our campus, such as a teacher or support staff professional. These efforts have resulted in a dramatic decrease in chronic absenteeism at

Christina Miani:

my school. My school's chronic absenteeism rating, according to the NSPF, last year was 28.5%. According to our focus ad data dashboard, we were at 12.8% chronic absenteeism. I closely monitor

Danielle Jones:

students' attendance because as the instructional leader at my school, every day matters for all of my students. Thank you.

Thank you, Madam President. With your permission, I'd like to now turn it over to Ms. Evans, Principal at Swainston Middle School.

Teresa Evans:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, and community members. Good evening, Teresa Evans for the record. I'm the proud Principal of Swainston Middle School, and I'm excited to share some of the great things that we are doing on our campus. At the beginning of the year, we looked at our chronic absenteeism rate from the previous year and noticed that almost half of our students, of our actively enrolled students, were not coming to school. So we started to take action right away at the beginning of the year by having my counselors, my social workers, and support staff make phone calls to the parents asking, "Why are your children not coming to the school? What can we do to help?" We provided resources and details and explained to them the importance of attending school. We listened to our families on why their student wasn't coming, and we provided extra resources and told them again, we were here to help.

In March, my team of teachers and support staff worked with ESD to begin home visits, to have face-to-face conversations with families and provide them additional resources and solutions to get their kids to come to school. One example was when our staff went to a home, the parent told us that she wakes her middle schooler up and then she gets her elementary schoolers ready to go. And she comes back and her middle schooler is still in bed sleeping. So one of our solutions, and by the way, this house is right across the street from our school, so one of our solutions was to have one of our CSMs, "Can we knock on the door in the morning and say, buddy, come on, let's go. You got five minutes." And she agreed to that. So we have been instituting that and the student has been coming to school regularly.

Since March, we have had over 100 home visits letting families know we care about them and their students. We also have monthly attendance celebrations for our students that have two or less absences. Students are invited to a VIP barbecue with food, music, and recess. Yes, recess in middle school. They need it. Our students are also showing up because of the relationships that my teachers and staff have built. We have teachers who on Mondays, give students fist bumps telling them, "We got this. We got this week. Come on." And on Fridays, they're doing high-fives. "Yeah, we got through this week. It's the weekend." And every chance I get, I am on the PA and "Hi, it's me. I'm the principal, and I have an announcement. You are awesome. And I'm happy that you're here." After every three-day weekend or long break, I'm the first one greeting students when they're coming in the door.

"I'm so glad you're here. I missed you so much. This was the longest break of not being able to see you." Our PBIS team organizes monthly house competitions where students play many games to earn house points, and then they use their points to redeem prizes. All of the events and positive relationships that my Swainston's teachers and staff made has caused chronic absenteeism rate to decrease to 30%. So we were at 50% last year, and now we are at 30%. And we are not done yet. We are still continuing to brainstorm ideas to have our students come to school every single day. Thank you.

Danielle Jones:

Thank you, Ms. Evans. Next, Madam President, with your permission, I'd like to turn over to Mr. Synold, the Principal at Foothill High School.

Jonathan Synold:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Jonathan Synold, Principal of Foothill High School for the record. Through a team effort, we are excited to announce that Foothill High School chronic absentee rate has decreased from 35% last year to 23% this year. This is nearly the same chronic absentee rate that Foothill had before COVID and showed that we're headed in the right direction. The key to reducing chronic absentee rate is providing high quality tier one instruction and engaging lessons. We provided professional development on structured student discourse and monitor our progress through over 700 discourse walks. We want to make sure all classrooms are environments where students want to be because an engaged student is a present student. We also have a strong emphasis on ensuring all students feel connected to Foothill as soon as possible. We have learned that the key to this connection is providing a way for ninth graders to have an additional elective.

As one of the few sixth periods high schools in CCSD, Foothill students typically only have one elective unless they take health or PE over the summer. To address this concern, Foothill establish a robust summer health course during summer acceleration, and now we're using strategic budget funds to continue this. The option to take health over the summer has become extremely popular in the One Hill community. And in two weeks from now, Foothill is welcoming one third of our incoming ninth graders to our summer health class. Completing health over the summer has allowed students to have room in their schedule for CTE, foreign language, band, theater, or any other electives. Electives are clearly proven to be very beneficial to connecting students to high school and keeping them from becoming chronically absent. For students who need tier two interventions, our counselors and social worker provide support to students and families. These team members address the diverse factors that can contribute to a student's excessive absences.

Solutions to re-engaging high school students include flexible scheduling, bus passes, self-paced learning options, and other programs that best fit their needs. We've also implemented more effective denial of credit processes as supported by ESD. All members of the Ministry of Team hold appeal meetings earlier in the semester than ever. We have found that proactively working with families to identify obstacles midway through the semester rather than waiting until the end of the semester has been very effective in improving their attendance and being successful in classes. The newest initiative we have implemented to address chronic absentee rate has been our home visit program with the district attendance enforcement officer support.

Teacher leaders actually run this program, not administrators, and include several support staff members as well on the team. The diversity of perspectives have been very beneficial in connecting with families differently and has shown success. In fact, last week our team conducted seven home visits, and now five students are consistently coming to school. Reducing high school chronic absentee rate is multifaceted and includes relationship building, targeted interventions, and community collaboration. By implementing these strategies with dedication and persistence, Foothill create an environment in which students feel empowered to attend, regulate and succeed academically. Thank you for your attention to this important issue.

Danielle Jones:

Thank you, Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Danielle Jones for the record. Now returning to our presentation for lessons learned. Through our expanded efforts this year, working with families, we have been able to identify five root causes that schools can have the greatest impact in supporting their chronically absent students. The successes we've had in identifying root causes and improving chronic absenteeism rates are directly due to our collaboration with multiple district departments and offices, the tireless work of our school-based administrators, and our incredible community partners. The lesson is less to do with the great success we've had with our county's truancy prevention outreach program as our partner, but also to ensure we effectively communicate and celebrate the work we do together. As of last week, TPOP had addressed over 8,000 CCSD referrals for this school year, providing targeted interventions to support positive school attendance.

To conclude with our next steps, in addition to the targeted support we provide for schools, based on our data tracking, we'll be providing two large-scale professional developments to school administrators before the start of next school year. The first began two weeks ago, and highlights the best practices to combat chronic absenteeism. And our second training will occur over the summer. We'll focus on updated attendance procedures and regulations and highlighting the connection between high quality instruction and attendance and how schools can best support it. That concludes our presentation. We're happy to clarify any data points or answer any questions you may have for us. Thank you.

Trustee Garcia Morales:

Thank you everyone. Colleagues, with your permission, I'm going to go ahead and go straight into public comment. I have two individuals who signed up in advance, Autumn Tampa, and Dr. Bemoll. Come on up.

Public Hearing

Autumn Tampa:

Hi, Autumn Tampa speaking as an individual, making up for lost time here. That was just a wonderful, wonderful presentation. It just really touched my heart to hear that you guys are doing all that, and your excitement and enthusiasm reignited mine, so thank you. Appreciate that. I think COVID definitely messed us up, but before COVID, there were those problems. And I can think back to some experiences, but I'm going to just talk a little bit about a couple of children that have been absent in a classroom that I'm substitute teaching.

And I usually check in with the kids, "Why were you absent? Are you feeling better?" "Oh, no. Well, I was taking care and helping my mom do the laundry because she's pregnant and she couldn't do the work." And this was a third-grader. I said, "Oh, okay." Probably over when I was working as a Zoom tutor, there were different students that would tell me that they were home taking care of their sick brothers and sisters because moms and dads couldn't stay home. So I think you guys are definitely on the right track of finding out the root cause and helping them get the services they need. But that is definitely still happening. And I always work in the high risk school, so I hear probably more stories than everybody or people who don't work in those schools. But, this was wonderful. It just really, really touched my heart, so thank you.

Trustee Garcia Morales:

Thank you. Dr. Bemoll?

Tiffanie Bemoll:

Good evening, Tiffanie Bemoll for the record. You all are doing awesome, amazing work at your sites. And I'm super jealous that you don't have block schedule. 32 absences. I have a student with 32 absences. I'm pretty sure by definition, they're not only considered chronically absent, but also denial of credit. I have another student who has 12 absences, who has also considered chronically absent and denial of credit. One won their appeal, the other did not. One gets their credit for the school year. The other gets to repeat my class. I have a student who was excused by another teacher 17 times from my class, which makes them chronically absent. But when you look at the attendance, they all become approved school absences. This is one of the many reasons that site-based autonomy is scary because a student with 17 absences shouldn't be allowed to be excused from a core class by another teacher.

Students should have to be passing their classes to be excused to participate in extracurricular activities. If athletes have to be passing to participate in sports, why not everyone else to be excused for multiple days on end? One of my freshmen missed three weeks for a cold, then FBLA and DECA back-to-back. On block, you know missed me mentioning block, that's eight classes, just in those three weeks.

That student almost met the minimum to be considered chronically absent. And with other classes they missed this semester, they hit the minimum and surpassed it. But then their absences are approved school absences. So they count in one column but not another. When a student can miss 30 classes and still get credit, it makes me wonder why we don't just offer credit by exam or how we even meet seat time minimums, or why this even matters. It's AP exam week, and I won't see my sophomores again because they're excused absences for all their extra periods on AP exam days. So all I can do is offer tutoring sessions in the evening, on my time off contract, to ensure they're prepared. Attendance either matters or it doesn't. I don't honestly know anymore whether or not it does. Thank you.

Trustee Garcia Morales:

Okay, colleagues, we have no more public comment on this particular item. I'd love to be able to turn it over to you for questions. Trustee Zamora?

Trustee Zamora:

Thank you, Madam President. Thank you team for the presentation. To the principals, thank you for all the work that you're doing. I do understand that we're going in the right way, and I do want... My first comment is, there's outside issues that are happening that we just have no control of. Families, unfortunately, don't have paid sick days and stuff like that, so it's difficult for the students not to stay home and take care of the other children. I'm speaking as an older child, and we had that responsibility, and I carry that with me. I do have a few questions, so I don't know what my limit is, President.

Trustee Garcia Morales:

Three minutes. Three minutes.

Trustee Zamora:

Okay. So I'm curious. I'm, sorry, I forgot your name, but for our elementary school, you go and talk to families about barriers that they might have. I know personally and through my community, a lot of the biggest barriers is health. We have chronic students who just are always constantly sick. What are some resources you have for those families? And I'm just curious that hopefully you can share this so others who are listening can get that information and have some guidance.

Christina Miani:

Madam President, members of the board, Interim Superintendent, Larsen-Mitchell, Trustee Zamora, Christina Miani for the record. So when I meet with families, myself and my administration team, when we have meetings and we ask them about if they have any health concerns, we do address those and we give them a referral to our health office, our school health office. We connect them with our school nurse because really that is the expertise of health at our school. And then the school nurse follows up with the family to talk about what their specific needs are. And then they go from there, depending on what the need of the family is.

Trustee Zamora:

Thank you for that. Second question. I really appreciate the idea of doing two or less absences celebrations, because I think that's really important. I know students are always trying to get perfect attendance. It's sometimes difficult. They get sick, and it's okay to be sick and stay home, so we don't spread it and it becomes a mass thing. So I really enjoy that idea. And I'm curious to see if you know specifically the increase that you've had of people working on getting less than two absences.

Teresa Evans:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Trustee Zamora, thank you for that question. So what we have seen, because we do this every month, so at the beginning of the year, the kids weren't sure, what is it about? What's the VIP section of the cafeteria or the outside quad where we let them go play? So they were hesitant, but then our numbers have totally increased to the point where our last celebration, I had to buy 890 hot dogs and buns and chips and had all these games ready. So it continually was increasing. And so that was one month of students, and my enrollment's 1060. So I was loving it at the time, and I will spend money on my students as much as I possibly can.

Trustee Zamora:

Thank you for that. That's exciting. My next question, I know we're doing student town halls. I'm curious to see if we can do recaps on student town halls to possibly, they could be anonymous. Just I'm thinking that it could probably encourage other students to participate in the town halls. Is that something we can possibly think about and explore?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent, Larsen-Mitchell, Trustee Zamora. Absolutely. So we continue to refine the student town halls as we go now to lower level, the elementary schools and middle schools. So we are tweaking it. We are providing more feedback to the school, having follow-up conversations with the school and even the students that were involved. So that is absolutely the next piece. And what you're saying is exactly the direction we're going in.

Trustee Zamora:

Perfect. Thank you. And one last question. How can we spread more of the successes we're having at these schools with the rest of the schools?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent, Larsen-Mitchell, Trustee Zamora. So that is exactly the goal, and this being one of those steps of just celebrating this. We do put out best practices through the office of chronic absenteeism, taking for, during feeder alignments, we see one thing happening at a school, expanding it to the other. So that is really the secret sauce, is when we see something going well, we got to share it. So that's exactly what Ms. Jones does in her office.

Trustee Zamora:

Is there a way we can possibly start with the SOTs at the schools and sharing, maybe sending it a list of the things that are happening at these schools? So it's a starting point as we're preparing, as we're at the end of the year, but preparing for next year.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Zamora. Yes, we will. Absolutely. I love the idea of the SOTs. Thank you for that recommendation.... we will... Absolutely. I love the idea of the SOTs. Thank you for that recommendation. We will encourage principals to... While we do celebrate with our school-wide goals and those things, the SOT, let's definitely make sure that we're getting chronic absenteeism and attendance on there. So thank you.

Trustee Zamora:

Thank you. That's it for me.

Trustee Garcia Morales:

All right. Thank you. Trustee Guzmán? Trustee Guzmán. Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you. Thank you, Madam President. First, my applaud to all of you for the hard work. I can tell. It's showing. And congratulations. And thank you for centralizing chronic absenteeism in one location. And I believe that that is paying off. And I love the new approach to be able to hear from principals directly. Not that I don't love you guys, but it is refreshing. So thank you for that idea. Just a thought. You mentioned at the beginning of your presentation about the definition of chronic absenteeism and I think from a legislative standpoint it's not in this particular group, but just thinking about that at the state level and what we can do. And that's for my fellow trustees.

But my two questions are, one, so I know that the Clark County through TPOP has dedicated \$67 million for this topic. And so my question is, I know we are starting to build alignment so that there's not duplicative efforts, because we have people making home visits, but I don't want to duplicate the efforts, how do we work strategically with them? And have we identified the duplication? Also with that 7 million available that they're giving to us to help solve this issue, number two, how do we align with CIS and JAG, who are on the campus, that could also be of assistance? And then the second question is the municipalities. I'm grateful that they are willing to step in and lean in to provide solutions for our kids, but sometimes they don't know. And so my question is, how do the principals know the resources that the local municipalities can assist with that are outside of our lane?

