

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

Tuesday, July 1, 2025

8:13 a.m .

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

Jhone Ebert, Superintendent of Schools

Trustee Bustamante Adams:

... do some housekeeping items first, and then we'll start the meeting.

I just wanted to remind the Trustees that it isn't policy for us to address governance. So we are doing it in a form of a retreat today. And looking very forward to our discussion. It's going to be less formal because it's like a hybrid of our other trainings that we have had. So just be mindful that the microphone is very sensitive, so if you are talking next to the person next to you next, it will pick up the conversation, this will be transcribed.

Also, there's restrooms out in the exit right behind us and also down the hallway.

What else did, we will be doing a team-building exercise with the staff during lunch. We are going to talk about next steps, so after our discussion, Dr. Alsbury will talk about what's next.

I want to thank our host, who is Southwest Career Technical Academy, [inaudible 00:01:08].

I want to thank our staff for the amazing work to be able to put this on here. We had a choice to do it in the Boardroom, but we wanted a bigger space, more inclusive.

And then, lastly, I'm going to have our Superintendent introduce her team. But I also want to introduce, Miss, don't tell me, don't tell, me Mahogany, Crupley, [inaudible 00:01:43].

Trustee Bustamante Adams:

So, Mahogany represents our legal counsel, Cheyenne, Parker, and Nelson. She is here representing us today. And so if you get an opportunity, please say hi to Mahogany.

[inaudible 00:02:00] Superintendent to introduce her team who's here today. And then we will start the formal meeting.

Jhone Ebert:

Good morning, thank you. I'm really excited that we have very important people that have joined us today. Rowanne, Triana, our Chief Human Resources Officer. We have Kellie Kowal-Paul, as well, Chief Strategy Officer. We have Diane Bartholomew, with all of our [inaudible 00:02:25]. Roseanne is here, as well, Richards, who works in the office of Superintendent. Brad, Dr. Brad Keating here, as well. Melinda, with Communications. We have the amazing Mike Casey, who keeps all those buses, food, and everything rolling, a very important. And two amazing deputies with us, Dr. Jesse Welsh, and the amazing [inaudible 00:02:53].

I would also like to introduce our new Chief Communications Officer and that is Kirsten Searer. Thank [inaudible 00:03:10].

We also have Carmen West from our Executive here. And, my, [inaudible 00:03:24], and you guys all know, it's a joke, made this happen with its insiders. [inaudible 00:03:27].

Trustee Bustamante Adams:

Okay, so we're going to start the formal part of our meeting. I'd like to welcome everybody today. I am President Irene Bustamante Adams. And I call this special Board meeting of July 1st, 2025 to order. The time is 8:13.

I'd like to remind everyone to silence your electronic devices. We acknowledge that the land of which we gather is the territorial homeland of the [inaudible 00:03:57] and the Las Vegas band of [inaudible 00:04:02].

Flag Salute

Trustee Bustamante Adams:

We're going to start with Item 1.01. Trustee Satory, will you lead us in the Pledge of Allegiance?

Trustee Satory:

I pledge allegiance to the flag of the United States of America. And to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

Adoption of the Agenda

Motion to adopt the agenda with the following changes, reference material is provided for 2.01 Governance Policies and Handbook Review & Revision, 2.04 Balanced Governance Comprehensive Board Governance Services Proposal, and 2.03, Superintendent's First 100 Days.

*Motion: Esparza-Stoffregan Second: Cavazos Vote: Yeses – 5(Bustamante Adams, Biassotti, Cavazos, Stevens, Zamora); Not Present – 2 (Dominguez, Henry)
Motion Passed.*

Trustee Bustamante Adams:

We're moving to Item 1.02. Before I open Item 1.02, is there anyone here that has not had a chance to complete a public speaker card?

Okay, seeing none, I will close that.

Trustee Esparza-Stoffregan, I will entertain a motion to approve the agenda.

Trustee Esparza-Stoffregan:

Thank you, Madam President. Members of the Board, I'd like to make a motion to adopt the agenda with the following changes. Reference material has been provided for items 2.01, governance policies and handbook revisions; 2.04, balance governance, comprehensive Board governance services proposal; and 2.03 Superintendent's first 100 days.

Trustee Bustamante Adams:

Thank you. I have a first, do I have a second? Trustee Cavazos?

Trustee Cavazos:

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

Trustee Bustamante Adams:

I have a first and a second. Please cast your votes.

Okay, I have, Trustee Cavazos, do you want to [inaudible 00:05:43]?

Trustee Cavazos:

Oh, I'm sorry.

Trustee Bustamante Adams:

Okay.

Trustee Cavazos:

Still have to learn my colors.

Trustee Bustamante Adams:

That's okay. So, put them back up. Sorry, I have to count. I have to count, sorry.

Yeah. One, two, three, four, five. I have five yeses.

Any noes?

Any abstentions?

Okay, motion passes.

Now we're going to move over to Item 2.01, our Governance Policy and have a review and revision. And I'm going to, is there anyone that has not had a chance to complete a public speaker card for this section?

Okay, seeing none, I'll close that.

2.01 Governance Policies and Handbook Review & Revision.

Discussion and possible action regarding Dr. Alsbury's: 1) review of existing Governance Policies; 2) recommendations for Governance Policy revisions to align with Balanced Governance; and 3) proposed Board Governance Handbook. **(For Possible Action)** [Contact Person: Irene Bustamante Adams] (Reference material will be provided.) (Ref. 2.01) *(According to Governance Policy GP-4.2: Board Members' Principles of Operation and GP-17: Cost of Governance)*

Motion to approve item 2.01 and to work with Joe for the Board Committees and Board Services on page 33, work with the Superintendent regarding the Board Reports, and to add language to page 43.

*Motion: Esparza-Stoffregan Second: Cavazos Vote: Unanimous
Motion Passed.*

Trustee Bustamante Adams:

And then I'm going to turn it over to, Dr. Alsbury to begin this process of 2.01.

Thomas Alsbury:

All right, thank you very much. Nice seeing everybody. Hello.

Trustee Bustamante Adams:

Good morning.

Thomas Alsbury:

Oh, it's awfully hot here. Hi, Loretta. How are you doing? Didn't get a chance to say hello.

Well, we have a lot to do today. We're going to be very busy. There are, I think I counted 80 to 90 questions that I have for you today.

Trustee Bustamante Adams:

Oh!

Thomas Alsbury:

I know, and we have an estimated four or five minutes per slide. And each slide is comprised of several questions. So this is truly a work session today, okay? And I am optimistic we'll get through it with some very important things. This is what's on our agenda.

So we, basically, need to go through this handbook. Last time I was with you, you asked me to produce a handbook that would be easier for you to access the information from your policies. And that's what you have in front of you. So you might want to go ahead and grab that, because that's what we'll be using all day today.

It's got the blue cover on it.

Looks like this. Should be in your packet.

Let's see, which tab is that under Joe, is that-

Trustee Bustamante Adams:

It is-

Joe Caruso:

It is under C.

Thomas Alsbury:

C. So, it'll be C.

Joe Caruso:

[inaudible 00:08:09].

Thomas Alsbury:

So that's what we'll be using.

And we just need to go through all of these sections of the handbook and answer a few questions. Of course, whenever we are together, I want to remind everybody that these are our, what we've committed to as a Board. So if you'll check these out, these actually came from, I've told you this before, these came from your Board. Linda was here. And you know where this came from.

I've gotten permission to adapt it a little bit, but we want to have civil discourse, want to speak respectfully to each other. We do not want to presume the intent of others. That's a dangerous thing to do. As far as I know, there's no mind readers in here. I'm not. So, I shouldn't presume that I know why people do or say what they do. We need to be relevant to balanced governance.

Thomas Alsbury:

Balanced governance is, basically, data. It's information that tell us what effective boards do. It's not necessarily my personal opinion. Although I do, obviously, agree with it or I wouldn't be up here training it.

But my point is, I didn't just sit at home one day, and based on my personal experience, dream up balanced governance or the protocols and procedures that we're going to be talking about today. They came directly from the only national studies of boards that have been conducted. We simply took what we found effective boards do and that's what I'll be sharing with you today.

Now, you can choose to disagree with that. And you have that right. But I just want to make sure you understand that you're not disagreeing with my personal viewpoint. You're disagreeing with what we see effective boards do. So you do so at your own risk.

We know that certain ways that we work as a Board works well and certain ways that boards do not work well. And we have lots of history and experience with that.

And so, I will always give you my input and recommendations based on balanced governance.

Responsibility, it's about being informed and then also taking on your role as oversight. One of the things that these procedures in this handbook will touch on is the necessity for you to understand how to shift roles. And that is that when you are on a board, when you do work for the Board, or as a board, or you're discussing issues surrounding Board work, it's necessary for you to put on your Board hat. Okay? We are elected to be Board of Trustees.

We are also parents, and humans, and all of that. And I get that. But, again, what we see effective boards do, is they have the ability, and it's not an easy thing all the time, but they have the ability to defer, in some cases, their own personal views on things, they put on their Board hat because, guess what, you represent a large group of constituents in your community. And those constituents have varying ideas about things.

And so, if you choose to say, "I'm going to ignore 50%, or 40%, or even 30% of what the community thinks in this county," you do so, again, at your own peril. We see boards have real problems, and even implode and dissolve as a result of that kind of an attitude.

Again, that's hard to do, but we remember that we sit on that seat representing many, many diverse viewpoints. And that becomes really important for us to understand.