Trustee Bustamante Adams:

And so for example, there was a kid that I heard in one of our regions that had an issue with bed bugs at home, and so the child was not coming to school. But little did I know that we could have called that local municipality and gotten their assistance through the health district. We could have gotten assistance through getting new furniture for that household. We could have gotten assistance on fumigating that home, things that are outside our lane, because we got to focus on the child and getting that child to school. So those are my two questions.

Danielle Jones:

Madam President, members of the board, Interim, Superintendent Larsen- Mitchell. Thank you for that question, Trustee Bustamante Adams. So starting in this position, I was connected to TPOP pretty quickly and I know that we're working with other community partnerships like the ones that you mentioned to try to streamline those resources to those families. We're calling it the Go to Grow Coalition. And so that's the whole goal of that coalition is to put everything in one place. So schools can have this phone a friend and we can connect them to things like that for families that are in need and don't really know how to get the support without the next steps, like, "Well, let me connect you to this person and this person." So the whole goal of the coalition is to put it in one spot. And then my role as a CCSD representative is to make sure our principals and assistant principals know it's available. So it's in its early workings, but we meet on a regular basis to find out what partnerships we can create and make this really simple for our families and our schools. Thank you.

Trustee Bustamante Adams:

Thank you. Trustee Brooks?

Trustee Brooks:

Thank you, Madam President. Thank you to our principals. You guys are doing an amazing job. Love the enthusiasm. It's clear that you go above and beyond and I'm sure you don't get the credit. That's just how it works in the education sector, unfortunately. I give you props though. My question is about some of the data that's presented specific to home visits. Is that inclusive of the visits that are by partners like TPOP? Or is this just CCSD internal staff?

Danielle Jones:

Madam President, members of the board, Interim, Superintendent Larsen-Mitchell, Trustee Brooks, the numbers that I gave, over 35,000 home visits, are strictly done via our district attendance officers. About half of those visits are when we pull data from schools to support the schools. The other half, schools are requesting officers. So we're being proactive and identifying students that have maybe not yet been communicated with by the school and we're trying to help lift those students as well.

Trustee Brooks:

Thank you for that. And then I know some people touched on the partnership piece. What are the biggest supports that you would need from an external partner to leverage to help in this work?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Brooks, that's the exact conversation that we have with this coalition, the Go to Grow, which again, Trustee Bustamante Adams was at one time. So the idea being that everyone has their own area expertise or area of resources. And it doesn't matter who identifies the student. Once the student or family is identified, that whole coalition can wrap themselves around that. So that's really where we have the municipalities do come. Communities in Schools come. Boys Town is there. For City of Las Vegas dealing with homeless, the office there. So it's all those areas. It's health services. So no matter what that obstacle is facing the family, those people are in the room and that's how we can connect them to through this coalition. So that's how that works.

Trustee Brooks:

Thank you. And then last question is about the home visits and some of the information that you discover when you're dealing with these families. I work in alternative education schools, so I can imagine some of the scenarios, but what are some trends that you see that are impacting our families and their ability to fully engage in the education system?

Danielle Jones:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Brooks, thank you. So we hear so many different stories and they all lead back to those five root causes. We hear about the childcare. We hear about health issues, mental health issues that they need support in. Whether it's our attendance officers going to the homes, they're trained to guide them to the resources necessary. Our home visit with the teachers are going. We have the attendance officer with them. So if they don't know particularly where to send the family, our officer can guide them with that. But going back, looking at the root causes, we're seeing all of it. And that's really why the home visits have been so beneficial. Now we can actually know what that particular family's going through and not just trying to guess that they're just not coming to school.

Trustee Brooks:

Thank you for the clarification and for the presentation.

Trustee Garcia Morales:

Thank you. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. And thank you again. I love this new format. I love especially that we had elementary, we had middle school, we had high school, had central. Love it. We're making Mr. McPartlin work too hard here tonight. One of the things, not really so much, I really only have one question, but I was tracking as you guys were all talking. The English teacher never goes away. But I noticed that when you were all talking about the different ways that you were approaching things, you had some common threads and the ones that I identified were that you were identifying the why of why they were not there at school and then making the human connection by the reaching out with the home visits, having your social workers and the counselors check in, and you were all doing different things at the different levels and then you were building the relationships. That really stood out to me. I could hear it in your enthusiasm when you were talking about your different methodology.

Trustee Cavazos:

But one of the things that really stood out to me is that you didn't do just the band-aid approach. You followed up with that, so it's not just one and done, "Let's just go ahead and do this. We hope the kid does okay," but you're following through with checking in with them. So my question after all that would be with the consistency, how can we generalize all these things that are going so well with basically to all the school sites so that we don't have the concerns with different things happening at different sites? Because you guys were amazing on the different methodologies you're using. Especially like the thing about the extra elective. I really liked that

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Cavazos, you're absolutely correct first of all. I mean, this is a tough time of year for principals to do these kinds of things. And so I'm sure Mr. Synold has been on duty 10, 15 nights in a row and I appreciate them both all being here. And so these are superstars obviously. There's 100 other principals. As you see from the data where we're going, every student group across the board, we're seeing decreases.

So there are 100s of principals that could have been here tonight all doing unique things. We wanted to give you a cross-section of it here. But that is, again, by consolidating chronic absenteeism. And that's what Ms. Jones and her staff they do is. They find those pockets of excellence. They identify that and spread that out as they do trainings to different schools, "Here's what we're seeing at schools that are in your area, that are like you or that are just best practices." And so that's how we're seeing these decreases at schools that maybe were lagging a little earlier in there and now we see them at the same levels of these three schools here.

Trustee Cavazos:

Thank you, Mr. McPartlin. Again, congratulations to you guys for your decreases in absenteeism. I know that you're going to continue with this. And I can see the enthusiasm. I'm sure from visiting so many schools that your enthusiasm trickles down to your staff also. So I commend you and I thank you for your work.

Trustee Garcia Morales:

Trustee Esparza Stoffregan?

Trustee Esparza-Stoffregan:

So what can be said? Thank you for the very hard work. People only that have done the work understand the work. So thank you for that. And I think it speaks volumes that you are serving the communities that you're in and your families trust you because of the relationships that you've built. So I just want to applaud you for all of the hard work. I want to get into some of the weeds, Mr. McPartlin. I was doing some math and so applauding the fact that about 75 schools are participating in the home visits out of maybe approximately 378 schools that we have, that's about 20%. So what is your plan for scaling this to all schools? And I know that's not going to happen in a year. It's going to be years. But what does that look like for the future?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen Mitchell, Trustee Esparza Stoffregan, again, thank you for the question. And that, again, this was a program that we were able to implement with Ms. Jones by using a grant that was from another department. And so the initial startup of this to finish this year in the fourth quarter was just what schools are interested. And that 75, so 20%, jumped at the chance to do extra work to help chronic absenteeism at their schools. So now from here, now it becomes the best practice and now it becomes as we see schools that are maybe not as successful as the three schools here, that becomes part of, "Okay. Another volunteer, let us bring this to you." So this is the initial rollout. So 20% we're actually pretty happy with, but again, because it's all volunteers who jumped on the first run of, "Would you be interested in doing this with us?"

Trustee Esparza-Stoffregan:

Thank you for that. The next question that I have is about the attendance officers. So 29,800 home visits. I asked you this in Henderson, so I want to come back to it. How many of those points of contact have we seen actual data of return of students to school? And now are we tracking that as well?

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Esparza Stoffregan, again, the principal in you, Love it. So absolutely. It is a data point we are tracking at this point. So not very extensive, not very cumulative, nothing that we're ready to share, but from that meeting, definitely we are going through is of those students in there who are coming back. At the school sites, that's where we're really tracking with those school-specific sites. And Mr. Synold has had a specific mention of the first seven home visits he did, five of those kids return. So it is something we're tracking. Not very expansive data yet at this point, but absolutely.

Trustee Esparza-Stoffregan:

Okay. Thank you for that. And Trustee Johnson had to exit. So he asked me to ask you the question. It's not mine. I saw it on your slides, but he wants to know specifically what trends are you seeing for kids not coming to school. And it's maybe more of a principal question, so maybe we can hear, because you serve different communities. So could they each just take 20 seconds to share trends of why kids aren't coming, specifically for your community, is what he wanted to know.

Christina Miani:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Esparza Stoffregan, Christina Miani for the record. So I serve a community of pre-K to fifth grade at a tier 1, title 1 school. A lot of our trends are students who are going and visiting other family members out of town, taking extended vacations sometimes. Also for our students in kindergarten, it's usually the first time they've been within a school setting and they are sick a lot. So we talk to our families about that this is going to happen, what are some... Sometimes they're still under the impression that they have to be out for a whole week if they have a sniffly nose. So we talk to them a little bit about that. So those are mostly the trends that we see in our school, in my elementary school.

Teresa Evans:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Esparza?

Trustee Esparza-Stoffregan:
Esparza-Stoffregan

Teresa Evans:

Okay. Teresa Evans for the record. For our school, the trends we're seeing is students feeling that they are being... A little bit of bullying going on. And so we start investigating those situations and going in down the discipline route. We've had ones where families are... They don't have a sitter for their youngsters and they have to go to work, and so our middle schoolers are staying home. They have things that they're helping out around the house. And so we are now looking at those and coming up with solutions of what resources can we provide and outside community resources so that you can get help, because I want your middle schooler at my school. So that's what we've seen. Thank you.

Jonathan Synold:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Esparza Stoffregan, Jonathan Synold for the record. So I think for a high school, our zone is massive. And so what we're finding was students were talking about missing the bus that was coming at 6:30 and they weren't able to get on another... They weren't able to get to school. We had other issues with they were working late. I would say over half of our senior class works because they get out early and they might work an eight-hour shift or they stay late, and so they have a hard time getting up and coming to school. Other ones would say, "Well, I can just do everything on Canvas, so..." or, "I know I have a substitute that day, so it's not a big deal if I miss it." And then you also have the issue of the extended vacations and so forth.

And so we actually worked with our middle school feeder, Mannion and Smalley, where most of our students were coming from, and explained to parents about the importance of, "Just because you turn in a note doesn't mean that everything's okay. The student also missed a whole week of school," or, "Just because you decided that you want to go on vacation, realize they're missing instruction and it's going to hit them." And so I think we've seen improvements in chronic absentee rate through our whole feeder alignment that way as well, just explaining what is going on. But we also have a lot of the same issues with students who are disengaged. A lot of parents are coming to us asking, "Can you send out a truancy officer? Can you help us with our high school student? They're just totally done." And so we have worked a lot with our social worker and counselor on that as well.

Teleconference Call Connected

Teleconference call with Trustee Johnson was connected at 7:08 p.m.

Trustee Garcia Morales:

Thank you, Trustee Johnson through Trustee Esparza Stoffregan. I'm going to turn it over to... Is it okay if I go up to the colleagues on the cloud, thank you, before I turn it over to Trustee Bustamante Adams? Trustee Guzmán, do you have any questions at this time?

Trustee Guzmán:

Thank you, President Garcia Morales. I just have a couple. First, I just want to thank your leadership with this. I wanted to talk to you about the busing and Mr. Synold actually was talking about it, he alluded to it,

Trustee Guzmán:

the busing issue. Are you finding that by using public transportation that students are not coming to school as much as if we had a yellow bus for them?

Jonathan Synold:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Cavazos... Oh, sorry. No. Guzmán. Sorry.

Trustee Guzmán:

Guzmán.

Jonathan Synold:

Sorry.

Trustee Guzmán:

It's all right. It's all right. I'm just your trustee, just hanging out.

Jonathan Synold:

Yeah. Sorry. Sorry. She was my one a day tech. Sorry. Jonathan Synold for the record. We haven't looked at the data. We haven't heard that. I think actually having the bus passes, our students who live along Boulder Highway, they have the bus passes and there's a bus every half hour, that's actually more convenient for a lot of them than the school bus that comes one time at 6:30 and once they miss that, they're out and they have to look for a ride, and sometimes their parents aren't able to give them one. So I think it really depends on the situation of the school, but for our situation, the Boulder Highway is very convenient for most of our students.

Trustee Guzmán:

Thank you. That's really good information. I appreciate it. Thank you, President Garcia Morales.

Trustee Garcia Morales:

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

Trustee Williams:

I don't. I just really appreciate the brief itself with all the knowledge. So thank you.

Trustee Garcia Morales:

Thank you. Trustee Satory?

Trustee Satory:

I don't have any questions that haven't been answered, but I also want to echo those same sentiments of just thank you so much for the wonderful presentation and to our principals for all the hard work you're doing. Definitely as chronic absenteeism declines, student achievement will increase. So I think that it will definitely... As we're seeing these numbers in chronic absenteeism, we will see that on our student data as

Trustee Satory:

well. My main takeaway though was just the positivity of these principals and taking such a positive approach, you could just hear that in their voice and the things that they're doing, rather than more of a punitive one. So just hearing the increase in home visit, positive incentives, the relationship key, engagement in the classroom. So definitely I think as much as we can get this communication and get them in front of other principals and just spread what they're doing, we'll continue to see it go down as well. So thank you very much.

Trustee Garcia Morales:

Thank you. Trustee Johnson, I believe your question was asked. I want to give you an opportunity to ask any additional questions that you may have.

Trustee Brooks:

I don't think so.

Trustee Garcia Morales:

I believe he may be good, otherwise he'll jump in.

Trustee Esparza-Stoffregan:

No, he's good.

Trustee Garcia Morales:

Colleagues, I haven't had a moment to share my remarks, and I will add that incredibly thankful to leadership for continuing to stay laser-focused. Thank you, Dr. Larsen-Mitchell. Thank you, Mr. McPartlin, for your continued laser focus on supporting, creating support systems and structures that will ultimately uplift our entire school district. It's happening already. I'm encouraged because I know this type of change takes time. And even in 2020, 2021, 2022, when we started, after we returned back to campus, we started monitoring this data. And this is why it's so important for our role as members of a governance body to monitor data so that we continue to see upward trends like this. And I'm grateful, especially my colleagues on this board who have had the foresight to see and acknowledge and monitor that this is an important component of our district's success. So incredibly grateful to each of you for your continued commitment and investing in resources that will allow us to do good to work in reducing chronic absenteeism. All right. I'm going to turn it over. Last word you heard. All right. Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you, Madam President. My question has to do, I know that you are aligning with several stakeholders. I'm grateful to hear about your outreach and partnership with local municipalities and the county. My question is, are businesses a part of that strategy? Because I know that they're interested. We've done a couple of pilots where the businesses have added value. And so that's my question.

Kevin McPartlin:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Bustamante Adams, absolutely. I know, and we've had offline conversations about it the same way. Through the coalition, that is a strategy that we're going to put in place using the community partners also to help us. So

Kevin McPartlin:

it's not just the school district going out, but the community partners in the municipalities going out to help us rally schools to do those things, like we talked about earlier in the year, the business by one of our high schools that was not allowing students in, only through the drive-through during school hours, the one we discussed over in Henderson. So those are part of the outreach from the coalition and part of the action steps that the municipalities wanted to take as far as what can we do, and that was one that really, that, "Hey. That's an outreach we can do and support you with." So absolutely.

Trustee Garcia Morales:

Excellent. Thank you very much, colleagues, for those questionings. Thank you, everyone, for your presentation tonight and for your time. Please continue to do the great work that's happening in our district. Okay. Whoop, whoop. That gets a whoop whoop. Yeah. Yeah. All right.

Trustee Brooks:

Thank you, Madam President. I move to approve the report as presented.

Trustee Garcia Morales:

Thank you, Trustee Brooks. Trustee Cavazos?

Trustee Cavazos:

Thank you. I will second that motion.

Trustee Garcia Morales:

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

Trustee Guzmán:

Aye.

Trustee Garcia Morales:

Trustee Williams?

Trustee Williams:

Aye.

Trustee Garcia Morales:

Thank you for that, everyone. That motion passes 7-0.

4.01 Superintendent's Student Advisory Council Year in Review 2023–2024

Presentation and discussion of the work carried out by the Superintendent's Student Advisory Council and presented by student representatives. [Contact Person: Brenda Larsen-Mitchell] (Ref. 4.01)

Trustee Garcia Morales:

All right we're going to move on to item 4.01. Let's see, colleagues. This is an action item and we will take public comment on it. So please, if you'd like to speak on this item and... Oh, I'm sorry. Oh, you're right. We do need a vote. Forgive me, colleagues. Please stay put. We need to take an action on item 3.02, presentation we just heard on chronic absenteeism. Trustee Brooks?

Now we're going to move on to item 4.01, the Superintendent Student Advisory Council year in review, 2023/2024. I'm going to turn it over to Dr. Larsen-Mitchell. Thank you.

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen- Mitchell. Very excited to have our students with us from the Superintendent Student Advisory Council. I've joined them for I think maybe three meetings. It's been an absolute pleasure getting to know them, learning from them, hearing from their voices. So tonight we have Spencer from West Career Technical Academy, Alexis from Southeast Career Technical Academy, and Jazhmine from Del Sol High School. And I just also want to do a shout-out to Ms. Rodman. She's in the audience. Every time she helps facilitate our sessions, she does an amazing job. So very, very appreciative and grateful. And we also have some other students in the audience, if you guys would please stand, from the Superintendent Student Council Advisory. They're here supporting this evening. So thank you very, very much for being here. I will at this time turn it over to Dr. Barton with your permission, Madam President. Thank you.

Mike Barton:

Thank you, Madam President, members of the board, Interim Superintendent Larsen-Mitchell. I think Dr. Larsen-Mitchell said it so well. It was a great intro. So without further ado, this group has done remarkable. It's about student voice tonight, really hearing from a group that is a wonderful group of leaders where they were educated by district personnel throughout the year, and now they come forward to you this evening with some very strong, sound recommendations regarding the work. So without further ado, Madam President, with your permission, I'll turn it over to Spencer.

Spencer Oshins:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, good afternoon. My name is Spencer Oshins and I'm a junior from West Career and Technical Academy. Next to me are my colleagues, Jazhmine May Mendoza, a junior from Del Sol Academy of the Performing Arts, and Alexis Jones, a junior from Southeast Career & Technical Academy. Today we are thrilled to represent the Superintendent Student Advisory Council, or SSAC. We represent a wide-ranging group of students to provide a student-first perspective on various CCSD issues.

Alexis Jones:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell. My name is Alexis Jones and I'm from Southeast Career Technical Academy. Thank you for allowing us the opportunity to share our voices and speak on behalf of many of our peers. To begin, SSAC is a diverse community consisting of one junior and one senior representing their school, coming together during monthly meetings to discuss topics that are important to us and our community. Throughout these eight months, we have collaborated on various topics, asking insightful questions, promoting different perspectives and creating new opportunities to improve CCSD for students and staff.

Jazhmine May Mendoza:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell. I'm Jazhmine May Mendoza from Del Sol Academy of Performing Arts. And I want to begin by expressing my deepest gratitude that it has been an incredible opportunity to collaborate with the members of the Student Advisory Council. Students were nominated by their administration and principals, then filled a written applications identifying the issues that they were passionate about in order to find plausible solutions. These issues are directed by our council focus and structured our monthly meetings. At the beginning of the year, students had the chance to contribute their thoughts and concerns on a poster paper, reflecting input from a various school across the Clark County school district community. The topics listed in this presentations are emergency management safety protocols, mental health, diversity, equity and inclusion, DEY, DEI. Sorry. Were chosen because we felt that they were the most critical factors affecting the student's needs. In early October, we were briefed on the emergency management protocols aimed at maintaining-

Continue? In early October, we were briefed on the emergency management protocols aimed at maintaining safety in our school environment. We learned that both police services and administrations are actively involved on school campus to ensure that students feel safe and monitored and that there are several procedural and staff improvements that have been made in regards to student safety. During the meeting, various departments or organization were mentioned that could help raise awareness among students about school safety. The programs introduce students include Safe Streets, Impact Teen Driver, Safe Route to school, and Safe Voice. We know it is important for students to feel safe in their learning environment. Council members raised their concern about school safety, particularly regarding to communication challenges and complexities in managing safety components during non-classroom periods. Additionally, there were challenges related to safe transportation for students.

In response to concern about emergency drills, students with hearing impairments shared their experiences. They explained that they frequently miss campus warnings and alarm sounds and relied solely on their peers to understand their surroundings. Based on our discussions concerning safety issues on school campuses, we request that the board of trustees to consider the following recommendations to ensure that improved solutions are implemented effectively. Mandate notifying students, staff and parents by a text message and email at a 10-minute intervals during hard lockdowns, such an active shooter on campus. Ensure that every room on a school grounds has lights that flashes when a fire alarm or a Centegix system is activated. This will assist students who have hearing impaired or have other disabilities during emergencies. Mandate students receiving text message notifications when Centegix alarms or fire alarms are activated on school campuses. This serves as an additional visual alert.

Alexis Jones:

Madam President, members of the Board, Interim Superintendent Larsen-Mitchell. For the record, this is Alexis Jones. During our time serving on the SSAC, we were introduced to many of CCSD's services aimed at raising awareness of mental health for both students and staff. Some of those resources include RethinkEd, social and emotional learning, school counseling, Hazel Health, Business Wire, My Life is Worth Living, CCSD Health and Wellness 5K for staff and the Cook Center for Human Connection. Although each of these programs offer different resources to assist our community, they all share a common goal addressing the mental health epidemic that not only affects our students, but also our staff. We were introduced to all of these programs during the Mental Wellness Fair in September where vendors and community partners presented about their organizations and how they work to address mental health one step at a time. Through this experience, we realized that there are many programs and resources designed to help students that students do not know about. Therefore, additional efforts from CCSD are

Alexis Jones:

needed to better communicate and disseminate these materials and resources to students and families. One aspect we often focus on is supporting students and their well-being. However, in all of these efforts, we tend to overlook our teachers and staff who are equally, if not more important. Without an administration, we wouldn't have teachers, and without teachers we wouldn't have students, and without students we wouldn't have a school.

The first step in addressing and improving the mental health of our district is to gather more information to understand how schools are addressing the mental wellbeing of staff and students. Utilizing the Panorama survey at the beginning and end each year will allow us to track the progress of not only of schools, but also of individuals. These responses will be compiled into a database to identify which schools need more resources to succeed and which ones are effectively utilizing the resources already provided. The district can also use the data compiled from the survey to determine new areas of mental health focus, programming, events, and marketing efforts.

Additionally, implementing mental wellness days at each school would be beneficial. These days could occur on the last day of the first and third quarters, when typically, no new instruction takes place and give students the opportunity to meet with their counselors face-to-face about their social emotional health.

During these days, students would also have the opportunity to talk to their counselors about staying on track and participate in stress-reducing games that also keep them mentally challenged.

Spencer Oshins:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, for the record, Spencer Oshins.

The final pillar ESSAC seeks to raise awareness for is diversity, equity, and inclusion, or DEI for short. CCSD prides itself in our diversity. As the fifth largest school district in the country. We are home to a myriad of races, religions, and genders. Thus, DEI is as important as it has ever been. Over the past eight months, we learned that the CCSD Equity and Diversity Education Department's mission is to celebrate the diverse voices and perspectives within our district. Additionally, both internally and through valued community partnerships, CCSD helps provide valuable services at the Family Support Center, just one project, marketplace and Family Engagement Centers. In January, we learned a unique framework for district DEI in the form of an ATM machine. When CCSD makes a deposit, such as investing financial means into DEI, they generate or withdrawal such as valuable resources.

It is paramount for the district to continuously check the balance by evaluating the success of said resources. We also discussed the lack of promotion for non-English speaking individuals. Finally, we realized that the diversity of school staff doesn't always reflect the diversity of most student campuses. As mentioned in the ATM framework, the more money fueled into DEI, the more resources that are generated and the more resources that are generated, the more students, teachers, administrators, and families thrive in CCSD. Thus, we recommend boosting funding to enhance promotional efforts. Moreover, we suggest cultural education during staff development days and promotion for student affinity groups. Admittedly, that was a lot of information. Our single biggest takeaway from eight months on ESSAC is that countless resources already exists, but students are not exposed to them. The Family Support Center, Big Brothers Big Sisters, Hazel Health, and other life altering programs are under marketed, which prompt our two primary recommendations.

Spencer Oshins:

One, integrate a QR codes onto the back of student IDs, and two, include a direct link button on Canvas or Infinite campus. These links would take students to a new page on the CCSD website entitled Resources. Simply this tab would simplify and streamline valuable resources straight to students, parents, and educators. The page would also have a search tool and chatbot to assist the user in finding the perfect resource for them. Addressing the aforementioned marketing issue as well as emergency management mental health and DEI has significant ripple effects. We strongly believe that allocating time, energy, and financial resources to these areas will affect other prevalent issues such as chronic absenteeism, school culture, student-teacher relationships, social-emotional learning, and much more.

Before we conclude, we would like to thank Dr. Larsen-Mitchell, Dr. Barton, Dr. Keating, Ms. Rodman, and our peers who serve on the 2023, 2024 ESSAC for their continuous support. We would also like to extend our gratitude to you. We hope that increasing student voice will inspire other students to create the change they want to bring about and shed light on critical areas within the Clark County School District. We look forward to the development of ESSAC in the future. Thank you for your time and do you have any questions?

Trustee Garcia Morales:

Maybe. I think we do have a couple of questions. You all have done an extraordinary. Thank you, Spencer, Jazhmine and Alexis, and of course Dr. Barton. Colleagues, I want to clarify, this is not an action item. However, I will entertain questions for our students today. I'll start with Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you Madam President. Thank you for the leadership at CCSD for your involvement with the students and the investments that you guys make. I was able to be at your last training, and so my questions are one, not every school sends students to participate, so if you have any feedback for us on what we could do better in order to get more student engagement on this advisory group. Number two, on page eight on mental health, Dr. Barton, they didn't mention, and I always get this, always mess it up, but it's hope something. It's the peer squad. I don't know why I can't remember that, but it's the peer-to-peer, and I don't know if the students got a chance to hear about that. That's where the peers, students connect with other students that may be needing some mental health services. And then you answered my third question, which was about the marketing and what we could do better in order to increase the marketing efforts. My question on that was, did you put a price point associated with that QR code or putting it on the back of the badges? Thank you. I'm very impressed. You're very articulate and professional, and our future is bright for our region, so thank you.

Spencer Oshins:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Bustamante Adams. For the record, Spencer Oshins.

To address your last question, although we didn't identify a price point, I truly believe that the effect of QR codes on student IDs is invaluable if it increases the visibility of the resources to students. Moreover, to your first point about increasing attendance at our meetings, we talked about it on the way here. We are busy students naturally, most high schoolers are especially a council with one junior and one senior, most likely in student government or student council. However, we talked about switching the meetings to a virtual format and also using our internal connections to increase engagement.

Trustee Garcia Morales:

Great. Thank you. Trustee Cavazos.

Trustee Cavazos:

Thank you. Madam President. Okay. I can't even describe to you how happy I am to see you guys tonight. It's been a long time since we had our student voices in this boardroom and you guys did an amazing job. So Spencer from West Career and Technical Academy, Alexis from SECTA, Southeast Career and Technical Academy, and Jazhmine from Del Sol Academy for the Performing Arts. Just briefly in each of the categories that you did, I know you each took a different section, just briefly, what would you describe would be the biggest challenge in each of those categories as you came together to discuss things? What do you think was the biggest challenge? And whoever wants to go first. Jazhmine's being voluntold there.

Jazhmine May Mendoza:

I guess I am. Okay. Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, I'm Jazhmine May Mendoza. To make all of these things work together and to really collaborate, we really reflect on what we needed in our campus and specifically to students who we knew and we observed around on what they specifically need and we're part of it. We simply believe that especially mental health and safety is one of the components that keep students to keep thriving the school. And based on the survey that in the presentation way earlier, it reflects back on really on what the students feel about the school. And we talked about it. And morally we thought about seeing the meetings and how those programs and organization has helped us put these ideas together. And specifically to those recommendations about QR Code, sorry, and simply marketing those to promote those organizations because I think they well deserve all the work that they did if all for nothing. But yeah, so.

Trustee Garcia Morales:

Thank you. Thank you Jazhmine.

Alexis Jones:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, I'm Alexis Jones. So for a lot of the challenges, first off, it was also a little bit of a challenge, kind of bringing everyone together. Like Spencer said, we're all so involved with our schools and that's why we were nominated because of all the work we've done for our schools. So coming in, we each bring our own different views and ideas and perspectives since we're such a diverse council from all over the region. And so some of our concerns are coming not just from our peers, but also from ourselves. Like personally with the Emergency and safety management, I am deaf and I wear hearing aids. So those concerns were addressed by me because I want to better, not CCSD, not just for myself, but all for the incoming students that are still coming in.

Spencer Oshins:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Trustee Cavazos. Sorry. For the record, Spencer Oshins. DEI is a very heavy topic and it's a systematic issue within probably every single school district spanning the country. And I think it would be a little bit optimistic to say that three students can solve DEI. We can't. However, we can suggest steps to take forward, for example, equitable allocation of resources. So using the Panorama survey to understand and differentiate schools or

Spencer Oshins:

comprehensive training programs for CCSD employees and students to address implicit biases and so on. Thank you.