Some of the procedures that I'll be recommending to you, that's why I am recommending it to you, because we want to engage in things that are interest-based and not polarizing. That is, by the way, one of your practices that you've committed to. When you say we're going to use balanced governance, and I'll be very direct about that. I don't mean to be mean-spirited, but don't say you're using balanced governance if you're not using balanced governance because I don't want my model or my name attached to a board that says they're using it. And then proceed to not use it. Okay? I know that's a really direct statement, but I really feel passionately about that.

And let me then say that one of the board practices that you commit to with balanced governance is that you will communicate in a way, and by the way, you're going to evaluate yourselves on this later on in the fall. You communicate in a way that focuses in on shared interests and not on a polarizing or positionalizing people. That's a commitment that you've made as a Board member for

Thomas Alsbury:

balanced governance. And sometimes that's a matter of how we say things, how we communicate things. Communications that immediately polarize our fellow Board members or our community and pit them against each other is not what effective boards do. In fact, they work really meticulously, they're very careful to not do that. Okay?

And then, we want to always focus on student performance, student learning in its broader sense from our Strategic Goals.

So those are all the things that we want to do today. The reason that we do it is because the future of boards, I always present this, you guys have seen this before, I always want to do it. That there are a lot of entities out there that want to eliminate locally-elected boards. That's one of the reasons it's important to be an effective board. This is a real thing. It has happened in the past.

We also have, a long time, had a belief that, and it was actually in 2001, when I, I've shared this story with you before, tried to publish some of the first work on boards. They refused to publish the work because boards, and the community, and the nation at large did not believe this statement. They thought that it was okay for board members to play politics. This gets back to this polarization issue that I'm pointing out.

But why not? That's what they do in national politics and state politics. Why don't we do that in the boardroom? Well, the reason we don't do that in the boardroom is because what you do in the boardroom, actually, we found in our research, mine and everyone else whose researched boards, have found that this, what you see on the screen is true. What you do and how you do it in the boardroom actually does impact students, either positively or negatively.

Next thing, just a reminder that, again, people don't understand your intent. And I'm going to ask you to stay with me today, okay?

Thank you.

Perception is reality. People don't know your intent. They don't know the conversation you have after the board meeting. So it's not okay to do something or say something during a board meeting and then afterwards over coffee or a drink, board members make up and they're all fast friends. Well, the public don't see that part. And so, you have to be understanding that the public sees what they see. And they interpret what they see based on that. And then they don't have anything else to interpret it by. So we have to be careful that we're conveying what we want to in these board meetings in the appropriate way.

A reminder, and I've already mentioned this today, that there's a series of, there's five pages of research on school boards that does exist. Many entities that do Board training will tell you there's no research on boards. If you go to their tabs on their websites, you'll find no research, no peer-reviewed actual empirical research on boards. There's a lot of opinion pieces. There is actual research on boards, there are professors doing this research on boards.

And so this, what I'm sharing with you is based on that research,

I want to remind you too, that part of balanced governance is this belief in local control of schools. And remind you, and I showed you this slide last time I was with you, remind you that one of the reasons that schools are not governed at a national level in the United States, they traditionally

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have not been, is because of the belief that if they were governed at the national level, every time we got a new administration in, that everything that we did in schools would flip-flop back and forth, back and forth. And we've certainly seen some of that, haven't we? Well, the point is, every time we put any federal control or federal input, that's what we get.

And that was the reason that Thomas Jefferson successfully argued that schools should be governed by local committees in those local communities and that those entities should be particularly non-political.

The very foundation, history, and the functionality of local boards only works if you do everything you can to remain non-political. Okay? That's what we see.

And by the way, that's what effective boards do, too. So just a reminder of that.

Reminder that balanced governance has to do with not being a disengaged board member, a rubber stamp, or a micromanaging board member. I'll remind you that a lot of virtually all other governance training they train you to do, to avoid this, don't micromanage. That's the message that you'll hear. They will not talk about the problems with being a disengaged or a rubber-stamping board member.

They'll also tell you that you shouldn't bring up things that are contrary to your colleagues. That is, if you have a different viewpoint on a particular policy, they'll say, "Don't talk about it. It's better for the public to not hear differences of opinion and for you to have unanimous votes."

Good morning, Libby, how are you? Nice to see you.

We did not find that in our research. A good board, an effective board is like an effective family, in that respect. It's not that you never tell the person they have lettuce in their teeth. It's that you can tell your peer that you have lettuce in your teeth. And we say it in a kind way, we say it in a respectful way, and we appreciate each other for our differences. And that's what we found to be the case.

So just like a really effective team is not into group think, really effective boards aren't into group think. But while it's important for you to be able to have the opportunity to be passionate about something that you care really deeply about and to speak it in a passionate way, I've seen effective boards doing that, effective board members doing that. It's equally critical that how you share it.

Doesn't, then, go back to my previous comment of, then, polarizing or disrespecting your colleague. This gets down to very specific recommendations that I'll make, which has to do with, again, how you talk about these things. So, it's what I call editorializing or prefacing statements.

So when it comes to your turn to share, for example, I recommend to board members, don't preface your remark. Don't say, "Well," I always use the special ed because I've seen this before and I'm not trying to pick on parents of special ed students with special needs. But I'll see a board member say, "Well, I have a child with special needs. And we've been treated horribly because of this policy. And it's created all kinds of pain for my child and my family. And that's why I'm voting in favor of this policy."

That's what I call editorializing your position.

Thomas Alsbury:

Now, I don't know about you, but if I'm another board member, how do I say anything contrary to that? How do I vote against that policy, where, literally, there's been a line drawn saying, "If you don't agree with me, you don't care about my child and you don't care about me. And you're a mean, horrible person."

That's what editorializing does. It stops the conversation. It doesn't allow for a different point of view.

Also, I recommend you not vote count. Vote counting is done [inaudible 00:22:24] this way. And it's a really easy thing to do.

"Well, I agree with Linda, and Emily, and Irene on this one. I'm going to..."

What are you doing? You're saying, "I got four with me and how many do you have with you?"

You just drew a line. "I'm with them, not with you."

See what I mean? Even that simple thing, my recommendation is just state your position and leave it at that. We're all adults here. We are all intelligent. We all heard everybody else's viewpoint. You don't need to comment on the other person's viewpoint. You don't need to vote count. Just simply say, "I support this policy and here's the reasons why." Period. Okay?

So today, what we're here for, that's just it, just a quick reminder and overview for all of us. It's been a little while since I've been with you.

I want to have you open up your handbook. And you can go ahead and start by opening up to the table of contents.

Give you a moment to scan that.

And you'll see that about half of this handbook is made up of additional appendices with information. And so, the actual procedures are found in the first 65 or 66 pages.

You'll also see that they've been topically organized. And that was what you had asked me to do for you.

You'll see as we go along in our process, and I'm going to stop talking and put you to work here pretty soon, that you'll see that certain topics, I've cross-referenced the policies. And as you read the sections that I've literally pulled verbatim from your policies, that that one topic was discussed in, sometimes, up to four different policies. So it's a wonder that it was hard to find the language. And I've taken all of them and put them together under a topic. But I've still cross-referenced the policy, so that you can see where they came from.

I've also, again, the verbiage is really identical from your policy. There's no substantive changes. That's Item number two. I didn't go in and change the meaning or the words in this handbook. I just took it straight from your policy.

There are items in this handbook that would need to be modified. I want to say that, in general. That means that is regularly modified.

For example, there's an appendix that contains the calendar for the topics that the Board is going to cover for that year. Well, obviously, that appendix would need to be updated each year when you have a new Board calendar. But the intent of the handbook is for information. So while you

Thomas Alsbury:

might be tempted to say, and certainly this thought crossed my mind. To say, "Well Tom, let's not put that in the handbook because we have to update it every year."

And that's maybe a little bit of a pain to do that. What I would say is, "Yeah, that's true. It is a pain, but I'd recommend that you still have these appendices in there," because remember, when you have a new Board member, or even you, yourself, instead of you having to go search around for, "Where is that calendar with the topics that we're covering?," you can just go straight the handbook. And it's intended for a one-stop shop for Board members. Particularly, this is even more important for new Board members, of course.

There's only a few things, though, in this handbook that you would need to modify regularly. That would be one of them, the calendar. The second one would be, if you change your district's Strategic Goals, then that would need to be modified, as well. But that, you'll note, as we go, that is included in the handbook, those Strategic Goals. And, again, that's so you don't have to go find the Strategic Goals somewhere. You know that they're right there in their handbook.

The next thing you're going to notice, possibly, you'll notice this is, even though I've taken the language verbatim from your policy, there are a few exceptions where I have changed the language. And there's two reasons for that. And I'll be very transparent. And it's actually written in the handbook draft. One of them is where there is no policy currently. You have no language in your policy about a particular item. I have included some language that other districts have used effectively that I'm recommending that you consider, but I very clear, by putting, "No policy." So as we go through, if you see, "No policy" in parentheses, it means you, don't currently have any of this language. And I'm asking you to consider, potentially, adding that language.

The second thing that you're going to see is there's going to be some language in here that are part of the Nevada Statutes. They are legally binding to you as a Board, but they don't exist in your policy. They're referenced in your policy with an NRS, but the actual language from the statute isn't there, unless you go look it up. So I've taken, verbatim, I've literally copied and pasted verbatim from Nevada Statute in a few places, and put those in the handbook. And I, of course, referenced the statute in the handbook. So you can see what the law says in a few cases.

And then, finally, there are, I guess, two things. I changed language intentionally because currently in your policies, you have, when we talk about the Strategic Goals, initially when these policies were written, you called things by certain names. You called them, you said District Mission, District Vision, Performance Objectives, something about outcomes. It was this long. It was all the pieces of the then-Strategic Plan that had been put together. And the idea was, we want to use the exact same language as what was in your Strategic Plan.