Trustee Cavazos:

Thank you so much. All three of you. You've done an amazing job and it's just an absolute pleasure to have you here tonight. Thank you so much.

Trustee Garcia Morales:

Thank you students. Thank you, Trustee Cavazos. Trustees Zamora.

Trustee Zamora:

Thank you, Madam President. Thank you. This is amazing. It really brings a lot of joy seeing you here and speaking up. I'm going to always say my colleagues probably get tired of me, but those closest to the problems are closest to the solution. And that is you all. I have a few questions.

Spencer, you mentioned the virtual option. I really love that idea. It is very, very heartbreaking to also hear during this presentation that you all don't really know the free resources out there because there is a lot. In these meetings, in this boardroom, we're always talking about all these resources, especially for mental health and for our students to say that they didn't really know they existed is a problem. But I'm so glad that that's one of the top things that you all are addressing. I love the idea of a QR code. I am much of this generation and QR codes are just very helpful and just it's what's going to help, get these resources out to the folks that need it.

The question was, as of right now, Dr. Barton, how many schools do we have participating?

Trustee Garcia Morales:

Dr. Barton.

Mike Barton:

Madam President, members of the board, Interim Superintendent, Larsen- Mitchell. Trustee Zamora, forgive me. Participating in which programs? The student advisory?

Trustee Zamora:

Yes.

Mike Barton:

I would have to get you the number as far as. Or I may have to phone a friend on this, Trustee Zamora but Dr. Keating is here and also Kelsey Rodman. So he is yelling a number of 36.

Thank you. See Phoning a friend helped to [inaudible 02:54:19].

Trustee Zamora:

No, it's amazing. Thank you.

So 36 schools. Perfect. Do each of those schools have the two students? Yes. I'm getting, yes.

Trustee Zamora:

Perfect. Thank you. The other one was how do kids learn about the program and how can they participate?

Mike Barton:

Madam President, members of the board and Interim Superintendent Larsen-Mitchell, Trustee Zamora. So annually around this time of the year is when we send out the first blast to high schools indicating that the, I don't want to call it an application, but it's an application in a way, and principals are made aware of students that may fit into this opportunity. So at this point, we send that out to principals this time of the year. We start gathering those recommendations. That's how we start forming the group for next year.

Trustee Zamora:

Oh, that's amazing. So for the folks listening and tell your friends, applications are going out soon, please. Thank you. That's all my questions.

Trustee Garcia Morales:

Thank you. Trustee Brooks.

Trustee Brooks:

Thank you, Madam President. Thank you to the students for being here today for your presentation, for your thoroughness, for your commitment throughout the year. I know there's lots of competing interests that you have at your age, so we appreciate your efforts. My question is about the formats of the council that you serve on. Through the years, there has actually been an evolution of this group, and I want to know how you engage with your peers, what the format looks like, and if you think the format other than the convenience of a virtual setting should be improved, or some things that you enjoyed.

Alexis Jones:

Madam President, members of the board, Interim Superintendent, Trustee Brooks. For the record, this is Alexis Jones.

So what we kind of do, what the format looks like, so once a month, every Wednesday we meet up at the... I just completely blanked on the name of the space, but we meet up every month and each month we have a different topic that we go over. And so during that month, we focus on the topic and we are separated into small groups, and then we talk with our peers. We talk about what's important to us, what's important to our schools, and what's important to CCSD. And so with that, if we transition over virtually, the only thing we'd be losing is a lot of the discussion with the peers because most of that happens. I think that's it for me, yeah.

Jazhmine May Mendoza:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell. For the record, this is Jazhmine, May Mendoza. So adding into that information, we would set a format where we would collaborate together, but when organization and perhaps special guests would come in our meeting, they would present to what resources and information they have for students and how we can basically promote it or how their marketing works. And we as a student in ESSAC meeting, perhaps discuss on how it could be better and how that information could actually help students, because we're all here for the information

Jazhmine May Mendoza:

and resources that could provide us to staff and parents to actively make us go to school even more, perhaps chronic absenteeism. Yeah, if I said that right. But that's all I have to say. Thank you.

Spencer Oshins:

Madam President, members of the board, Interim Superintendent, Larsen- Mitchell, Trustee Brooks. For the record, Spencer Oshins. A little bit more perspective on the application that was mentioned earlier. We had to identify an issue within our district and provide a solution. For example, I talked about CTE and CTSO funding. From there, we took all of those independent issues, wrote them on sticky notes, and then grouped them into different areas. And that's how Ms. Rodman formatted our meetings. About 40% of our meetings were leadership development, soft skills, communicating, public speaking and so on. And the other 60% was a two-function format. It was identifying a problem and creating a solution. We also had a variety of guest speakers from various departments such as the Equity and Diversity Education department, Hazel Health, American Lung Association, guidance and counseling and so on. Thank you.

Trustee Brooks:

All right, thank you. I appreciate you being here and it was a pleasure.

Trustee Garcia Morales:

Thank you. Trustee Esparza Stoffregan.

Trustee Esparza-Stoffregan:

Thank you. Had the pleasure of meeting Jazhmine at our last event and all of you. So impressive. And I really want to say what I'm really, really pleased to see is your empathy. Your empathy for your peers, the second language students and the newcomer students, your empathy for your teachers, to be concerned, not just about your own mental health and well-being but of your individuals that are with you day to day. So thank you for thinking of them.

I guess I want to propose something, and it's directed to Dr Mike Barton. We often have such great representation from students that choose to do the work and be the leaders, but they brought up a really good point with their pieces of kids that are maybe voiceless. Are we going to consider potentially including students that not maybe normally would be participating in student council? So that would be something I'm just proposing as a thought for the future to include students from student council, but maybe they could include another peer that maybe is not necessarily in the council. So we can have a wide range of voices. But again, I applaud you all for speaking up for your peers because that takes courage. And we talked about that at the last meeting, so I appreciate you very much tonight.

Trustee Garcia Morales:

Thank you. I'm going to turn it over to Dr. Larsen-Mitchell.

Brenda Larsen-Mitchell:

Madam President, members of the board. Thank you, Trustee for the recommendation. I think it's very thoughtful and I think it is very much needed to hear from a wide range of student voices. One of the other things that we've talked about at executive leadership team is how do we also hear from elementary

Brenda Larsen-Mitchell:

students, middle school students and students who may not be as engaged and how do we do some random sampling and provide some listening opportunities for them as well.

Trustee Garcia Morales:

All right. Before I go back to colleagues in the queue, I would love to go up to our colleagues who are in the zone, in the cloud zone. In the cloud zone. It's not a thing. Sorry, this is me speaking hip. Cloud zone. Maybe you all can teach me some cool words after this presentation.

Trustee Johnson, do you have any questions at this time?

Trustee Johnson:

I do not.

Trustee Garcia Morales:

Thank you. Trustee Satory. Do you have any questions?

Trustee Satory:

Yes. Hello.

Yes. Hi. Thank you so much for the presentation and for being a part of the council. It's great work that you're doing. We appreciate your involvement and your feedback. It's so key. I had the same thoughts as Trustee Esparza Stoffregan and thinking how we could maybe expand it to some other students that aren't as typically involved. Or like she said, yeah too, maybe bringing a different friend each time and different things like that to get some more input. And also expanding it to middle school and elementary.

My questions was just kind of, I was curious from the students, how well known is it on your campuses that you're involved in this. Are you getting feedback from students on campus? And also, do you have the opportunity to present this information to your peers so that they can also be aware of how students have a voice in the district?

Spencer Oshins:

Madam President, members of the board, Interim Superintendent Larsen- Mitchell, Trustee Satory. For the record, Spencer Oshins. I think this will vary across the schools and across the members. I personally believe advocacy, especially student advocacy, is very important. I also happen to be the president of my school's Inter-Club Council, which is our student government equivalent and we have monthly meetings. During these monthly meetings. I have consistently brought up what we talk about, especially the wraparound services. Thank you

Jazhmine May Mendoza:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, this is Jazhmine May Mendoza. My answer to that question would be, I believe that communication is a good start. Whether it be for students, staff, or for whom we are with. They're well aware of my reputation at my school just by the teachers and administrators too. So we go on these meetings once a month. If we heard a program that we haven't heard of or if anything like the school isn't aware of, we spread that information to the administration, and we sort of try to plan out how we're going to invite people coming from this

Jazhmine May Mendoza:

organization to present from these people. Perhaps in my experience, we had mental health coordinators present...

Let me see that program. Hazel Health at my school and RethinkEd. It is really helpful for students because many students were surprisingly engaged all of a sudden in class. And by doing that, students were well aware to these programs just little bit by little bit by just communicating this information. It's not all about advertising and all, it's about their wellness. It's about their willingness to actually to whether they're going to participate or not. But at least we got out the information. And that's all from my observation, seeing this presentation. So that's all I got to say. Thank you.

Alexis Jones:

Madam President, members of the board and Interim Superintendent Larsen- Mitchell. For the record, this is Alexis Jones.

From my personal experience, we all take notes at the meeting. We all are given a brief overview over kind of an agenda almost of what is happening at these meetings and even a note sheet to take [inaudible 03:05:47] home. So I create my own notes at these meetings and then I bring them home and I have a spreadsheet, so... I love my spreadsheets. I have a spreadsheet with everything on it. It's based on all eight topics we've gone over from mental health to DEI to chronic absenteeism, whatever we went over, I have it on there. And then you click it and it takes it to the doc of where all my notes are. And so then I share that with my principal and we go over that as well as I'm also involved in so many different clubs and student council and whatever. I won't bore you with all those.

But even though we all kind of come from different schools with different resources from CTE schools to performing arts schools, even just regular zone schools, we all kind of have one goal in mind to better CCSD and to make it a more inclusive space for everyone.

Trustee Satory:

Excellent. Thank you. That's so great to hear. I'm glad to hear you're communicating on your campuses and it was great getting to meet you at the last meeting. So thank you so much for all of your efforts.

Trustee Garcia Morales:

Thank you. Trustee Zamora.

Trustee Zamora:

Thank you Madam President. I have one more question. Alexis, you were mentioning during your meetings, you all get broken up into groups. How are those groups determined?

Alexis Jones:

Madam President, members of the board, interim Superintendent Larissa Mitchell, Trustee Zamora.

So this year actually, we all walk in, we sign in and then we sit wherever we want. But we all noticed, we were just talking about this earlier, that we tend to group up and sit with the people that we know or used to.

So next year we want to implement a new plan. So you sit with someone new every single time. So the ideas are always fresh, the people you meet are new and we can just keep the new thoughts flowing.

Jazhmine May Mendoza:

Madam President, members of the board, Interim Superintendent Larissa Mitchell. Per the record, this is Jazhmine May Mendoza.

Adding on to that information from what Alexis said, one time we had a meeting in ASAC and we were separated by groups in districts. So district one, two, three, all the way to 12, I'm not sure. We were all separated, I'm not sure which topic, but I'm pretty sure it's the emergency management, which we were meet up with some... There we go. Superintendent from each district on how our school was coordinating with safety procedures, methods, and how we could cooperate those things to where we could improve it for the better. Because I believe there are many things that we could improve on. Mentioning in my presentation, there are emergency drills and non-classroom period, which is, I know there's not a lot of conversation much about it, and it's something I could stand up on. I mentioned that sometimes there'd be shocking spread of news that is false, and it's putting the school in miscommunication and in panic. So it is really something that could not make me go to school as a student. So just implying that would...

Yeah. Thank you.

Trustee Zamora:

And I was just wondering because I would love to see when break up into groups, because all the districts are so different and culturally as well, and they're just different brackets of everything. All the districts are different. Just kind of seeing how we combine the students so they can get different points of views as they're planning and coming up with strategies.

Thank you.

Trustee Garcia Morales:

Thank you. Trustee Cavazos.

Trustee Cavazos:

Just real briefly, I wanted to catch again. All of you are juniors?

Okay, so you have the opportunity to kind of re-up, re-enlist for the council next year? I'm sorry. As a former trustee representative in a different configuration as Trustee Brooks had alluded to. So I just want to say that I really want to see more of this. You guys are setting the bar here and this is wonderful. And so I hope that maybe there are a few students watching or that people here will go ahead and tell about this student participation tonight because I'd really like to see more of this and I'd really like to have the trustees become more involved and more cognizant of what's going on with you guys. Because as trustees and more said, you're the ones that are in the trenches along with your teachers. I want to reiterate what Trustee Esparza Stoffregan said, that your empathy for your teachers, your staff, everybody at your school is very heartwarming. Thank you again.

Trustee Garcia Morales:

Thank you very much, Spencer, Jazhmine, and Alexis for your time today. Grateful for your commitment to be here with us this evening and provide us thorough recommendations. I know Dr. Larsen-Mitchell and Dr. Barton have taken all of these to heart. Thank you for your work and best of luck this summer.

I love it. Our students absolutely deserve the applause.

4.02 Superintendent Search Request for Proposal Rubric.

Discussion and possible action regarding the Superintendent Search Request for Proposal Rubric to be used for the rating of the respondent proposals at a future Special Board Meeting. (For Possible Action) [Contact Person: Evelyn Garcia Morales] (Reference material may be provided.) (*According to Governance Policy GP-3: Board Responsibilities*)

Motion to accept the rubric as presented.

Motion: Brooks Second: Cavazos Vote: Unanimous

Trustee Guzman was not present for the vote.

Trustee Garcia Morales:

All right, we're going to move on to an action item. This is 4.02, Superintendent Search, request for proposal rubric. This is an action item, so individuals who'd like to speak on this item...

... is an action item. Individuals who'd like to speak on this item, please submit your yellow cards for public comment. Otherwise, we will move forward with what we have. Once we begin the presentation specifically, we will no longer take yellow public comment cards.

All right. We are currently ... I'm going to open up this item. I am the point of contact. I've asked Mr. Caruso, Mr. Staggs, and Mr. Casey to also join us. I've asked Joe Caruso and Joe Caruso had assisted help, so grateful for that support.

This item is a discussion on possible action regarding the superintendent search for proposal RFP rubric to be used for the rating of the respondent proposals at a future special board meeting. I want to go over a couple of things, colleagues. One, we're here this evening to discuss the draft superintendent search request for proposal rubric. Rubric. Underline rubric.

That document was posted on BoardDocs at 4:45 PM today. This is provided by the purchasing department for our review and editing. The purchasing department provided their format and recommendation language, recommended language that we can use for the rubric as well as a rating scale. Thank you for that. The rating scale is one through four.

As a reminder, it's really critical that we create consistency through this entire process for us as a board to minimize liability and risk, and for the people who, the companies, the firms who have submitted proposals. Which were due today, and that process has closed.

As a result of that, as a reminder, if we did not ask the respondents to provide something in the RFP, we cannot add the requirements to the initial evaluation, or, aka, our rubric. Any additional criteria beyond what's listed in section 6.1, that's page 10 of the RFP, must be linked to any of the requirements outlined in section 5, page 8 of the RFP. That was also posted on BoardDocs today. After all the trustees have had an opportunity to provide their feedback, the rubric will be submitted to the purchasing department for the review and finalization prior to the special board meeting on May 15th.

Please note that we can have the firm selected for the interview address additional concerns or questions that the trustees may have. We can then put those concerns in the script to be addressed by the presenter. The trustees can then ask clarifying questions after the presentations conclude on May 29th.

Again, this reminder of the importance of us creating consistency. This is why we need a script. This is why we need to be very clear about what we're asking our presenters in the future. As a reminder, the

Trustee Garcia Morales:

respondents' information, those who qualified and those who did not qualify both, will be provided to the trustees on May 10th in the afternoon after it's posted on BoardDocs. Thank you for that.

In addition, the purchasing department ... Say that 10 times really, really fast. Purchasing department. In addition, the purchasing department will score the respondents for cost and provide that information on an evaluation sheet for the trustees to review.

Alright, colleagues. Now that we've had a chance to have gone over some of these logistics, and with the importance of creating clarity and consistency in this rubric, are there any questions that we have about what we're reviewing this evening? If not, I don't see any in the queue, I'm going to turn it over to ... No, I'm not turning it over to Mr. Caruso, I'm actually going to turn it over to colleagues to ask questions. We have a team here to help us answer any additional clarity questions.

Mr. Caruso, thank you for being a partner in this for the board. If I need additional support, we'll turn over to the team to help us with clarity. Thank you.

All right, colleagues. Based on the right rating criteria that exists, on reference material 4.02A, sections one through five are recommended rating criteria. Sections six and seven, as you see here, will be rated by purchasing. That's not something that the board will do. We'll get those ratings at a later time during a special board meeting.

Colleagues, do you have any additions to this rating criteria? Let's start with additions or deletions. Trustee Brooks?

Trustee Brooks:

Thank you, Madam President. I went through the RFP. It looks like this aligns to what we asked for, so I'm not sure that we can really add stuff. My question is, I know we're not going to know who submitted applications, but are we able to know how many vendors that we're talking about so we can determine how complex this task needs to be?

Trustee Garcia Morales:

Is that something that we can ... We don't know the ... The applications just closed this afternoon, so I'm sorry. We're not able to give you that information. Am I correct, gentlemen? Yeah. Mr. Staggs yeah. That information is not available just yet.

Trustee Brooks:

Okay. It sounds like the information's available, but they haven't gone through and screened them for who's qualifying.

Trustee Garcia Morales:

Yes.

Trustee Brooks:

That's fine. My question was, I know we have the rating criteria, but is the goal here to weight this criteria to determine which one of these we're going to put the most emphasis on? Or is the goal to go through and

Trustee Brooks:

evaluate the people who submit an application, and then rate them in sequential order of who meets that qualifying the most? Does that make sense? I don't know if I'm explaining this correct.

Say there's five applicants. Would you go through and say, "Of these five applicants, here's the person who has the most experience. Here's the person who has the least experience"? Would you do it like that, or would you put a weight option for each of these?

Trustee Garcia Morales:

Given that this is an item that, typically, this section is conducted by purchasing, would love to hear from purchasing in terms of the way that they go about this process.

Steve Staggs:

Okay. Madam President, members of the board, Steve Staggs, for the record. Typically, we just have a one to four rating in each of the categories. If somebody's best, they'll get a four. You may have a couple at a three, one or two at a two, and if they're just not in the ballpark, they get a one in each of those categories.

We used to try and weight some of these things in the past, but it became kind of unwieldy. This way, there's less chance of someone protesting that we picked a specific category that maybe they were weaker in than someone else.

Trustee Garcia Morales:

Thank you.

Trustee Brooks:

Thank you for that clarity. I think it's going to be a little bit challenging to not have a weight or to not actually assign a ranking, because the board hasn't defined what level of experience we're talking about. If everybody has at least five years of experience, the board could say they fully meet that, every single person.

Trustee Garcia Morales:

Mr. Staggs?

Steve Staggs:

Madam President, members of the board, I have not looked through the responses yet, but just in general, when we do RFPs, especially for something like this, services ... Typically, they do fall out into the high end, the specialists, the people that really have done this extensively, others who may be new to it, and some who may have a few years in it. I don't think there's going to be a lot of issue trying to pick the top however many that you want to actually do presentations, whether it's two, three, even four.

Trustee Brooks:

Okay. You think there's enough variability where some of these concerns are not warranted?

Steve Staggs:
I believe so, yes.

Trustee Brooks:
Okay.

Trustee Garcia Morales:
Thank you, Trustee Brooks. Trustee Bustamante Adams? Forgive me. Mr. Staggs?

Trustee Bustamante Adams:
Or Joe.

Trustee Garcia Morales:
Or Joe, Mr. Caruso?

Joe Caruso:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, Joe Caruso, for the record. Just to put things in perspective, the purpose of this is to look at what came in, rate, and then make that determination to bring forth after that meeting on the 15th or the 29th. Then, on the 29th, you're going to have a chance to hear the interviews.

Let me back up. On the 15th, after you receive the information, you rate it. The second part to the meeting on the 15th is going to be to develop questions that you specifically want the respondents to answer during that interview piece, where they're going to come and present on the 29th if you move them forward to that piece.

I think that is the second part to this to keep in mind. This is the initial, get the groups that you're interested in. Then, on the 29th, really narrow it down to your top one, two, three that you're looking at, and then have the chance for them to really bring in their best and present face to face. Hopefully that ... It's really a two-pronged process there.

Trustee Brooks:

Thank you for that. Just to clarify, though, the reason the board asked to have the rubric was to remove some subjectivity. If you're asking individual board members to go and say, "I'm going to do a Likert scale for each one of these, one to four," but you haven't defined what any of these variables are, it's no fault of yours, just, it builds in some subjectivity because you don't have a very objective way to do this.

I completely understand that we're narrowing this down. I don't know how many applicants there are, and I don't know the variability, so I don't really know if it's a problem that requires additional concentration or attention.

Trustee Garcia Morales:

Thank you, Trustee Brooks, for that insight and that perspective, and certainly your feedback. If you have additional, feel free to jump into the queue. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. Piggybacking on what Trustee Brooks had brought up, I definitely can see her insight as she and I were the only ones that were here in 2018 for the previous process. I do know where she's coming from on this. Mr. Caruso basically just confirmed what I was getting ready ... Reading my mind again. That basically we need to do our homework between now and the 15th to look over this and to be ready for the questions that we want to ask and the things that we want to elaborate on. Is that my understanding? I'm referring to the two-prong process that you just said.

Joe Caruso:

Madam President, members of the board, Interim, Superintendent Larsen-Mitchell, Trustee Cavazos, to your point ... Tomorrow afternoon, our goal is to take the respondent information, post it in BoardDocs so that it's public. You have between the 10th and the morning the 15th to do your homework.

Trustee Cavazos:

15?

Joe Caruso:

You come in, you have a chance to look at this rubric with the respondent information, and then we'll have that discussion during the meeting.

When that item is done, then the second item will be to ... You'll have a draft copy of a script that we will post so that you can go through, and then purchasing will have some generic examples of some questions. Then that's where we can fine tune specifically what you want to ask on the meeting on the 29th.

Then, purchasing, after that meeting on the 15th, will then notify the finalists, "You've been selected as a finalist. Here's what we expect you to put in your 30-minute presentation." Then, after that, we'll have 30 minutes of clarifying questions, stuff that maybe additionally popped up for the trustees to ask. Really, there's more to this, this is just the initial staging point.

Trustee Cavazos:

Right. Thank you, Mr. Caruso, and there are constituents right now that are thanking you for that elaboration.

Second question, just real quick. This seems pretty standard, well put together. It's not anything that's out there that's really crazy, or anything. I just wanted to ask Madam President if ... I just want to make sure that this is not something where we're going to have to read through this entire document tonight, or anything. I don't know if that's anything that I can ask for a guarantee on.

Trustee Cavazos:

I think that this is fairly ... I'm just going to use the word standard. I don't want to say generic. I don't see any red flags on here, is, I guess, what I'm trying to say. Do we have an answer on that as far as our format of how we're going to handle this tonight?

Trustee Garcia Morales:

Yes. I specifically asked. Let me see if I can reiterate ... Specifically asking for feedback on the rating criteria, which is what we'll walk away with agreeing to.

Trustee Cavazos:

No, I'm sorry to interrupt you, Madam President. I did get that, I just meant ... I guess what I'm asking for is I want to make sure that we're not going to make these three gentlemen read through this whole 22-page document that we just got like five minutes before. But, in skimming through it, it looks pretty standard. Just from my personal opinion, I'm saying that it doesn't look like there's a lot of red flags, or any red flags, really. Pretty standard.

Trustee Garcia Morales:

Good. There should be no red flags because we've already approved this document in previous meeting.

Trustee Cavazos:

Okay. Approved it. Thank you.

Trustee Garcia Morales:

Yep. It's out, and this is what our vendors have responded to. We should be good to go, and we all agreed to this at one of our previous meetings. Perfect. Thank you, Trustee Cavazos.

Trustee Bustamante Adams? I see Trustee Johnson's in the queue, so I'll turn it over to Trustee Johnson after Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you, Madam President. This is obviously my first time, so I'm just really trying to understand the process. I've been through several other purchasing awards, and, for me, the five rating criterias and the description seem really sparse.

I'll give you an example. Where it says number one, experience, I thought that we could add more to it. Maybe now is not the time, but the firm's track record and experience in conducting superintendent searches, including the experience in the education and private sector, right? Something more, because that's how I would use that verbiage to expand what number one actually means. That's just me. That's number one.

Number two, for me, some of the rating criteria is missing. I don't know if we address it somewhere else, but understanding of CCSD, right? We talked about in the RFP the climate culture, our core values. Do they understand our unique needs for this region?

Some other things I thought were missing were diversity and inclusion, which is important, I think, to me personally and to the community. Then innovative solutions. What have they done differently than the status quo when they're searching for these types of positions?

Trustee Bustamante Adams:

I don't know if it fits in this space, gentlemen, but that's what I would've included in the rating criteria, those three missing, but then also a little bit more description on what that rating criteria is so, when I'm reading the proposals, I know the distinction between a one and a four, but that's my ... I don't think I'm asking anything, I'm just, from a newcomer ... Trying to make sure that I do my homework well.

Trustee Garcia Morales:

Thank you. Trustee Bustamante Adams, can you get back on the queue? I think that I have some clarifying questions for you. What was the first item you mentioned specifically?

Trustee Bustamante Adams:

I just said more description on the rating criteria. I give an example. Number one on experience has said, "With similar projects and other public entities." For me, I would've said, "Rate them on the firm's track record and experience in conducting superintendent searches, including the experience in education and in the private sector."

With each one, just give a little bit more clarity on what it is that we're rating. That was my number one.

Trustee Garcia Morales:

Okay. Thank you for that. I want to just ... I believe this is within the scope, is this, within the RFP, we can specifically rate the proposal using the language that Trustee Bustamante Adams just shared. Is there any issues with that? Let's see. Mr. Staggs?

Steve Staggs:

Madam President, members of the board, Trustee Bustamante Adams, I think it's fine to tailor it specifically if we want to tailor the experience to K-12 education. That's their experience in conducting superintendent searches or high level education executive searches for K-12 education. That's really what we're looking for.

Trustee Bustamante Adams:

If I may add to that-

Trustee Garcia Morales:

Yes, please.

Trustee Bustamante Adams:

Thank you so much. I do realize that you guys do this day in and day out. You must see hundreds and hundreds of these.

For us, for me as a newcomer in this space, in the education sector, I'm not asking to make any changes, but my recommendation for simplicity and clarity for the 11 of us, Madam President, the language that's in the RFP, just a little bit of those segments in this rating criteria for clarity purposes. That may be cosmetic, and I would understand that, I just want to make sure that we do our homework well.

Trustee Garcia Morales:

Yes. This is the purpose of today's conversation, actually, is to help ... I'm hearing your feedback align with Trustee Brooks's feedback to help us narrow down and be clear about what we're looking for in these proposals when we're rating them. You provided a suggestion for one. Then, in addition to understanding the unique needs of CCSD?

Trustee Bustamante Adams:

Yes. One of the rating criterias that I thought might be missing was that, in our previous conversations, we talked about our culture, our climate, our core values, and whether ... How does the firm demonstrate that they understand our needs?

The other one that I thought might be missing was our diversity and inclusion, considering the firm's commitment to diversity and inclusion in their candidate sourcing and selection process, as well as their track record in promoting diversity and leadership roles. Then the other one was innovative solutions, looking for innovative approaches on strategies proposed by the firm to set them apart when they're recruiting for these types of positions. Those are my suggestions.

Trustee Garcia Morales:

Thank you. Are any of those, I think this is a little bit of an iterative process, right? Because we have the experts here in this space, and we want to make sure that we don't have any issues with the vendors coming back and submitting a complaint because they may have been scored on something that may have not been in there. In this RFP, we want to make sure that we're clear.

Forgive me, Trustee Bustamante Adams, this is the place that we're playing in. Is there anything in those recommendations, I'll start there, that Trustee Bustamante Adams shared that would create liabilities for us?

Steve Staggs:

Madam President, members of the board, from experience, it's ... Again, it is going to be subjective, as Trustee Brooks mentioned. RFPs, by their very nature, are subjective. We're selecting people based on what they say they've done, the experience they're showing, and then we have to pick who best fits us.

Typically, I don't recommend getting very detailed in the rating criteria because we don't want to hem ourselves in and exclude somebody who may have missed a minor point somewhere along the lines. A lot of the stuff, like their ... I know the last time when we provided the script for, as Mr. Caruso has mentioned, we did ask them to address how they find, how they select, how they seek out diverse candidates for the superintendent job. A lot of these things, a lot of the specifics ... We really can narrow that down when we get to the interview piece.

Again, I haven't seen the responses yet, but I don't think it's going to be very difficult to pick the top two, three, maybe even four. But you'll have to look at them and see.

Trustee Garcia Morales:

Cross our lucky fingers. Maybe what I hear us saying, what I hear Mr. Staggs saying, and I understand this clearly too, that the level of depth for the selection of the actual firm can include these very specific areas of focus that we're looking at, like commitment to diversity, understanding the unique needs of CCSD. I just wish that if a firm, for example, does not understand the unique needs of CCSD and they're a contender that's on the list that receives a high rating, I'd love to be able to filter them out so that we're not even entertaining them.

I feel like we're a little bit in a catch-22 situation. That we need to be able to have some flexibility and mobility, but at the same time, know that that comes with some risk. Mr. Staggs?