Well, that has changed. You don't actually use that language anymore in your current Strategic Plan. And I would imagine that language will probably change again when you update your Strategic Plan this next time.

So what I've changed is I've taken that long string and just throughout all of your policies, I was going to eventually recommend that you make it generic so you don't have to constantly change your policy. So I've called it District Vision and Strategic Goals, period. And left all the other words

Thomas Alsbury:

out, because I'm guessing you'll continue to use those terms even as you adapt your Strategic Goals. You'd still call them Strategic Goals. And you would still call it your District Vision.

And then the last thing that you're going to notice, and I'll point these out as we go, is that there are certain sections of your policy, like this one that I've cited here, called Organizational Capacity Monitoring System, that you do not use. You have never practiced it. It was originally put in the policy, but you've never actually done it. And so, in some cases, and I'll be clear, again, about that, I'm going to recommend that you remove it. It's not a critical piece. You don't have to use it. You should take things out of your policy that you're actually not doing, and that's probably good practice.

Now before we actually get into the work, so that's all pre-loading you on some of this. Before we actually get into the work, I want to, again, make it very clear that because the handbook is a compilation of your procedures from your policy, state law, also, appendices like that quick sheet on Robert's Rules of Orders that we did last time I was here, that's in the handbook. Your Strategic Goals are in the handbook. So there's items that are not technically policy in the handbook.

Now, I think those are necessary. Those are information that you need in the handbook, one-stop-shop. But because of that, if the question is, "Is the handbook policy?" The answer is no and yes.

Where the handbook is describing policy, and I've cross referenced it to policy, you can be assured that that language is verbatim from your policy. So in that respect, yes, the handbook is the same, exactly the same as your policy language. But because it contains additional pieces of information, the handbook itself cannot be called policy, and you shouldn't call it that, and you shouldn't rely on it in that respect. Your policies will still be intact. And any adjustments to the policies will need to go through the proper process.

So this will get to a bit of a decision to be made at the very end of the day. And that is, you've got the handbook. Today, I'm going to be getting your feedback on how to revise the handbook. I'll go home, I'll do the revision, I'll send it back to you. If it looks okay to you, now the million-dollar question, do you start using the handbook or do you wait? Because I'm also going to send you all my recommendations for your policy changes. Do you wait until you go through first, second, third reading, change all your policies, and then start using the handbook? That's going to be a decision that you'll need to make with the help of your attorney on that, on what is appropriate, legally appropriate to do that.

So far, so good?

Trustee Bustamante Adams:

Yes.

Thomas Alsbury:

All right, very good.

Well, what I'm going to be asking you at each one of these sections is, we're looking, we want to look at the broader, the big picture kinds of questions. I'm going to be asking you. Specifically, "Should we include this section?"

Thomas Alsbury:

And so really, I'm going to give you time to read through the section. But the answer is yes or no, really. And we can have discussion, of course, around it.

We're not wordsmithing it, though. And if you start wordsmithing it, I'm going to stop you because we do not have time to wordsmith. That's partly what you're paying me to do. So I'm going to get the, plus, the words are right from your policy anyway. So you shouldn't be wordsmithing it, anyway. It's really more of, without an official policy change. So it's really about, "Do we want this section in our handbook? Or do we not want this section?"

And then the second one is the issue of clarity. I am very interested in, when you read through these procedures, do they make sense? Is there anything missing? And I even have some recommendations for you as we go through today of some things I believe are missing that I'm going to recommend that you add some language. And that would be language added, that would be a policy revision, but it would also, of course, be in the handbook. And so that's what we're looking for is adding things, removing things, or any clarification.

And so, if we get to clarification, just to help you not wordsmith, a clarification would be, "Tom, I don't understand what this is saying."

And we'll engage in conversation. I'll say, "Well, what's confusing about it?"

And you'll say, "Well, I don't think it tells me what to do in these situations."

Then I'm going to be taking wild notes in just a moment, once we get started. That's all you need to say. To say, "It's unclear in this section, or it's unclear what I do in this situation."

And then I will take the notes down and then stop. You don't have to say, "And here's how you could reword it so that it will make sense."

Don't go there now, because now we're wordsmithing, and we'll never get out of here today. Okay? So, make sense?

Okay.

So, next steps is to take a look, and this, of course, is a draft. I already mentioned this, so let's get into it.

Enough intro, right?

So turn to page number four in your handbook. And if it's okay with you, I'm going to sit down because I'm going to be, I might get up and sit down, but I want to take notes, so that I know what changes you are asking in the handbook.

Trustee Bustamante Adams:

Doctor, and so just for the team, a remind, we're training, right, we're not full-blown, raise your hand, Dr. Alsbury, it's not like, "Madam President, I have a question." We're not doing that.

And then, also, like Brendan just said, that page four where it says, Goal Revision Procedures, page four, it's the number on the top and not the number on the bottom. Does that make sense?

Okay, so remember, we're informal. So [inaudible 00:37:20].

Thomas Alsbury:

By the way, this is how I did mine. I just happen to have one of these machines at home, so I bound it like this. It's easier to open the pages.

So, the first thing, you can see it from the slide Goal Revision Procedures. Everybody please read, that's on page four. You'll notice this is not currently in your policy language. So please read through that.

And, of course, Superintendent Ebert, you are vitally important, as always, in these, you are part and parcel of this Board team. So please do not be shy.

This first one and there will be, these will come up. There's some really important issues like dates.

So if you say, "Well Tom, I don't think October's reasonable for having a Strategic Plan," or whatever, then this is the time, if we're going to keep this language to note. So then I can put a proper, if you know it, what a proper month is.

And just for you, we're going to do this in chunks to make it easier. So I'm just asking you to read just the section called Goal Revision Procedures for right now. Just that piece.

I'm going to also ask you, if this is okay to do this, President Adams, or President Bustamante Adams, [inaudible 00:40:09].

Trustee Bustamante Adams:

[inaudible 00:40:11].

Thomas Alsbury:

Can you use your paddles? I do this with my students. So when you're done, turn it to the blue.

Trustee Bustamante Adams:

[inaudible 00:40:20].

Thomas Alsbury:

Oh, they're voting?

Trustee Bustamante Adams:

[inaudible 00:40:23].

Thomas Alsbury:

Oh, [inaudible 00:40:23].

Trustee Bustamante Adams:

These are voting, people work on them, so.

Thomas Alsbury:

Right. Oh, so everybody doesn't have one, right?

Trustee Bustamante Adams:

Everybody has one, yeah.

Thomas Alsbury:

Okay, well then, show me the blue when you're done. That'll show me you're done reading through it, you're ready to go. That'll just make things more efficient. And you can just set them out. You don't have to hold them up because your arm's going to get tired, trust me. We got 80 or 90 of these today to do. This is number one.

Isn't that fun? I said it was going to be work. That's all. That's all.

Trustee Bustamante Adams:

Clarifying, Tom?

Thomas Alsbury:

Yes?

Trustee Bustamante Adams:

So it says right here, "Superintendent reviews and proposes any Vision Statement."

So the Vision Statement above is the Board's Vision Statement or is it the district's Vision Statement?

Thomas Alsbury:

It's the Board's Vision Statement. And the Board would need to have input, and vote on approving that statement. So that's a great point. So that would be some additional language to clarify that. Yes?

Am I reading that?

Trustee Bustamante Adams:

Correct, I clarify...

Thomas Alsbury:

Yes.

Trustee Bustamante Adams:

... this? Perfect.

Thomas Alsbury:

Good, perfect. That's exactly what I'm looking for.

Trustee Johnson:

Tom, I also have a question about, I don't know if it's wordsmithed or not, but these specific dates tend to be, I'm unclear about the timeline that we're using, why those dates are chosen?

Jhone Ebert:

So I'd like to jump in on, especially this first year, I know my presentation isn't until later in the day, and [inaudible 00:41:59] Dr. Alsbury, how this gets, but the first year, right, we're just talking about being here two months today, or not today, two months, and what has transpired. And we're going to have community input.

So, we expect the first Strategic Plan to be ready this April, 2026, for the school year 2026 and going forward. We know that our data that we receive from the State comes out on September 15th. That's written into statutes. And so, it's analyzing all that data and bringing together the [inaudible 00:42:47]. So, I see an annual review the earliest, mid-November, latest, early December, of being able to report out on, essentially, having a whole general data, I guess, in our education language that is the summative portion. But fully expect that we'll have many meetings on how we're progressing throughout the year for interim checks.

Thomas Alsbury:

Great. And so, how about for the Vision Statement, would it come before, would that be the April, that's the April-

Jhone Ebert:

Yes.

Thomas Alsbury:

Okay.

Jhone Ebert:

Yes. We just want large community input...

Thomas Alsbury:

Yes.

Jhone Ebert:

... especially as we launch the new plan.

Thomas Alsbury:

Great. Perfect. There, I've got that. I've got that.

Anything else on this part?

Trustee Bustamante Adams:

I got some stuff, Dr. Alsbury.

Thomas Alsbury:

Yes?

Trustee Bustamante Adams:

So, you say under Goal Revision Procedures under here you put, the third dot, "Superintendent ensures that the performance outcomes are goal-oriented, rather than activity-oriented."

So, I have, at my other job, I have team members where, you can give them goals and that's great, she can have specific goals that are measurable, obviously. But sometimes, there are outliers that can definitely play a part on that. And so, if you can determine the activities that one would need to do, which are also measurable, to reach that set outcome, then even if those outliers take place, you can say that they still did those things. So why differentiate in the policy that it needs to be goals rather than activities?

Thomas Alsbury:

Okay. Great question. The reason is because what we see boards and districts that aren't as effective, they focus almost exclusively on activities. So they say, "Well, we're going to," I'll just throw one out, "we're going to improve our teacher's instruction," is the goal.

"And we're looking for student performance gains," I presume, with that.

The goals that will be set is, every school will have a Professional Learning Community It's a checkbox. It's an activity. But what we found, and this is not uncommon in education, in fact, it is the norm in education, that every school will get a Professional Learning Community. And guess what? Teacher instruction doesn't change in any way that we measure. Student performance doesn't change in any way we can measure. We just did a thing that supposedly was supposed to. Many of the initiatives that we do are actually, I can tell you, as a professor, they have either very little research support behind them or none.

And so, while they're popular activities, and we've seen waves of this, and we can do the laundry list, right, generally, of these initiatives, that the setting activities with checkboxes, We did that, we did that, we did that. So therefore, our goals, we should be advancing in our goal, our outcome."

Most effective boards actually seek to measure the outcome itself. "Did we see improvement in student learning. Or did we not? Did we see change in teacher instructional strategy. Or did we not?"

That's what we're shooting for is more performance outcome, rather than, we just install these programs that are supposed to make change.

Thomas Alsbury:

So that's the reason for that, the focus on the outcome, not the activity that may or may not get us to the end.

Jhone Ebert:

All right. I would add just one more specificity to the professional learning. So one of the specific goals that we're seeing, I guess, been at the top of all of our minds, but that all of our students would meet, or excuse me, yes, I would like to have 100% tomorrow, but a short term, 65% of our students meet their personal learning, individualized learning goal, right? That they meet it. Right now, not all of our students are meeting it. So the specificity on the amount and by when is more specific.

Trustee Bustamante Adams:

I guess what I'm wondering is, well, I know we have to have goals and I know they need to be measurable. But I also feel like, I just feel like this is a little polarizing. Why wouldn't you want to also measure the activities that should get you there? That is, if the CEO or the Superintendent, right, if they're the person that's saying, "This is how we're going to get there, these are the activities people employ to get there," shouldn't that also be part of that?

Thomas Alsbury:

Yeah, it is. Let me clarify that. You don't eliminate activities. But on a Strategic Goal document, you have your goal, you have your outcomes, the data that you're going to measure to get the outcomes. And in the final column are the proposed activities that the Superintendent might be using to try and achieve that outcome.

The point here is that performance outcomes, specifically in this bullet point is what it's alluding to, that performance outcomes should be outcomes-based, not an activity checklist. So improving literacy cannot be measured by, "We did these three, we adopted a new literacy curriculum in an attempt to improve literacy."

We don't measure improvement literacy through the thing we try to use. It doesn't mean that the activities aren't included in the strategical document, but what we find is that boards and districts that are more effective do not focus, they don't measure their success on the activities they attempt. They measure their success on whether they actually meet the outcomes or not. And that's what boards focus on.

In fact, the activities themselves are really, shouldn't be part of the purview of the Board, shouldn't be spending any time discussing or debating those. They are completely left to the Superintendent to determine. And they can be modified and changed on the fly, as needed. Because they're simply instruments or tools to get from point A to point B. We can't have to go to a board meeting for official approval.

Plus, this is where Boards are then tempted is if we start rolling out every activity that we're trying to improve that literacy, that's when boards get into the micromanaging end of things where they're

Thomas Alsbury:

debating what programs are being used, and what different programs they should be using, and how the program should be modified, and get to that side.

And that's out of the lane of the role of the Board. The Board should be monitoring, "Have we met our outcomes or not?"

And then asking, "What are we going to do to meet those outcomes?"

It doesn't mean that there won't be a work session where these activities and specific things will be shared with you. You should be informed as a Board. But it means that you shouldn't be spending time with that, should be monitoring the outcome, not the activity. That gets you to it.

Great question. Really informed.

Trustee Bustamante Adams:

Dr. Alsbury?

Thomas Alsbury:

Yes.

Trustee Dominguez:

Can I ask another question? The last bullet here, sorry, but the last bullet point, I just was wondering how that would work in the timeline when new Trustees are coming in, usually you have discussion a couple months before, so I'm just wondering-

Thomas Alsbury:

Right, but Superintendent Ebert just said this would be November or December, be the month with that agenda [inaudible 00:51:16].

Trustee Dominguez:

So, how would that work with you or-

Thomas Alsbury:

I see what you're saying.

Trustee Dominguez:

Okay.

Thomas Alsbury:

So you've just Been elected in November?

Trustee Dominguez:

Yes.

Thomas Alsbury:

Okay [inaudible 00:51:28].

Trustee Bustamante Adams:

I just want to make sure I understand the question. Are you saying that, so if you get elected in November, by the time you take oath of office in January, we would've already had the vision discussion, right?

Trustee Dominguez:

The previous Board would have, yes.

Trustee Bustamante Adams:

The previous Board.

Trustee Dominguez:

Yes.

Trustee Bustamante Adams:

Okay.

Trustee Dominguez:

Yeah.

Trustee Bustamante Adams:

I just want to make sure I understood the question.

Thomas Alsbury:

Yeah.

What I would say, and I'm interested in what the Superintendent thinks, but I'll share first. That is just going to happen. That's just the nature of it. If we keep trying to chase, because then the argument is, "Well, they need to be on the Board for at least six months."

So you never have a [inaudible 00:52:09]. And then we're up to the next election, the next November. So, you can never stop that kind of thing from happening. [inaudible 00:52:19].

Jhone Ebert:

Two things that I would add there is that, number one, just like at the beginning of the presentation, we don't follow the federal piece on the whole, because then we're doing massive swings. And

Jhone Ebert:

especially, we have such a large system. But that doesn't mean that we don't value what the new Trustees bring to the table. In listening, and I think you as the Board, too, have already shifted those that are being elected, making sure that they receive training, and understand the seat that they're getting into. That's a shift for the Clark County School District Board, which is a very positive one.

So, number one, we don't want to do massive shifts. Number two is, when you think about the school year, yes, we're start August, but our team is already thinking about, as I said earlier, 2026. And so, those components implementing in our system take time. And we want to do it thoughtfully as we're moving. But we also do mid-course corrections within all of that [inaudible 00:53:28].

Trustee Dominguez:

So even if we, I guess, my perception is, moving it even one month might even allow the new Trustees involved in that discussion. But, not sure how [inaudible 00:53:43] about that.

Jhone Ebert:

Again, the high school, think about the high, you just said a high school. High schools are doing their calendar and coursework in December for the next year.

Thomas Alsbury:

And the Board's input, it always comes first before you do your community input. So the Board's input would've been received six months before.

Trustee Dominguez:

Oh, I see. Okay. Okay.

Thomas Alsbury:

See, so, yeah, so trying to chase it.

Trustee Dominguez:

Yeah. [inaudible 00:54:15].

Trustee Cavazos:

And just real quickly, in reference to what Lydia's bringing up is that, we're very cognizant of that and that your perspectives are very important. So it's our responsibility as a Board, the officers leading us, to be able to make sure that the new Trustees do know what has been discussed, what has been decided, and how we're going forward, so that you're not left out.

Thomas Alsbury:

All right, thank you. Let's move on to the next part, which is School Improvement Plans.

This is also something that is not currently in your policy. There's no language about this. There is some State Statute language about School Improvement Plans. And some of that language I pulled for this. And I've also pulled from other districts that have this language in their policies.

So, same process. Please look through that. And looking for any input on revisions of that section.

And, again, just a reminder, I'm not trying to push this for this point, this particular item, but it is possible that you, as a Board, could say, "We don't think that section is necessary to have in there at all."

So that's always an option, too.

All right? Getting close?

Any input on this section?

Trustee Biassotti:

I do. [inaudible 00:57:20]. I just want to say [inaudible 00:57:25] that number one is, what it is, I think that's priority [inaudible 00:57:30]

Trustee Johnson:

While I appreciate number one, it feels subjective and raw. Is there a way to make it any more, I guess that leads to interpretation. Is that the intent, that's my question? To leave it to interpretation to the user?

Thomas Alsbury:

The reason that that language is there is because that is directly lifted from Nevada Statute.

Trustee Johnson:

Okay, so good point.

Thomas Alsbury:

So I thought we should leave it. It's consistent with Nevada Statutes.

Trustee Bustamante Adams:

I think what he's talking about is

Trustee Johnson:

Are we not getting into the School Improvement Plan requirements or you just wanted the first statement, that first paragraph?

Trustee Bustamante Adams:
The whole thing. The whole section.

Trustee Johnson:
The whole section?

Trustee Bustamante Adams:
Yeah.

Thomas Alsbury:
The whole, I'm sorry. I'm sorry. Yeah, the whole section which goes over to page, to the next page, page 65.

Trustee Zamora:
I also found it a little unclear, because it could be, when it says each school building, I was unclear whether we were talking about facilities, or their goals, or their grades, I guess, on grades, as a school.
I did find it a little clearer. And then as I kept reading, it still was not talking that much about academic goals and more about well-being, and life skills, versus academics.
And then, even when we got in the onsite provision, my mind went to Lundy, a school that was partially shut down without a procedural, the way they went through it procedurally-wise wasn't very clear.

Thomas Alsbury:
And, this is verbatim State Statute. So those items under number five that you mentioned, that is State Statute, that is law.

Trustee Bustamante Adams:
So, for us, the legislature made the NRS, right? So, if we could work with our Government Affairs Team to go back and say, "this would help us to bring clarity," that's the recommendation we could make to Brad, Dr. Keating. But it is the way the NRS says it. But, so how could we ask that of you, Dr. Alsbury, if we can't change NRS?