Steve Staggs:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell, we can certainly ... I think maybe adding Trustee Bustamante's suggestion about specifying experience in the education executive search arena, however we want to word that ... Certainly we could add that, because that's what we're looking for. We're not looking for corporate headhunters who've never gone looking for superintendents, who don't have experience. There's actually a whole industry, a small industry, but there is an industry in the superintendent search world.

There are some ... It's kind of a niche headhunter type activity, and I think it'll be pretty clear which firms do this, do it well. They know where ... They're very attuned to superintendents who may be in a position but maybe looking to leave, maybe looking to transfer. They know who to approach. They do background checks, typically before presenting them to us, before even ... When they get the resumes, when they ask for them. They're actually out, seeking out people who may have jobs now. Like I said, it's a small industry in and of itself.

Trustee Garcia Morales:

Thank you. Thank you for that, Mr. Staggs.

Steve Staggs:

You're welcome.

Trustee Garcia Morales:

I want to go to Trustee Johnson, who's in the queue.

Trustee Johnson:

I just had a quick question, and I hope I come through clearly. I also share the concern around the objectivity of some of the ratings. It just may be challenging for us to all rate even question number one equally, because I might not know ... I might say experience means one thing, and Trustee Brooks says it means another.

If there's a way for us to have a demarcation line, so if we say five years gets a one, seven years gets a two, and so on ... That way, it just removes some of our own definitions from it and allows for the best candidates to rise to the top because we've set markers for what we're determining.

Again, I don't know if we can do that at this point, given what we've asked for in the RFP. But I hope we can, because I want to remove various definitions that might be in our own heads as we start to give rankings to different companies.

Trustee Garcia Morales:

I believe that we can make those shifts or changes to the rubric if the board desires to. Although, to be clear and to be fair with that, we did not ask for a specific number of years that the search firm has to have.

Even then, another thing that I'm considering is there is objectivity in the number of years. Just because a firm has been in the industry for 20 years doesn't mean that they are going to do a better job than someone who is new, or fresh, or has different perspectives and ideas. I think that we get to discuss that after we've reviewed all of the proposals.

Trustee Johnson:

I agree. What I'll say then is, but if we're going to even rate somebody on that, then we have to know what we're rating on. If we say experience, and somebody has one year of experience versus 20, and that one year of experience has been fantastic and they still get a one, it becomes hard to evaluate. What does it even matter, then, if we're asking for experience? We should have some set of hard and fast numbers and say, "Okay. This matters to us." Five years is important to us or it's not, because if we say just experience, then it becomes hard for us to determine how we rate that as a one or a four.

Trustee Garcia Morales:

Thank you for that, Trustee Johnson. Gentlemen, do we have any concerns about potentially attaching numbers to the rating scale to help us as trustees make an informed decision when we're rating these, specifically around the point rating system right now that's not clear about what experience actually means?

Steve Staggs:

Madam President, members of the board, Interim, Superintendent Larsen-Mitchell, again, by definition, requests for proposal are ... Maybe not by definition, but they almost always have an element of objectivity, as compared to an invitation to bid where we're just asking for specified items. "Can you provide this item that meets these specs? What's your price?" Then we go with the lowest price.

If you start putting too many numbers in there, you take away some wiggle room. Someone may have two years of experience, but they may have placed 52 superintendents. That's a little out there, but someone may have 20 years of experience, but they may have never done a superintendent. They may just be an executive headhunter firm.

Certainly, if you wanted, you could rate the two-year experience based on their time in education higher than you would a 20-year, or someone who's never done education.

Again, that's a personal preference for me, leave it a little more open so there's more flexibility, just leaving it open to try and find a chief executive officer for a gaming corporation, or something. It just seems a little confining, I think, to me.

Trustee Garcia Morales:

Right. In this process, because there's 11 of us who will be reviewing and providing feedback and insight, are there any issues with us defining those numbers tonight? Mr. Staggs, from your perspective, are there any- Mr. Staggs, from your perspective, are there any issues that we should consider?

Steve Staggs:

Madam President, members of the board, interim superintendent Larsen- Mitchell. Again, you're the end users, so if that's something you want to add to it, you certainly can and we'll change the rubric to match that.

Trustee Garcia Morales:

Thank you. I believe I hear my colleagues saying that they're, specifically with the experience, defining what experience means, and I'd love to entertain that specific response from colleagues. I saw that Trustee Johnson had his hand raised. Trustee Johnson, do you have something to add about this particular item?

Trustee Johnson:

That was exactly what... Yeah, I think everybody was well aligned there. I was going to say that exact thing. If we can just define what experience means, that way we know we are all on the same page when we rate somebody as a one or a four with that experience. So whatever that means, whatever we agree upon, we just define what it means, experience, and then we can figure out how to rate everybody equally or fairly, not equally, fairly.

Trustee Garcia Morales:

Thank you.

Trustee Johnson:

You're welcome.

Trustee Garcia Morales:

Mr. Caruso.

Joe Caruso:

Madam President, members of the board. Deputy, I'm sorry, Interim Superintendent Larsen-Mitchell. Trustees, if you would kindly look at page 10 of the RFP, section 5.5. I think we've kind of already put this out there, what work history is. We've defined it as a respondent shall provide the names of all firms and/or individuals that it currently represents or has represented in Southern Nevada in the last five years. Respondent shall label this information as part 5.5 of this proposal response. So we've already put out there, this is the expectation for work history and I want to remind you that in 2017, purchasing vetted these first and then brought a list, which we had as reference material when we first started the process of the firm's after they've already been initialed. And I know this time the board's pleasure was to do this themselves, but I think the devil gets in the details, so we want to be careful that we're, as Mr. Staggs said, if the rubric gets too cumbersome, you're not even going to get to the script.

There's actually multiple questions because we could be pigeonholing ourselves into saying, "Okay, well we only have two firms because they have two years experience." When in 2017 we had a firm that came and presented and they were a totally different variety of approaches. They were all about social media, they were all about technology, and they were all about how do we go into the World Wide Web, move forward. So I hear what you're saying. I mean if we want to go through, maybe what we need to do is look at page 8 of 22 and look what we've already established on the provision of service because I think we're really defined... I mean the culture and climate is letter B. We reviewed the district's executive summary, presentation and final report. We put in here for letter C, conjunction with the board, public input to establish a profile desired candidate and criteria.

So everything that you've asked, we've put in it before it went out to that. So I guess keeping it broad to say experience, we would look at... I mean I'm envisioning we would have the RFP as a reference item. We would have the rubric as a reference item, and then we would have the number of respondent proposals and then basically we look at the RFP, we look at the rubric, and then proposal one and then compare it through. And that's kind of where the homework part comes in, where you'll take it home and look through it yourselves and then come back and then have that discussion on the 15th and the open meeting. And then again, once that part's done, then do the more detailed script to say, "Okay, this is what we actually want

Joe Caruso:

them to do." So I don't know if I'm making sense with that or not. I know it's hard to envision because we haven't gotten to that part yet, but it is coming.

Trustee Garcia Morales:

Thank you for laying that out again, Mr. Caruso. I'm going to turn it over to my colleagues that have been patiently waiting here. Trustee Cavazos.

Trustee Cavazos:

Thank you, Madam President. Just to clarify, I can't emphasize enough the skills and the experience of these three gentlemen sitting here in front of us and I want to defer to our staff that we are listening to them on what they're saying and in respect to what Trustee Bustamante Adams said. I hear you Trustee Bustamante Adams loud and clear, but just to clarify, these things can be included after we do our homework, our review, and then we kind of personalize them within the categories if I'm understanding. Within those categories we can personalize them and we can bring that in. And I think the two pages that Mr. Caruso just brought up basically say that. It's just kind of hard because we knew what we were approving before, but we didn't get the actual materials to read in black and white until... For obvious reasons, we needed to do that at the last minute.

But I think now we can possibly end up going down an abyss, so to speak, in making this way more complicated and leaving ourselves open to possible liability. So I would ask if possible that we follow what these experts are advising us to do, and it's to do our homework between now and the 15th and come prepared with that information that we would like to include. Because I think what everybody is saying here on this day is very important what they're talking about including. I think it's just that there's a protocol that will not expose us to liability, and I think that we need to follow it. That's just my opinion.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. And to be clear, the goal is to walk away with a rubric that we all agree to here during this meeting so that we can use it when we receive the proposals in... What's today? Tomorrow, tomorrow afternoon in preparation for our May 15th meeting. Thank you. Trustee Brooks.

Trustee Brooks:

Thank you, Madam President. I'm actually going to support the sentiments expressed by Trustee Cavazos. I think the most productive path for us is to trust our staff's expertise and the advice that we've been given, accept the rubric with the stipulation that the board members come back prepared to discuss this openly in a very civil manner. If we can agree to that caveat, I'm okay with holding off on additional conversations until the next step.

Trustee Garcia Morales:

Okay, thank you. Is that a motion, Trustee Brooks?

Trustee Brooks:

I would love to make a motion if... That would be the motion to accept the rubric as presented with the expectation that board members come prepared to civilly discuss the merits of the applicants.

Trustee Garcia Morales:

I have a feeling Trustee Cavazos wants to second that, but that may or may not be true.

Trustee Cavazos:

I don't know what ever gave you that impression, but with great gratitude, I will second that motion. Thank you.

Trustee Garcia Morales:

Thank you. Thank you, Trustee Cavazos. Colleagues, I have a motion on the floor and I also want to acknowledge that Trustee Bustamante Adams is in the queue. So I'd like to... Before I turn it over to vote, I'd like to turn it over to her for a comment.

Trustee Bustamante Adams:

Thank you, Madam President. I was going to concur, although I still think that we need more clarity in the description, but I'm going to trust the process and look forward to the conversation. Thank you.

Trustee Garcia Morales:

Thank you, Trustee Bustamante Adams. Colleagues, we have a motion on the floor to accept the RFP, excuse me, the rubric as presented to us by motion by Trustee Brooks, a second by Trustee Cavazos. Colleagues, please cast your vote. I'm going to turn it over to Trustee Williams.

Trustee Williams:

Aye.

Trustee Garcia Morales:

All right. Okay. Thank you. Okay, colleagues, thank you. Let's go ahead and look at the results. Thank you, colleagues. That motion passes six to zero.

Okay. I appreciate your support and your focus to help us move forward and do this work that is so critical to our next steps in the superintendent search firm process. I'm going to turn it over to Mr. Caruso, who I believe has something to share.

Joe Caruso:

Thank you, Madam President, members of the board, interim superintendent Larsen-Mitchell. I just want to recap. So again, this process is owned by the board. So on the 15th, when you come back, you've done your homework, you look at the rubric, the discussion occurs. At that point you decide who the finalists are. We go to the 29th, we have a script, we look at the finalists. You say, "We're not ready to make this decision." That is your authority, and we can do a follow-up meeting from that point on. I know that this is a new area. I appreciate Mr. Staggs and Mr. Casey. They've been a monumental help with us as Nicole and I've worked on trying to get this presentable to you. So just keep that in mind that we have time built in with those upcoming meetings. So thank you for the attitude.

Trustee Garcia Morales:

We've got homework. Mr. Staggs, please. Yes.

Steve Staggs:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. The other thing I wanted to mention is, and I'm pretty sure when everyone comes back, gets together and puts the scores together, you may have one or two outliers that through discussion may come in line with everyone else, but there's also nothing that says we can't get presentations from all five or however many there are. I'm sorry you put the number in my head. So that's an option too, but that could become extremely tedious.

Trustee Garcia Morales:

And time-consuming. Yeah. Thank you. Thank you, Mr. Staggs for your expertise and continuing... For your patience and for your knowledge. Incredibly grateful for what you have done for us leading up to this moment. I know there's been a lot of messages back and forth that have supported Mr. Caruso and the board and getting us here. So for it, not for Mr. Staggs and Mr. Caruso and Mr. Casey and all their team for getting us here. Thank you, thank you, thank you, thank you. Thank you all. Eternally grateful to you and your descendants.

Counsel, I did not ask for public comment, and that's my mistake. The gentlemen are welcome to head out. But I did ask for public comment, but I did not activate public comment. Is it okay if I... Yeah, may I? Okay. I have one individual who signed up for public comment on this particular item. Is Ms. Bywater still here? Okay. She may have stepped out already. Thank you. All right, we're going to move on, colleagues. What a productive meeting. Lots of things to check off here.

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

Trustee Garcia Morales:

All right, we're going to move on to item 5.01. That's public comment on items not listed as action items on the agenda, and we'll begin with individuals who signed up in advance. All right, is Rory Wright present? Rory, come on up, please. State your name for the record and we'll give you three minutes, followed by Khana Mascione.

Public Hearing

Rory Wright:

Hello, my name is Rory Wright. I'm the Chief Operating Officer for Teachers Health Trust. Wanted to provide some information regarding the diabetes benefit. So I have a copy of the resource guide for our diabetic benefits. So there's three sections to this. The first section outlines the copays for insulin as well as copays for the diabetic supplies. Second section lists the specific insulin products that are covered on the drug formulary. And then the last section just describes some programs that supports those that have diabetes. So I printed out copies that we could pass out to you guys for your review. That's all I have.

Trustee Garcia Morales:

Go ahead and turn it over to Katelyn. She'll hold onto it until it's time for us to have that. Thank you so much, Rory. Thank you. Okay. Khana followed by Cheryl Gavin and Heather Brown and then Marlene Arellano.

Khana Mascione:

Khana Mascione for the record. I had a speech yesterday. I got contacted about 6:05 and had a great discussion with somebody in the district, so I'm going to let that play its role, but I do want to make a point that my son has been assaulted four times at the same school. Each time the student... Listening to these stories I don't know who to be frustrated with, the principal, the AP or the rules that are in place. What isn't public record or isn't confidential is when the kid comes back to school the next day. Obviously there's not too many consequences, so I want to make sure that we are... The attendance is not more important than the safety in the school. I want to make sure that we're not avoiding discipline to avoid absences for our reports and for the money, for the funds for the school.

And I would like to speak on my own behalf, which I'm not too proud of, but basically changing from what I had yesterday to today and I am happy for the old faces and the new faces and who's helped me get through with my daughter who is going to speak later. So change consistency and accountability. I want to start off by saying my children can check every race box you have on a form. I have no bias. I've had some issues this year with my son's school. It is being looked into. I attended CCSD, went to many schools within the district. I grew up by Sierra Vista, moving many times from all sides of CCSD. I had three kids attending the district. Two have graduated and one currently attended. I moved and raised my children in a nice neighborhood with good schools to provide them with a better childhood than I had. Being able to stay in a school and not being shuffled around, trying to make them better upstanding citizens and being thankful to all because teachers do not make enough money.