Thomas Alsbury:
Yeah, you can expand it. So to, Adam's point, initial point, the reasoning, I should have said more on that, the reasoning for the language is because that is State Statute. But you can add to it, you can expand it, as long as it doesn't negate the statute. You could certainly add explanation, description.
So, I have a note here, as far as the data-driven bullet, that you'd want to expand that. Tell me a little bit more about how?

Trustee Johnson:

It is open to interpretation. So I would hope that we could come to, at least have some parameters around what that might look like, so that school A doesn't look so drastically different from school B. And then it'd be hard to determine if they're actually doing what we're asking.

Anything small, grammatical in the first sentence, Clark County School Districts, School District's not capitalized.

Trustee Esparza-Stoffregan:

Can I add to Adam's comment? So I like that it's the law language, because then, no one can say that we are putting our spin and interpretation on it. And it also leaves us, as a Board comes and goes like leaders do, the ability to adapt. So, just like our schools are definitely different communities, I might push our Superintendent, and not to get into the work. But she may say, "I do need to see this kind of data on this kind of site, versus this kind of site."

So I like that, that we leave it and then, excuse me, I'm [inaudible 01:02:11].

Coffee. Okay.

So, anyways, I just like that it allows the parameters for the Superintendent and us, because I know that's been a point for us to revise, is getting our data reports in a certain way in the future. And then it's like, "Okay, now we can into the book of it, the monitoring the goals."

Thomas Alsbury:

I agree. I appreciate that. Yes, [inaudible 01:02:42].

Trustee Esparza-Stoffregan:

I think, also, too that NRS, it's like an umbrella within which each [inaudible 01:02:50] your own tweaks. And also what you mentioned earlier, clarify four and five, number four, and five, and the seven [inaudible 01:03:00] there, that are with four and five. I believe that they really, strategically aligned with what our Board vision is with the things that include that. Our goal, our Board of Trustees' goal, that is very encompassing without giving all specifics. So, I see this as like a guideline, like an umbrella.

I also want to remind everybody, just logistically, that since this is not being live-streamed today, some of us not being, some of us have very, very soft voices. But since we are recording we do need to speak up. Thank you.

Trustee Bustamante Adams:

The microphone is extremely sensitive. If Brenda and I having a conversation that thing is going to pick it up. So, yes, for the group, if they could speak a little louder, but microphone, it is [inaudible 01:03:48].

Thomas Alsbury:

Thank you. Superintendent Ebert.

Jhone Ebert:

Thank you.

I appreciate all the comments on making sure that we're in alignment with NRS. In the recent legislative session, which just closed less than a month ago, there have been changes. And so I'll have my team work with you to make sure we have the up-to-date components of this.

I'm not quite sure, I do believe, off the top of my head, that the annual plan for each new building has changed, especially because, with our Board, if they were to review 374 plans, that's different than our colleagues that have six schools to review. So I think part of that is changed, I'll make sure that all of that is updated.

But they're, going back to the higher level, as well, the school safety, which you all talk about here quite a bit, how are we making sure that the teachers have the resources that they need, the professional development they need to ensure that our children are improving their learning, that those components are in there, as well.

Trustee Johnson:

The other question I had, I wanted make sure, top of mind, so in the Board oversight requirements, [inaudible 01:05:15] annual performance be October 1, and then the plan has to be on the website August 1? So I'm unclear what needs to go first. Maybe we can go on and it can be changed. But I'm just unclear how that's going to work.

Jhone Ebert:

So that is driven in statute, as well, as far as the dates. And I believe it has moved to the spring at the State level. But we'll get the specificity for you and debate these dates, if the State is trying, yeah. Specificity debate these dates.

Trustee Johnson:

Okay, thank you.

Thomas Alsbury:

But I agree with you on that, [inaudible 01:06:04], too.

Trustee Johnson:

Great.

Thomas Alsbury:

Okay, so let's move on to next, Performance Objectives, that section, just so that you know this is verbatim from your current Strategic Plan. So, I don't know that there's a lot to discuss here. The only thing is two items.

Thomas Alsbury:

One, the term, I don't know if Superintendent Ebert is going to continue to use the term, Performance Objectives. That is the term that I pulled from the current Strategic Plan. So, that may be up for change depending upon the terminology you're hoping to use.

And the second thing I would say at this, goes through page seven. I did not include all of your Strategic Goals here. I specifically included the sections on student success and your balanced governance. And I did that intentionally because high-performing boards focus on those things, specifically student success. So you have, in your Strategic Plan, you have a bunch of goals on facilities, and you have a bunch of goals that are somewhat tangential to what your primary focus should be as a Board. So I suppose you could say, "I want the entire Strategic Goal in there." But I would recommend that you keep it focused.

Jhone Ebert:

I don't know if you all need to spend or want to spend time on this, since we are going to go [inaudible 01:07:43]?

Thomas Alsbury:

That's what I was thinking. And obviously, when you have your new Strategic Goal, that'll just be put into the handbook verbatim.

Trustee Bustamante Adams:

You can save time because we're one minute and the other one took 11 minutes. So unless anybody has, because Joan will be talking about her 100-Day Plan later on and we have to do that. So that'll be new information. Okay?

Thomas Alsbury:

Okay. Let's turn to page eight, then. So page eight, we have four items. The first one, election preparation. If you look at the top of page eight, the number of members, in terms of office, this is verbatim from Nevada Statute. So that you don't have this in your policy. Election preparation, please take a look at that, just that section. You currently don't have any language in your policy. And there's no statute language. And so this is language I added as a recommendation.

Trustee Bustamante Adams:

So, Dr. Alsbury, Does that mean provide all Trustee candidates? So, this next election cycle, we will have three people up for election. You mean the people that are running?

Thomas Alsbury:

I do mean that. I do mean that. And thank you for the question. This is a tactic that many districts have used so that anyone who is looking to run for a position actually has some information about the governance approach that you use and the handbook information, that will help them decide

Thomas Alsbury:

whether they want to run or not. And once they get on, they're much more educated about how things work. So that is what I mean.

Trustee Bustamante Adams:

So the ownership is on the Superintendent, not for the candidate to reach out and ask?

Thomas Alsbury:

Yeah, the mechanism, I'm not sure what would work best in your, yeah.

Any thoughts?

Jhone Ebert:

I'm processing.

Thomas Alsbury:

Yeah.

Trustee Esparza-Stoffregan:

Well it says that they will provide all Trustee candidates. It doesn't say whether or not she is out proactively seeking them out, or if they're seeking her out. It's just saying she'll provide it for them.

It could be if they ask, yeah.

Thomas Alsbury:

That's right, definitely. So I think they would ask.

Trustee Johnson:

I think we can clarify that language.

Trustee Satory:

Because will provide sounds like you're going, like [inaudible 01:10:37].

Trustee Johnson:

We can help [inaudible 01:10:40].

Trustee Bustamante Adams:

If I can include, when you run for office, you have to provide your phone number or email. So, there's a mechanism of a list of-

Trustee Esparza-Stoffregan:

Even still, I don't want to have Joan, spend a lot time...

Thomas Alsbury:

Yeah, we don't want to load them up.

Trustee Esparza-Stoffregan:

... trying to seek them out.

Thomas Alsbury:

[inaudible 01:10:56].

Trustee Esparza-Stoffregan:

They should be-

Trustee Johnson:

That's right, proactive.

Trustee Esparza-Stoffregan:

Yeah.

Trustee Johnson:

... when they're interviewing, yeah.

Trustee Esparza-Stoffregan:

Just the ones that are going to run.

Trustee Johnson:

So, we can make that clear.

Thomas Alsbury:

I'll clarify that. If there's a touch point in that-

Trustee Bustamante Adams:

At time, hold on, our IT person is struggling, because I think we're all talking at the same time. So one person at a time. But, Brenda, go ahead.

Trustee Zamora:

I was just wanting to also mention, the thing here, each district, every candidate, it's about sometimes up to 11 people for that seat, specifically. So what does that [inaudible 01:11:28] also

Trustee Zamora:

look on our Superintendent and district? That seems just a lot of work. So, I agree here, how do we have them be proactive, and us just be ready to provide that stuff by creating more of a system and what that looks like? I think it's too broad.

Thomas Alsbury:

Yeah, there is another, I'm sorry, go ahead.

Jhone Ebert:

I was going to say that I envision a web page that they go to, right, that once we have an email and phone number, here is the link to it the web page for all of these components.

Trustee Zamora:

I like that a lot.

Thomas Alsbury:

Yeah, that's good. There is one other option that has been used here. I like that idea a lot. The other option, because of the numbers, that this language is specific to those who have won their primary. So you just provide it to those that are in the final...

Jhone Ebert:

General.

Thomas Alsbury:

... general election. So that's another way to go with this. Yeah?

Trustee Zamora:

But, as you mentioned, Dr. Alsbury, you just made a comment earlier of, this is going let them know if they really want to do this or not, right?

Thomas Alsbury:

That's right.

Trustee Zamora:

After the primary, you're left down to two candidates. And I think that's a little-

Thomas Alsbury:

Great point. Yeah, you're right. You're right.

So, I think it sounds like providing it on the website is the preferred?

I've seen heads nodding. So I'll add that language of clarification.

Trustee Bustamante Adams:
Dr. Alsbury?

Thomas Alsbury:
Please.

Trustee Esparza-Stoffregan:

Also too, and again, no wordsmithing, don't wordsmith, loud and clear about that. But other districts within these parameters that you put in here, like the governance policies, copy of [inaudible 01:13:01], governance training session, they also include all throughout a couple of districts, LA Unified, Miami-Dade, and Chicago, they include the time commitments, the number of meetings, what your responsibilities are, prioritizing your school Trustee duties. So, again, I'll just stop there to say that could be something that could be clarified.

Thomas Alsbury:

Yeah, great. The handbook does have Trustee duties, so that's in there. But the time commitments would be an add, for sure.

Trustee Cavazos:

Tom, I'm looking at that bullet, where is it? About, oh, after, under election preparation, attendance at any planned governance training session, attendance in general, is that coming later?

Thomas Alsbury:

It's that they're encouraged to attend any general governance training session that the Board is having, anybody could come, it's a public event.

Trustee Cavazos:

So I guess my ask is, attendance of Trustees. So, I'm looking at Washoe handbook right now. They have language about attendance expectations. So I don't know if that's later on today.

Thomas Alsbury:

That's later.

Trustee Cavazos:

Oh.

Thomas Alsbury:

That's later. This is only for candidates that you're inviting them to come to the training. Yeah.

Trustee Cavazos:

Okay, so [inaudible 01:14:28].

Thomas Alsbury:

Yes?

Trustee Zamora:

The other thing I wanted to flag in the number of members and terms of office, I know we just finished legislation. And our friends who are appointed will be getting voting powers, as well. I think that needs to be reflected, also.

Thomas Alsbury:

And that'll be modified to match the new statute.

Trustee Zamora:

Statue.

You could still add changes to the book?

Thomas Alsbury:

So I made a note, we'll, of course, in a handbook like this, anytime there's a change in a statute, if it's in the handbook, you would change it to be verbatim the new statute.

Trustee Zamora:

So we would add something like effective 2027?

Thomas Alsbury:

Yes, yes.

All right, very good.

So let's go on to the Trustee authority. That, and the resignation, those two, again, are not in policy, but they are directly pulled from the State Statute language.

Trustee Bustamante Adams:

Only the trustee authority and resignation in bullet three not [inaudible 01:16:39], right?

Thomas Alsbury:

[inaudible 01:16:42] is next.

Trustee Biassotti:

I have a-

Thomas Alsbury:

Yes?

Trustee Biassotti:

Under the first line it says, "The Board of Trustees that the whole group assessed broad authority to adopt and enforce."

I would, personally, like to see to present, adopt, and enforce.

Thomas Alsbury:

I think that changes, there's clear language about policy development in the later part of the handbook, that's more specific. Again, this is State Statute.

My recommendation would be not to modify State law. I think the attorney would agree that's a dangerous thing to do. So, later on, there's procedures about how policies are developed, and who develops them, and who presents them. And [inaudible 01:17:41].

Jhone Ebert:

Just on those note, because it's been said a couple times, and it is an NRS item on there, one of the things I've said my entire career is men and women make the law, men and women can change the laws. So, on the Board, do we have, or is it the responsibility of my team, but to capture all of those, "if I could have what I want, this is what I would have," because we're already started talking about getting the legislative process for the Board earlier. And you've already had some comments you would like to contemplate who is in charge of capturing those items so they can revisit them when they want to change the law.

Trustee Bustamante Adams:

My recommendation would be that the Government Affairs Team, your staff would be capturing the list.

Jhone Ebert:

Dr. Keating is ready.

Thomas Alsbury:

[inaudible 01:18:41].

All right, let's move on then to vacancies. You do have this language into your current policy. As you can see, GP19. And, by the way, this is also directly from statute.

Trustee Cavazos:

Yes. Next, the next to last point there, "Ceases to be a permanent resident county NRS 386.240. Familiar, very familiar with that. But we have also some recent incidents and recent cast also

Trustee Cavazos:

impact [inaudible 01:19:54] in the district. You may still live in the county, but if you live out of the district, then you are no longer eligible to be that Trustee.

Thomas Alsbury:

I have that down. But I see it is connected to this specific district, geographically. Yes, Isaac?

Trustee Barron:

I [inaudible 01:20:34] party, excuse me.

Maybe I'm already jumping ahead, but on the replacement vacancy, will there be language that will specify that the policy that we have here refers only to the elected Board members? Obviously, I imagine, if I get hit by a car this afternoon, and after the morning's done, I'm sure it would be my City Council Members would absolutely be picking my replacement.

Thomas Alsbury:

I made a note to clarify, that's good, [inaudible 01:21:12]. Thank you.

Trustee Barron:

Thank you so much.

Thomas Alsbury:

Awesome.

Trustee Barron:

But don't bury me.

Thomas Alsbury:

All right, so replacing the vacancy. Go ahead, if you haven't gone on that. State Statute language pulled directly from statute.

Brenda, you have a comment?

Trustee Zamora:

Just to clarify what Mr. Barron was saying. So you're saying to add, this is for elected members and appointed members will be the municipality school and-

Thomas Alsbury:

That's how we replace the...

Trustee Zamora:

Okay.

Thomas Alsbury:

... [inaudible 01:21:44].

I'm going to push us on just, because of time, we have a lot to get through.

Oath of office. Go onto that.

This is pulled, if you wondered, directly from State Statute. So we can't change this language.

And you'll also find this oath in Appendix A, it is Appendix A, just verbatim from this section.

Wasn't sure whether it was necessary to have it in Appendix A or leave it out.

Okay, next one is officer elections. You don't have any policy language on this, currently.

And by the way, this is language pulled from State Statute, as well.

Trustee Bustamante Adams:

Just to clarify, a question. It says on number four, "Elect a temporary President if the President and Vice President are absent."

So that doesn't mean appointed, that doesn't mean the President appoints.

Thomas Alsbury:

No, it means if the President, Vice President are gone, you got to have somebody to run the meeting. So you, as a Board, have to have a temporary President.

Trustee Bustamante Adams:

Would that be like in an emergency situation, they're not here. Would that be like...

Thomas Alsbury:

They're not.

Trustee Bustamante Adams:

... a pre-planned, we won't be here.

Thomas Alsbury:

Well, either way. Either way. If they're not here, if neither one of them are here, there's no apparent individual to take that position, with one exception. We were going to get to that. And that's in few slides. And that is the Clerk. Is that what you're, see, I can read your mind.

However, I'm getting ahead of a little bit of myself. But by State law, you can either elect a Clerk, which would be a Board member. But, by State Statute, that Clerk is required to take the minutes. So the question is, do you actually want to be responsible for taking the official minutes for these Board meetings? Most Boards say, "No, we don't want to."

And so they opt for the second option and the state law says you can appoint somebody to serve as the Clerk, which is typically somebody from Superintendent Ebert's staff that's taking minutes for

Thomas Alsbury:

this meeting, and making sure those minutes are posted, et cetera. Those are, by State law, duties of the Clerk.

So unless you want to take those on as a Board member, anybody? No takers. Usually there aren't. But districts opt for appointing a Clerk who is not a Board member. Which means, ergo, you're not going to have a staff member run the meeting if the President and Vice President are gone, if you have an appointed Clerk.

I presume, right now, you have an appointed Clerk, yes?

Trustee Bustamante Adams:

You mean an elected Clerk?

Thomas Alsbury:

You have an elected Clerk, a member of the Board?

Trustee Cavazos:

Yes.

Trustee Bustamante Adams:

Yes.

Thomas Alsbury:

Oh, it's to me, then. So then, that's coming up. We're getting a little ahead, that's okay, we can deal with it now. That was one of my questions. Do you really want to have, you'll see it on the next slide, do you really want to have an elected Clerk? Because by State law, that Clerk is required to do a number of things. And, do they really want, so, and if you turn to page 11, at the bottom, you'll see the language. This is the question mark, do you want to keep this in? That is that an elected Clerk, and you'll see that language pulled straight from the statute, that it can be some other qualified person to serve as Clerk. The Clerk, by statute, has to keep the minutes, and audio recordings or transcripts of all meetings, and transactions of the Board of Trustees. They have to draw all orders for payment of money belonging to the school district at a minimum.

So if Tameka is not doing those two things, you're not following State law, technically speaking. She's not actually acting as the Clerk, because these are the Clerk duties.

My guess is that you have somebody on Superintendent Ebert's staff doing these two things, which means they are actually the Clerk. And they are appointed to be the actual Clerk. And the Clerk that you elected has no responsibilities.

However, just to make this a little more complicated, you do talk about the Clerk in GP8 in your policy. It doesn't have the State Statute language in your policy currently on what the Clerk is and what they do. But you certainly could say that there is an elected, and this is where I'm going to turn to your attorney. Can you have an elected Clerk and an appointed Clerk? And then, could we

Thomas Alsbury:

say that the elected Clerk, Tameka, would be responsible for taking over if the President and Vice President weren't here?

[inaudible 01:27:49].

The question is, the statute says you can either elect a Clerk or select a qualified person. To me, the or means it's one or the other. Right now, you have two clerks, [inaudible 01:28:05].

Mahogany Turfley:

What are their current responsibilities? Is she getting the minutes?

Trustee Bustamante Adams:

No, her current responsibility is to handle the public comment, assist the President with the public comment. I would also say my desire would be to make sure that the recording is for closed sessions. Would be the person that the team would contact regarding attendance to make sure we have quorum.

Thomas Alsbury:

And by the way, your current language, GP8 language, maybe Tameka wants to do these things, but my guess it's just not, I don't know if she's filing the names of the President, and Clerk, and members with the Nevada Board of Education, the County auditor. You have, that is one of her duties in your policy, that she's publishing a list of expenditures of the District, that's in your current policy, that she's not doing that. That she's incurred, et cetera.

There's eight different duties that you have on the clerk list. I'm guessing she's not doing those things. And so, there needs to be a modification one way or the other, is what I'm saying. So, I guess the question is, and maybe it's not a clear decision, but can you have somebody appointed to do statutory requirements and then also have an elected Clerk on the Board that maybe does other things?

Mahogany Turfley:

So I guess you can call, them both Clerks, if they don't technically [inaudible 01:29:56].