Let's see, and I don't [inaudible 03:59:32] my parents because they did the best they could with what they had. I have watched from my time in the school to the present, there were rules in place regardless of gender or race, you were reprimanded. In my time we have more control and consequences and repercussions for our actions. I'm not proud, but I personally know detention, in-house suspensions, RPC suspension, expulsion did exist. [inaudible 03:59:52] school, having to wear white T-shirts and jeans when it was at the old Go Tech. I can say it was warranted and it helped me. I did not deserve to distract or interfere with others' learnings and safety.

Presently, kids run the school like wild animals. Admin tiptoeing because... I was told by admin you have to provide a free and public education for all, which allows these children to continue to break rules, know how to work the system and get away with it. The prison to pipeline cannot be the excuse we use to allow it to continue. I did not end up in prison. I ended up graduating high school, working, going to college, receiving degrees. I wanted to be better than a teenage mother and a statistic. I had positive role models like Mr. Rael, who's a principal now. He was my math teacher at the time at Valley. Virginia Mills, she was my hall monitor. She knew me quite well. Mr. Wilbur was my orchestra teacher. Am I done?

Trustee Garcia Morales:

Yes. I think...

Khana Mascione:

I was close, but just so you guys get the hint of it, I hope that we are taking that into consideration.

Trustee Garcia Morales:

Thank you for advocating for your children.

Khana Mascione:

I appreciate it.

Trustee Garcia Morales:

Thank you. Ladies and gentlemen, please hold your applause. I recognize this may be some of your first time in the boardroom, but we do not applaud. This is a business meeting. Okay, Cheryl, are you present? Heather Brown present? Thank you, Heather.

Heather Brown:

So as the parent of an autistic student at Neal Elementary, I'm deeply concerned about recent events at the school. My son started at the school in pre-K last January '23, and he's thrived with the dedication and care of his teachers. However, the school's atmosphere has shifted dramatically this year and many teachers, including my sons, are [inaudible 04:01:52]. Out of 70 staff members, 34 are listed as teachers and we're losing 30 of them. That's a significant departure based on a single factor, the new principal.

Mrs. McLaughlin's leadership has raised several red flags for me personally based on our interactions, and she has shown a dismissiveness and lack of consideration for the pre-K program. Poor time management skills in our meetings, and an inconsistent desire towards parental involvement, including the supposed desire to create a PTO, but acting more like she just needed some minions to do her bidding. Additionally, her comment about excluding weirdos without a direct connection to the school from the PTO was concerning because a PTO should have the support of neighbors and businesses around it, not just ones that are directly related to the school. And frankly, as one of the weirdos who will not be having my son at that school next year. That statement made me feel very uncomfortable, ultimately aiding in my decision to step away from the group building the PTO.

This coupled with her threat of retaliation by trespassing parents who speak out about their concerns for the next school year shows a concerning pattern of behavior and tyranny that has driven away dedicated teachers. It is intimidating parents into staying silent and is causing turmoil within the school community. So any attempt to silence us will be met with legal action. It's evident that her leadership is questionable and with a shortage of qualified applicants sitting close to 10%, we can't afford to lose more qualified teachers due to poor leadership. Worse than this, superintendent Womack is not only aware of this mass exodus, but complacent in protecting the person causing everyone to leave.

This district has enough bad press. I continue to see horrific events that happen at our schools. Students assaulting teachers, teachers assaulting students, and schools being locked down for various reasons. How much bad press is it going to take before this board starts doing something? How many students have to suffer? How many good teachers are going to walk away from the profession altogether instead of having their job be in peril? We need you to recognize that the future of our students' education depends on this board taking swift action to weed out incompetent leadership. Thank you.

Trustee Garcia Morales:

Marlene Arellano followed by Autumn Tampa.

Marlene Arellano:

Good evening. Respectfully, if I can ask anyone here for Neal to please stand up. My name is Marlene Arellano. I am the parent of two young boys at Joseph M. Neal. I recently found out that 29 teachers and

Marlene Arellano:

staff members are leaving Neal, 30 now due to our vice principal Carlisi. Her last day will be tomorrow as this was negotiated by our principal and her new principal, all due to our new principal Traci McLaughlin. We used to pride ourselves in our school due to our teachers. I originally was going to pay for private school for my boys, but decided to allow them to attend Neal due to the amazing reviews about all of the teachers and staff members. The teachers made sure the students were always achieving above and beyond. My son's teacher taught him how to read virtually during COVID. Ms. McLaughlin started late this year and started changing things fairly quickly.

This is our principal's first year being a principal and has lost over 80% of her staff, mainly teachers. How is this acceptable? How is this not a red flag? In any circumstance this is a huge sign of poor leadership. Many parents and teachers have voiced their opinions to many higher-ups, union reps, and no action has been taken. Many parents stated that they advised our Trustee Katie Williams as she advised she would forward the message. I understand now why our teachers are just moving due to a lost battle. If their superiors are taking no action, then we have no hope. I was personally contacted by her superintendent Ms. Womack as she assured me all positions have been filled with overqualified candidates, but 13 positions are being offered online and some positions haven't even been added.

How are we supposed to believe that this one person is not the problem? When teachers that have been at our school 20 to 30 years are leaving due to her, she stated an investigation was made and all was well, but the numbers speak for themselves. I have posted this concern all over social media and many parents are speaking about her behaviors at Heckethorn. When I personally asked Womack if she had any previous complaints, she flat-out said, "No." With 13 current openings and the major teacher shortage, what happens when these positions don't get filled? It is already hard to find reputable schools in Las Vegas. Why are we not doing anything to withhold this? If you look at how many students we lost, the number is even greater. As many parents have applied for COSA to transfer their students' schools. I understand you have the DECA rule, but is there no probationary period for your administrators when it's their first year in a new position? Do we have to lose more students and staff for another year for the school district to take action?

I implore you to take action before this affects our children more. As parents, we believed at the possible and reasonable solution was to appoint our current assistant principal, Jodi Carlisi as the principal and leader of Joseph Neal. She has been a teacher and assistant principal at our school and she knows what this community needs. She was acting principal at the beginning of the school year and the climate at our school was not what it is today. Our teachers started the school year with optimism and confidence that she would continue to lead the school to excellence. I hope it's not too late. Action needs to be taken because the repercussions will be worse next year if our students fall behind. I am worried for personal retaliation for my children. If retaliation is suspected, I'm prepared-

Trustee Garcia Morales:

Thank you. Ms. Tampa. Is she present? Dr. Bemoll can you come on up please? Along with Rachel. Rachel, I'm sorry. Rachel, you showed me how to say your last name, Puaina.

Tiffanie Bemoll:

Good evening. Tiffanie Bemoll for the record. Quick take from the presentations tonight. I can't wait to learn all about the social emotional wellness lessons that teachers are going to be using in schools. I would love to see kids put their phones in the center of a table and just talk to each other. And Trustee Brooks asked

Tiffanie Bemoll:

excellent questions because social media discussions with students are so important, especially when colleges can track, investigate and follow your social media and can and have rescinded acceptances based on social media posts. Mental health, daily check-ins during... Oh, sorry, start over. So the student advisory committee talked about mental health and how important it is. During my classes, I actually do a mental health daily check-in, and I started that during COVID as a low stakes way for kids to tell me how they're doing every day. This is a very easy way for teachers to be able to check in with their kids.

I do it as a Google form and the kids are able to check in with me, let me know how they're doing. Are they in a good mood? Are they in a bad mood? Do they need to talk to somebody? And I can refer them to a SSA or a counselor very easily. Several of my colleagues have started to engage in this and we've been able to refer hundreds of students for mental health help and had a lot of success. Simple Google form, very easy, low stakes for students. So something to consider instituting. EQ. So I'm the EQ club advisor at my school. We started this club during COVID and we're the first and only EQ club in Nevada. EQ is a concept that encompasses the ability to recognize, understand, manage, and utilize emotions in oneself and others. It focuses on four areas, self-awareness, self-management, social awareness and relationship management.

It complements IQ, our intelligence, and is a great way for students to get involved in helping those on campuses understand the bridge between the two. Every campus should have this club to help with social emotional learning. Substitutes on critical labor shortage is great. I sent in my public comment on that last week. We need to pay them more. Here's the question though. When an elementary school teacher doesn't get a substitute, their classes split up amongst the other grade levels or other grade classes in the school. These three to four teachers do not get sub-pay for covering those children. Why? Subs deserve decent pay so that they'll want to do the job and teachers can actually take their days and not worry about colleagues getting extra work for it.

Lastly, I don't know if any of you have been on campuses during the last month of school, but office staff deserve more pay because it's insane. Our office staff work way too hard. I know that's a contract thing, but office managers, the core of our school should be equitable to the principal of the school. You cannot run the school without the office manager. They need equitable pay for the work they do. Our attendance clerk, our banker and our registrar work non-stop the last two months of school. They do so much work. It's insane that their jobs are not valued more. Thank you.

Trustee Garcia Morales:

Thank you. Rachel, come on up please. Along with Brianique Rodriguez. After Ms. Rachel, you'll come on up. Thank you. Followed by Courtney.

Rachel Puaina:

Hi again. My name is Rachel Puaina for the record. I just want to reiterate what everybody's been talking about that there are no... It seems like there's no repercussions or no safeguards for teachers when the administrators are pushing teachers away for whatever reason. You can find any kind of reason to write up a teacher and it's really easy. Simply if they don't like you, they'll pick on your voice, say that your face looks funny, your reaction was weird. I've been written up for that before, which is something you cannot fight. But they were trying to just find anything. And so when you have complaints from people, from teachers, you sit there and you wonder why is there a teacher shortage? Now you understand why. You

Rachel Puaina:

hear it time and time again. And so all I'm just asking is that we do have something in place for administrators to be held accountable when they are not helping us in the classroom and on campus.

We're trying to protect the kids. I know people have a lot of criticism towards teachers, but we're trying to protect the kids as well. We want to just do our job. We want to teach our curriculum, go through our lesson plans and make our kids feel safe. Talking about safety, the kids, what they describe as safe is that they don't want to see that after they complain about another student bullying them, hitting them in the face... There's a kid that's constantly hitting someone in the face and how many times we see him back in the classroom. Now, because of FERPA, we're not allowed to know what the repercussions were. So when a victim... Restorative justice was supposed to restore the relationship between the victim and the bully or the offender, but because of FERPA, we don't know. So when you see a student who just hit your child and you hear he's back in the classroom, we're like, "What happened?" Oh, we can't say anything because of FERPA.

How is that victim supposed to feel? How are the families are supposed to feel when we don't know what happens? Even as a teacher, we don't know what happens to a student and they say, "Oh, well, we just let it go." So it makes us feel really unsafe, feels unsupported, and then you're going to lose a lot of families in this district. You're losing teachers. You're going to lose families and students. Just watch the numbers drop. So I'm begging you guys please, we need help in the classroom. Thank you.

Trustee Garcia Morales:

Brianique.

Brianique Rodriguez:

Hello. Is my time starting? Okay. For the record, my name is Brianique Rodriguez. I attended CCSD K-12. I'm speaking on accountability. The community is well aware of how dysfunctional the district is in lack of consistency. I'm proud to say that I did not give up because I wouldn't be here today for the friends and peers that I have lost due to their own battles with suicide within the district. And she knows as well. I'm thankful for Ryan Cordia, that was the principal at SECTA for truly showing empathy for all students, letting them know that he loves them every day. And actually, he's my screensaver.

Okay, let me continue. On the other hand, it appears to me that students aren't just the bullies. And I can say Del Webb and Coronado, specifically. Principals in their AP still at these schools make me sick to my stomach, while seeing no changes years later. I graduated in 2021. And you can do the research, or you probably already know. As much as mental health is promoted in these schools, there needs to be more genuine support for these children and young adults that are in a crisis. Instead of being pushed away, or over edge by passive-aggressive behaviors are retaliation. I hope to see change and I hope that there's change, especially for my little brother, because this is not okay. That's all I have to say. Thank you.

Trustee Garcia Morales:

Courtney Reeves, are you present? Courtney?

Courtney Reeves:

Hello. Thank you for the time for me to speak today. I'm coming here today as a grandparent of three children that attended Heckethorn Middle School, which is...

Courtney Reeves:

Had attended Heckethorn Middle School, which is the middle school where Ms. McLaughlin came from. I'm here to speak on the behalf of what I saw from that vice principal day in and day out for years while my three grandsons went to that school. I saw kindness, I saw openness. There was an open door policy, there was respect. There were programs implemented that put the children first every day.

I was devastated to see her leave that school. It was a loss for Heckethorn, and Neal apparently doesn't realize what a gain it actually was with it. After seeing something on social media that was disturbing, I needed to see what was the issue with Neal as much as I could without asking people that I didn't know.

Changes is difficult. Change is scary, and it's been already spoken that some of those teachers have been in positions at Neal for up to 30 years, I believe what was said. I also researched that Neal has fallen to a two-star school, which is an unacceptable number, and seems to me like we've taken an exceptional candidate to become a principal away from a school because of the success that was there, and placed her in a school to open the eyes, to open the doors back to the community, to the parents, for teachers to begin to see a new insight on how things need to be done. We have to raise the data. We can't be a two-star school and be proud. I wouldn't be a proud teacher at a two.

I wouldn't be a proud parent. I'm a grandparent, very involved because I have to be. I went to the Clark County School District myself. I'm telling on my age. Raised four children who went through this school district here and now I have three grandsons.

Trustee Garcia Morales:

Thank you, Ms. Reeves. Thank you. All right. Can I have... Thank you, you're okay. All right. Is Jaclyn, Jaclyn, Jaclyn? Jaclyn, forgive me, Ziegert? Okay, thank you.

Jaclyn Ziegert:

I'm speaking personally on my experience with Ms. McLaughlin. It has not been positive. My daughter, who is five years old, who also has a bilateral hearing loss, has been assaulted five times by the same student. When I first talked to Tracy about this, she chalked it up to boys will be boys. This student has chewed up his food, spit it on my daughter. He has pushed her into the wall because he wanted to be the star squirrel, which is the kid of the week who was being a good example. While she was hanging on the monkey bars outside, he has kicked her in her ribs twice. I was told by Ms. McLaughlin that there was going to be an investigation done. There are cameras outside and then they will get back to me. This happened at the end of November. I still have yet to hear back from her in regards to this.

Following that, the same student the next day slapped her on her butt. Nothing was done. After that, this latest was being in March. He has punched her. He punched her in her arm because my daughter looked at her. The only request that I had was that the student be removed from the classroom. I don't blame this child. The child does have learning disabilities, but I do blame the administration for not protecting my child, and that does go back into the area of student safety. It's not just protecting our children from outside of the classroom, but it's also protecting our kids from the other kids that are in there.