Trustee Bustamante Adams:

Please speak louder, please. Can you speak louder?

Mahogany Turfley:

I said I guess you would've called them both, technically, Clerk, because they [inaudible 01:30:03] rectify that, whether that be changing your policies as to someone else keeping the minutes. And then giving them to Ms. Henry, or if you're making other changes to revise under GP8, [inaudible 01:30:22]. Either is [inaudible 01:30:24].

Trustee Bustamante Adams:

Okay. But only have one elected Clerk?

Mahogany Turfley:

Right.

Trustee Bustamante Adams:

Joe, thank you so much. Joe, do you want to pipe in?

Joe Caruso:

If I may, just a reminder, to be a little bit more audible, just so I can pick it up on the recording [inaudible 01:30:38] handouts of microphones to pass around.

Two, I think that, if I can clarify. So the two required positions by NRS, correct me if I'm wrong, Joe, are present. So the Clerk, the Board officer, both serves in that role. The absence of the President and Vice President, the Clerk would then run the meeting, facilitate the meeting.

Thomas Alsbury:

Yeah, not exactly, Joe. The State Statute says that the Board elects a Clerk, or selects some other qualified person to serve as Clerk.

Joe Caruso:

So our process that we've used is, the officer elects President, Vice President, and Clerk. But I believe by statutes that only two required...

Thomas Alsbury:

That's right.

Joe Caruso:

... out of three, you're correct.

Thomas Alsbury:

President and Clerk are the two, yes.

Joe Caruso:

So, for us, how we've done in the past is, we've had the Board, at the end we live stream, we now use a transcription service. So the official minutes are done via transcription service. And then those minutes are put as a draft and on the agenda before the full vote. So it's not incumbent upon the Clerk to do the minutes, determine if they're accurate [inaudible 01:31:51]. So that's where it can become wrong, and then that's, can still bring clarity to that.

Thomas Alsbury:

Thank you.

It still would put the responsibility, if you elect the Clerk, on them making sure that what Joe just said was happening. They would have to make sure, "Do we have a company that's doing this? Is it working?"

My guess is that a Board, an elected Board member is probably not interested in taking care of those kinds of responsibilities that are typically handled by the Superintendent's office.

If I can make a suggestion, I don't know if you'll agree to this, but I would suggest that because there's statutory language connected to the Clerk, and it's very explicit as to their responsibilities and duties. And by the way, those Clerk duties are not only part of this 386.325 that's listed here. There's also Clerk duties under 386.310, 387.320, and 386.330. So there's multiple and varied Clerk responsibilities, by the way, listed in your current policy, eight of them.

And so, my suggestion is that you ought to appoint the Clerk, which would be a member of the Superintendent's staff to do these requirements, the statutory requirements, like the filings, and the expenditure listings, and the notification of the meetings, is also a State requirement for the Clerk, to contact all the Board members. The drawing hall orders of payment is also a Clerk responsibility. So, I would recommend that, obviously, you want to follow State law that you appoint the Clerk, and that you instead elect an officer by a different name, call them...

Trustee Cavazos:

Secretary.

Thomas Alsbury:

... the Secretary. And then under the Secretary's duties you would include that they would take over the meeting in the absence of the President and Vice President.

Trustee Biassotti:

I have a question.

Thomas Alsbury:

Yes?

Trustee Biassotti:

So this is under the circumstance that the Clerk would be presiding as President, right? And that-

Thomas Alsbury:

Yeah, technically speaking, if you appoint somebody from the staff, by State law, that person would run your meeting, even though they're not a Board member. I don't think that's going to work with you.

Trustee Biassotti:

Okay. And it says here on your bullet point under President, In the absence of both President and Vice President, the Board shall elect a temporary President."

Why wouldn't we just elect the temporary President instead of making all of the adjustments?

Thomas Alsbury:

You could do that. Sure they could, yeah. Thank you. Yes?

Trustee Barron:

Yeah, I think the Trustee here next to me pointed out that we've already had to make a takeover meeting or so, so that worked out. So that's not a problem. I would proffer up the idea that the Secretary would be in charge. That person would oversee previously what we thought the [inaudible 01:35:13] would be doing, right? That'd be the person who would make sure that, for instance, the minutes had gotten posted, she'd make sure that things would get to the right person. Definitely should be someone who is pretty well organized, that totally rules me out. So, that's fine.

And then, of course, yes, I think there's a lot of wisdom, of course, in appointing the Clerk.

I do have a question. It does sound like we're actually, officially doing some, it sounds like we're actually allaying you responsibility on the CCSD personnel. Would that also mean that we would have to negotiate with our Superintendent, as to some relative compensation? Because, again, now we're actually putting the stuff down, and they're actually going to be responsible for it, not that they're not doing it now. But I would suggest that, probably in the future, there should be some language to support some compensation, which, of course, we have to negotiate there with the Superintendent.

Thomas Alsbury:

Yeah, that's an operational matter. And I wouldn't be part of that in any way as a Board. But obviously, if you follow the State law where it says that you can choose to have an appointed Clerk that's amongst the staff members, I would throw that to the Superintendent to make those decisions.

Trustee Barron:

Most definitely, and I would, those are her employees, she deals with them. But I would just offer us that now that we are actually appointing someone and we're doing this-

Thomas Alsbury:

Yeah. And just, I know what you're saying, and I don't want to belabor too long, and I could be wrong, but my guess is that these responsibilities are already being done by people who already have these responsibilities in their job descriptions, who are already being compensated for doing this.

Trustee Bustamante Adams:

That is that correct.

Thomas Alsbury:

Is that correct? Yes. So we don't need to renegotiate. It's already built into the system. Yes.

Trustee Cavazos:

Tom, just real briefly. We didn't quite finish up on page nine.

Thomas Alsbury:

Yeah.

Trustee Cavazos:

If you look at the top number, page nine, number five, where it says, "Elect a Legislative Representative and give numbers in June."

I don't think that we're doing, that unless we are referring to NASB. That's a whole different, President, that's a whole different entity, correct?

Trustee Bustamante Adams:

Yes.

Trustee Cavazos:

So, number five, that's not happening.

Thomas Alsbury:

Yeah. So that's a statute language. Again, and you're going to see later on in the handbook where I'm suggesting that you add language that's called, Legislative Representative. You currently have no language in your policy about a Legislative Rep, even though you're supposed to have appointed a Legislative Rep. And so I'm going to recommend that you add that language.

Trustee Cavazos:

And would it be appointed, number five says, elect.

Thomas Alsbury:

Right, it's elected. Yeah.

Trustee Cavazos:

Okay, thank you so much for the clarification.

Thomas Alsbury:

Yeah?

Trustee Zamora:

Okay. Number two, but we already discussed number two. But, we would be adding, also, a term limit, just like how we have number one. I would like to see if we can do that right, because they would be term limits for the appointed-

Thomas Alsbury:

For the Clerk? If they're a staff member, I would say no, for the Clerk.

Trustee Zamora:

But if we were to do the language you suggested of, electing a Secretary to be-

Thomas Alsbury:

A Secretary, then yes. Yeah, we would need to add a section under this part of the handbook that describes the Secretary, yeah, with the term limits and all of that.

Okay.

Trustee Zamora:

Number four, and this is, I guess I start thinking about all the pieces to this, the logistics, right? So if we talk about elect a temporary President, if the President, Vice President are absent in a meeting, one of the biggest things we have seen is that for every time we have an election, everything is different. When we appoint the member, when everything, the voting process is different per category. But, what does that look like? Or can it be changed, something of, "The President will appoint someone to be a temporary President."

Thomas Alsbury:

Yeah, I'm going to recommend that, what we've been talking about is if you change the position, like in this case, it would be to meet and just call for the Secretary of the Board. I would strike the number four. And I would change it and say that the Secretary will be the appointed officer to take over the meeting in the absence of the President or Vice President. That's what I [inaudible 01:40:09].

Trustee Zamora:

Thank you.

Thomas Alsbury:

Yep.

Okay, fantastic conversation. Let's move on.

Thomas Alsbury:

We get to number 10, which is the President, GP6.

Actually, before we do that, let me back you up just for a sec. Before we get to the President, I would like you to take a glance to the back of your handbook. So real quick, appendix A I've already mentioned is the oath of office. Appendix L, these are the ones that I'm more interested in looking at. So page 106 is the Code of Conduct. And page 108 is a statement of assurances.

Trustee Bustamante Adams:

Sorry Dr. Alsbury, tell me where that is.

Trustee Cavazos:

The bottom.

At the bottom, he's using the bottom number.

Trustee Bustamante Adams:

Oh, now you're using the bottom, okay.

Thomas Alsbury:

To me, it's-

Jhone Ebert:

Page 106 at the top.

Thomas Alsbury:

Yeah, it's at the top. I'm using the numbers...

Jhone Ebert:

Appendix L.

Thomas Alsbury:

... at the top right. Page 106, appendix L. And page 108, appendix M. And that's a [inaudible 01:41:37].

Trustee Bustamante Adams:

Okay, got it. Got it.

Thomas Alsbury:

These are not in your current policy. They're not State language. They're just a suggestion, a recommendation that I make to many boards.

Thomas Alsbury:

Creates codes of conduct, they call them. They have the Board members sign off on these codes of conduct, in addition to doing their oath. And I'll leave it to you to read some of the criteria that are listed for the Code of Conduct. And certainly could add additional items, as well.

For example, there are other boards that I work with who use this Code of Conduct, many of them have added a line about, "A commitment to follow balanced governance," as their governance model.

That you won't find that in here, I don't believe.

I will leave you to read. And, by the way, is really about a conflict of interest, financially. So it's a commitment that if the Board member is connected in some way to make monetary gain, or there's a conflict of interest, that way that they will excuse themselves from the decisions on that matter, that kind of thing.