I did fill out a bullying investigation and I was told that it was found to be unsubstantiated due to the fact that the kid has an IEP and developmental delays. How much is my daughter expected to put up with before something changes? Although this other parent may have had a different experience and a more positive, I'm very happy that they did. I, however, have not had a positive experience with her. When I asked her

Jaclyn Ziegert:

why the student could not simply be placed in another classroom, she responded with, "That it would be too traumatic of an experience for this child."

What about my daughter? What about her traumatic experiences going to school every day? And I asked, when I brought it up a second time, she says, "Well, we have to make sure we are protecting that student's rights." What about my daughter's rights? At no point in time during any of this has she ever acknowledged that my daughter's rights were also being violated. This child is an IEP kid. My daughter is an IEP kid with her bilateral hearing loss. She is taking and putting more of a concern on this other child than she is worrying about my child. So I'm asking you, please, to look into her and into how she's truly protecting our kids, and look further than just to what our possible test scores have come up because there's more to her than just that.

Trustee Garcia Morales:

Jennifer Jackson, followed by Rachel. Rachel, you've already spoken so I'm not... You're not going to speak again. Cristiane Mersch.

Jennifer Jackson:

Hi, my name is Jennifer Jackson and my son has been going to Joseph Neal since pre-K. I'm deeply concerned with the leadership changes that have taken place at the school. New leadership has displayed disrespectful communication towards support staff and teachers. I've had teachers physically tell me that she has yelled at them. I've had teachers tell me that her boss, Ms. Womack, has also yelled at other teachers in front of other teachers and during meetings. No one at any leadership position should be disrespectful, yell at their staff or berate them in any shape, matter, or form. I understand staffing shortages at the school district today, however, you had well-qualified teachers at Joseph Neal before Ms. McLaughlin came, that originally planned to retire out of that school until she came. Now, we are losing amazing well-qualified veteran teachers to other schools. I'm concerned my son will not have a third grade teacher.

That's my son. I'm concerned because there is no third grade classes anymore. There's no teachers. There's no kindergarten, there's no first grade teacher. There's 30 teachers leaving. Furthermore, from what I'm being told, teachers are talking to other teachers, teachers that are getting hired into this school. Teachers that are veteran teachers are telling other teachers of the situation that's going on at this school. They're deterring teachers from establishing a classroom or even coming to our school. We need help, oversight, guidance from this school board. This new leadership needs to be investigated. Something needs to be done.

Somebody needs to come investigate, watch what happens at the school from day to day. It's very important because we have a sense of community at the school. Ms. Murray is the one that established that. I understand she retires. She made the school what it is today. We have a garden, we have morning ceremonies, it's a sense of community. I really fear that we're going to lose that within the upcoming years if Ms. McLaughlin is still our principal. Thank you.

Trustee Garcia Morales:

Ladies and gentlemen, this is... The longer you clap, the less time. Just help us out here, all of us out. Jennifer Jackson. Oh, that was Jennifer. Forgive me. I'm sorry. Christiane. You're right, come on up please.

Cristiane Mersch:

Good evening for the record. My name is Cristiane Mersch, Chapter Chair [inaudible 04:24:59] for Liberty Clark County. Years after years, CCSD sex education programs push the limits on what is appropriate for children, both in terms of material, resources, and in the age that is presented. We have lessons introducing sexual concepts to very young children and promote risky sexual behavior to vulnerable teens and pre-teens. Sex education in CCSD has become a vehicle for an agenda-driving curriculum that's sexualizing children.

What was once a simply imparting science-based information and excuse to prevent disease and the biology, now it's ideology with radicals, indoctrination with the desire to exercise their sexual rights. Preparing children to have sex with multiple partners over the course of a lifetime seems to be a basic assumption underlying much of section education content in this district. Books like Flamer is one of the resources for sex education. "Hey, Navarro, suck, any good dicks lately?"

Trustee Garcia Morales:

Okay, Cristiane. You know the drill. You know... Hold on, please pause her time. Cristiane, you continue, but your time has paused. Cristiane. So, you've come to our board meeting several times. You know the drill. You know that I'm going to cut you off when you use profanity. This is a public meeting. Please continue her time. Please.

Cristiane Mersch:

That's the question that parents want to know when they're in the school-

Trustee Garcia Morales:

Can you please turn on her microphone?

Cristiane Mersch:

... sources. We apply the forms and the librarians say, "You should be there." And like you said, it's profanity, it's obscenity. Why is still there? And now, there is a campaign moment. There are people trying to elect and take those seats. They're concerned about, the parents are asking us. There's a lot of parents cannot be here five hours sitting, and they ask us, we have 400 people asking us why these books are still there? And as you can hear, I have an accent. I'm very engaged with the Latino community and the Christian community, and I'm explaining to them. And this is not education. They just want an answer. And you guys didn't provide any statement until now. For six months, we're asking why the books are still there. If we cannot read here, why the children's need to here? They don't have it. They want to sexualize our children.

Trustee Garcia Morales:

All right. Timmy, Timothy. Timothy, forgive me, I called you Timmy. That's completely inappropriate.

Timothy Underwood:

You can call me Timmy.

Trustee Garcia Morales:

Tim. Tim, Tim.

Timothy Underwood:

Just don't call me late for dinner.

Trustee Garcia Morales:

Nope. Timothy Underwood.

Timothy Underwood:

Let me get my notes.

Trustee Garcia Morales:

All right, Tim.

Timothy Underwood:

Okay. Timothy Underwood. I've been going to CCSD schools since 1965, all the way through high school except for a couple of years. And I have to say, the school board of CCSD needs to stop sexually abusing children. Pornography, according to the American College of Pediatricians, is defined as the depiction of erotic behavior. For those half educated college grads on the school board, erotic behavior is sexual display in pictures or writing. So, it's defined as the... Pornography is defined as the depiction of erotic behavior that is intended to cause sexual excitement in the reader. Consumption of pornography by children is associated with many negative emotional, psychological, and physical outcome, like increased rates of depression, anxiety, acting out and violent behavior. Younger age of sexual debut, something that groomers would like to see, sexual promiscuity, increased risk of teen pregnancy, and a distorted view of men and women.

Groomers are sexual predators who seduce children into acts of pedophilic sex. They utilize pornography to prepare their victims for sexual exploitation. Turn not to laugh, Evelyn. According to the American College of Pediatrics, children under 12 who have viewed pornography are statistically more likely to sexually assault their peers. In some, children exposed to pornographic materials are at risk for a broad range of maladaptive behaviors and psychopathology. Clark County School District has hundreds of pervasively vulgar pornographic books in their libraries for school children to view. So, I ask this board, when in history has it ever been the good guys who provided pornography to children? Does anybody know? Doesn't sound like it, does it?

Trustee Garcia Morales:

Patrick. Is Patrick Boylan present? Patrick? Come on up. Then we'll turn it over to Cyrus.

Patrick Boylan:

Good evening madam President and the rest of the board and Interim Chancellor, I mean, sorry, I forget your title. Interim Superintendent and all the staff. And everybody, good evening. I haven't been to this room in over 20 years. I used to come here when my sons were going to school here and we had some

Patrick Boylan:

problems with security and safety. And that's my background, so I would give advice to different people. And I decided I wouldn't come here and trouble the board anymore because they've graduated. One of them was in Las Vegas High, the one downtown where they have the music program. And he in fact has now grown up and he's got his own nonprofit that he brings guitars to schools and gives them away free and teaches them. So, CCSD has helped my sons, and they've done really good. But I saw on this list here this school year, they have this book, it's called Gender Queer. Have you ladies all seen this? Have you all seen this?

Trustee Garcia Morales:

Patrick, this is not an opportunity for us to engage in dialogue, so this is your time to share your public comment.

Patrick Boylan:

This is my public... I know public comment very well, ma'am. I know the Nevada revised statues and you cannot stop me. I have the floor. I can speak for three minutes on anything.

Trustee Garcia Morales:

I can pause your time.

Patrick Boylan:

Of course you can, yes.

Trustee Garcia Morales:

Just want to clarify that you may be seeking answers and this is not the forum to do that. This is your time.

Patrick Boylan:

No, I'm seeking answers from you ladies. Have you seen this book?

Trustee Garcia Morales:

There is no dialogue.

Patrick Boylan:

If you haven't seen this book, why are young kids... Actually, I don't even need this. I can turn around and people will hear me. I have a good voice. I have no problem talking. But I'm asking you, tell me, any of you seen this? You're the lawyer, right? Are you the lawyer for this board?

Trustee Garcia Morales:

This is not a dialogue.

Patrick Boylan:

All right. No, I'm just wondering. She's the council.

Trustee Garcia Morales:

Please continue.

Patrick Boylan:

And she knows what I'm saying. You cannot stop me, and I can quote you the Nevada Revised Statute. And if you haven't seen it, what are you doing? Why are you elected official sitting here? That's where you've got so many people running for school board, is running for State Board of Education. I was also on the State Board of Education, so I have plenty of history with schools and education. Even now. I'm concerned that we are teaching, in schools and you are telling that young lady, can I use the words in here? Actually, I can because you cannot stop me, but I'm not going to use the words. I just want you ladies to see this and tell me, have you seen this book? And I ask all of you, I hope there are no kids here. Come to me and have a look at these pictures and the words in you. All right?

Trustee Garcia Morales:

Please address the board, Mr.

Patrick Boylan:

I'm addressing the board. Even if I turn my back to you, I apologize.

Trustee Garcia Morales:

No, you're not.

Patrick Boylan:

Thank you for the honor. I had three minutes.

Trustee Garcia Morales:

Cyrus, are you present? Cyrus? Thank you. And followed by Lorena, and then Kamilah Bywaters.

Cyrus Hojjity:

Good evening everyone. Cyrus Hojjity. I represent the organization newly called Strong Towns. It's an urban planning organization that's pushing traditional urban planning, and I'm here to tell you the worst thing that the Las Vegas Valley does is urban planning. That's the worst thing that it does, is not the schooling system. The fact of the matter is that we have large amounts of tiny lot homes and multifamily housing that are very car dependent thanks to our land use policies. These types of roads, arterials, whatever you want to call them that are difficult to cross, the way we lay out our buildings and parking, design them, and this strongly affects our children and how they can get around and get to school. Nearly all of our children depend on cars from their parents to be chauffeured. This has enormous amounts of cost, personal and public. It impacts their health, particularly exercise.

It reduces their social ability, makes them very isolated. Their physical environments, you look at the architecture, we used to build amazing schools about a hundred years ago. What happened? All you have

Cyrus Hojity:

to do is look at the old historic cities, go down to downtown, you'll see what I'm talking about. We seriously need code reform. Now, switching gears, I note some of you, including the one who just walked out, have been blocking me on social media and I don't see how this is, really, I don't see how you guys are really public officials, to be honest with you. I mean, I'm not spamming. I'm not giving any vulgar. My ideology is not based on whatever direction, it's based on what works. I like to hear truth from all sides.

Let me give you some evidence. I interviewed a county commission candidate known as Hunter Kane. We exchanged a lot of amazing ideas about schooling, and he was supported by radio show host Brian Shapiro, who by the way, trashed the My Children's Advocate Organization. And I also have petitions to get Senator Ed Hewling into the ballot, and they have vastly different views. But you have to ask yourself, where am I coming from? Why do I like certain groups of people from all over? You know why? Because I'm sick and tired of the establishment. I'm sick of the status quo. I don't care where you come from. We need change. The status quo is not working. This political machine, this establishment, this centrally controlled county is not working. Our urban planning is a sham.

Look at all these people that are dying from crossing the streets. Wake up. It's almost like there's a fire burning every other day from every aspect of society. And somehow, we don't easily see it because that's what they want you to do. They want you to kind of be sucked into the matrix. So, we need urban planning reform. And you guys aren't planners, but I can tell you something, you can influence what's going on in Clark County. Thank you.

Trustee Garcia Morales:

Lorena, come on up please. Followed by Grace Trujillo and Kimmy Linsday. You still here, present?

Lorena Biassoti:

Hi, good evening. My name is Lorena Biassoti and I'm now a current school board candidate for District D. I was listening to your presentation earlier on DEI, and I just want to say, as a Latina, not a Latinx, but a Latina because I'm a female, I couldn't help but notice one of your experts say that during, about the grading that the student, he wanted the outcome of the students to be equal, which is right, but then corrected himself to say fairly, not equal. And I just want you to understand that, by you believing that all races are not equally capable, you are the racist. I've been attending meetings until I have seen things get continuously worse. Things have become more violent. You heard parents and teachers, but you continue to ignore them. This is why I'm running to sit in that seat.

Because you continue to fail our children, you continue to fail teachers and staff, you continue to fail us. I urge you to vote for me if you live in the southwest side of town, Summerlin area. If you're north, it's Lydia Dominguez. East Central, Las Vegas, it's Frank Friends. And Henderson area is Rachel Puaina. I wanted to note that I took a survey for candidates from a pack made up of former CCSD candidates. Trustee, I mean. I was asked what I would've done if a group like Moms for Liberty caused a disruption by reading explicit material repeatedly at school board meetings.

Well, if I were sitting where you are and presumed to care about children, presumed to represent the concern of parents, this event would not have happened more than one time. I wonder how you justify this, that a student can get molested, have his innocence violated because you have taken this as a personal challenge from Moms For Liberty. You have decided to go tit-for-tat. Well, shame on you. Shame on you because you allow these books to sit there in these libraries and do nothing. This is why I'm running. This is

Lorena Biassoti:

why parents need a new slate of representatives because you have your own agenda, and we will work actively to clean our public schools. Thank you.

Trustee Garcia Morales:

Is Grace present? Grace Trujillo? Okay. Kimmy?

All right, ladies and gentlemen, that concludes public comment.

Upcoming Meeting of the Board of Trustees

Trustee Garcia Morales:

The next meeting of the Board of Trustees is Wednesday, May 15th at 9:00 AM, here in the boardroom.

Adjourn: 9:25 PM p.m.

Motion to adjourn.

Motion: Bustamante Adams Second: Brooks Vote: Unanimous

Trustee Guzman and Trustee Williams were not present for the vote.

Trustee Garcia Morales:

Colleagues, at this time, I'm seeking a motion to adjourn. Trustee Bustamante Adams?

Trustee Bustamante Adams:

Thank you Madam President, I move to adjourn the meeting.

Trustee Garcia Morales:

Thank you. Trustee Brooks?

Trustee Brooks:

Thank you Madam President, I second.

Trustee Garcia Morales:

Thank you Trustee Brooks. Colleagues, we have a motion by Trustee Bustamante Adams, a second by Trustee Brooks. Please cast your votes. Thank you, colleagues. That motion passes 5 to 0. The time is 9:25 PM. Have a great night.