I don't think there's any current State law that requires that statement of assurances. And it may not be necessary, but some districts do have it. So I've included it, just so you could look at it and see if you wanted to add that.

Trustee Bustamante Adams:

Where is that, Dr. Alsbury, this statement of-

Thomas Alsbury:

108.

Trustee Bustamante Adams:

Oh, I see it, 108. I got it.

So you just want us to look at L, appendix L right now, on page 106?

Thomas Alsbury:

Page 106 and 107, it goes to 107.

And two are my call for you to, not wordsmith. What I'm really wanting to know is, do you have an interest in having a Code of Conduct like this? That's what I'm asking. I'm not asking you to go through and wordsmith this. If you choose to have one like this, we'll modify it or revise it in the future. We have a little bit more time.

Trustee Johnson:

Are you asking just a yes or no from individuals?

Thomas Alsbury:

I don't want to shut off the conversation, but I don't want you to go through and wordsmith this. I'm just more interested in, are you guys interested in this type of thing?

Trustee Bustamante Adams:

Yes.

Trustee Cavazos:

Inclusive of what you said, what's missing, yes.

Trustee Bustamante Adams:

Yeah, with the balanced governance adherence?

Trustee Cavazos:

I think, well, let me ask, at the state legislature, let's say you get elected to be a State Senator, do they have a Code of Conduct?

Trustee Bustamante Adams:

Informally, yes.

Trustee Esparza-Stoffregan:

But not in any kind of?

So the reason why I wonder, just play Devil's Advocate here, is that, once you do this, and you're talking about people who were elected. So, we already, and everybody knows what I'm talking about, we experienced this on a regular basis when we get emails and things like that from opposing viewpoints, right? So, maybe I was elected and some people are really upset that I was elected, right? And so they're going to attack my character and try to do whatever they can to see that maybe I am voted off the Board or something like that, right? We see this a lot. So what worries, not so much worries, but where I could see a potential concern with the Code of Conduct is that it opens the door to electeds losing their elected position based on just somebody with a vendetta. You know what I mean? If it's fake, if it's not super specific. You understand what I'm saying?

Thomas Alsbury:

Yep. Yeah, no, and it's a good point. Just a couple of observations. I haven't seen that happen. Two, this is an internal agreement amongst yourselves. You can't be removed from the Board either way, anyway. You're an elected official, unless you're recalled. So it wouldn't have any impact in that respect.

And the other thing I would say is that, these items that are on the Code of Conduct are actually pulled from your handbook where you've already made a commitment to do these things. So I don't think it's asking...

But the difference, the reason for the Code of Conduct, the purpose for it is because some of these things that you've made a commitment to, either through State law or through your policies, are in

Thomas Alsbury:

15 different places. And so this just puts it in one place, where everybody can see, "This is what I've committed to be on this Board."

Just summarizes it to a concise thing.

Trustee Biassotti:

And we can be expected of a range of these itemized-

Thomas Alsbury:

Yeah. My recommendation is if you say that you're interested in it, that I would include it. But I foresee needing to spend some more time to make sure that everything that you want is in here.

Trustee Biassotti:

Some [inaudible 01:48:05].

Thomas Alsbury:

No what you don't want, [inaudible 01:48:07]. Yeah.

Trustee Bustamante Adams:

So the question is are we interested?

Thomas Alsbury:

Yes.

Trustee Bustamante Adams:

Yes?

Trustee Cavazos:

Yes.

Trustee Bustamante Adams:

No, but that's what he said. He said we would have to come back and figure out...

Trustee Esparza-Stoffregen:

How we're going to do it.

Trustee Bustamante Adams:

How, maybe this could be changed. So when you say yes, you're not saying yes to, we're not there yet. It's just in general, right, Dr. Alsbury?

Thomas Alsbury:
Yeah, that's right.

Trustee Cavazos:
That's a great idea.

Trustee Bustamante Adams:
Because you might not like, and I'm just making this up, I don't know the numbers. You may not agree with four and 10, and say, we're not there yet as a team.

Trustee Johnson:
We're not close on this.

Thomas Alsbury:
Yeah. And remember, as I mentioned before, a handbook is not policy. So this is just a suggestion. It's in the appendix of your handbook. You're saying, "We'd like to see something like this." But until you put it into policy, you couldn't require it, anyway.

Trustee Biassotti:
What's the alternative, Dr. Alsbury? So let's say, the group said, "No, we don't really want a Code of Conduct," but you're saying some of this is already in policy. So what would be the alternative if we were to not want it?

Thomas Alsbury:
The alternatives have nothing. Most boards, they do, they do one, most of them actually have this, and it's often not called a Code of Conduct, it's called a code of ethics. But it's the same kind of a list and it's the same thing. They've pulled all these things that you're required to do as a board, or that you've agreed to do in your policy, and they just put it on one, or a couple of sheets. And it's a way for everybody to know what they're committing to. It's more clear.
So most boards have one of these. I've rarely seen a board that does not have one. So that's why I brought it forward to see if you are interested in having. The alternative is just to not have anything.

Trustee Cavazos:
Well, and I would like to say what you said to us in the beginning of us accepting the ordinance, is that we set a culture for the entire District. So I see it as an example of we should follow as a model. And there are students, [inaudible 01:50:14] for our students, right, staff have expectations, most have to sign it.
So I love that this codifies, we're setting that tone, we expect of ourselves and each other. But what it is, if specifically, we can come back to, and have a deeper conversation.

Thomas Alsbury:
Right.

Trustee Cavazos:
So that's the way I looked at it.

Trustee Biassotti:
I would be opposed to setting this to another Board to keep it, because once we set it in, then we're setting up precedence. And I would be opposed to it.

Thomas Alsbury:
At some point, you'll approve this handbook. So this, today is most, is so that I can know what to include or not include in the next draft. And what revisions to be made. So I would recommend that you leave the formal decision. I'll leave it in, because it looks like there's a majority consensus on leaving it in for future consideration. At the point that, the next time that we meet, we could work on this before you make a decision approving any.

Trustee Dominguez:
I didn't know if everybody had heard before, but Joe and Jonas are very relevant admonition to speak up for. If you were to go ahead and do this. And come back, then, with revisions, and do what we're not supposed to be doing today of wordsmithing, the balanced government, governance would be included.

Thomas Alsbury:
Yeah, I'm going to go ahead and do that. Thank you, Linda. I'm going to add the balanced governance adherence to the list. And then leave it in the handbook for your consideration.
And, again, let me hasten to say that the Code of Conduct is in the appendix. It's not in policy required. So it would be a decision that you could make as a Board moving forward to Lydia, to your point. So it wouldn't be held as a requirement, unless you put it into policy, and it's voted for. As it sits right now, it's a suggestion and recommendation so future Boards could take it or leave it, if you wanted to go that direction and not put it as a policy requirement.
Okay? And so, I'll leave the statement of assurance in. And it is time us to take a break. It's 10:00. So good work everybody, we, it's 15 minutes, so.

Trustee Bustamante Adams:
Okay, we're back at 10:15.

Recess: 10:00 a.m.

Reconvene: 10:17 a.m.

Trustee Bustamante Adams:

Share with [inaudible 00:00:02]. In addition, I did have a public speaker card for item 2.01 that we're on now. I'm not going to take it until the end, since I did open it and close it. But we also have a public speaker card for 8.04 and 4.01. I'll take those, we'll get to those items. So, Dr. Alsbury?

Thomas Alsbury:

Wanted to, felt it was really important as another reminder and maybe clarification, for those of you that are contributing great points of view, I want to put your mind at ease. Remember, this is a guidance so that I know how to do revisions to the handbook, but also so that I know, I get a sense of the direction you might want to go in terms of policy language. However, keep in mind that the handbook follows the policy, not vice versa. Everybody hearing me? So please, I don't want you to get frustrated and say, "Well, I don't think I had long enough to discuss this particular point." That won't happen today. But understand that the handbook, by necessity, will be verbatim from your policy language. So you don't have to worry about that, even though I'm going to do the revision, I'm going to recommend policy, until the policy is gone through its formal process.

So my point is, some of these points you're bringing up, you are going to have, through that process, the opportunity for first reading, second reading. You're going to have plenty of time to discuss, debate. And you will then vote on whether to approve some of these modifications to your policy. And so, everybody's voice will be heard in the end, before this gets put into your handbook as the process that you use. Does that make sense?

Trustee Bustamante Adams:

Yes.

Thomas Alsbury:

So thank you for being [inaudible 00:02:27]. Let's go to the board officers and the president first. This is policy GP6. I want to point to a couple of items in particular. This is on page 10 of your handbook. And once again, this is verbatim from your policy, that your current policy GP6. Item 12, you'll notice that it refers or alludes to the superintendent evaluation policy or process. You'll notice that it just says, "X-X-X," there because you do not have currently... I want to revisit the superintendent evaluation cycle, procedures and tools, when I see you again later in the fall, I believe in October.

Because that's its own thing and there's lots of important decisions to be made there, we simply opted to remove that from this handbook. So you won't find the superintendent evaluations section in this handbook. When the handbook is completed, once you've finished with your discussion this fall on it, it will have the superintendent evaluation procedure in the handbook. But because we still have yet to discuss that and decide on that, of course the superintendent has to be fully involved in that and agreeing with it, that's why I did not put it in this handbook. And it's also why there's no policy side here, because you currently don't have any policy. Once you adopt a superintendent evaluation process, I'm going to recommend that you put it into policy, and then it'll have a number. Number 13, if you'll look at that. This is page 10, number 13.

Thomas Alsbury:

I brought this up because this is one of those clarity questions, and as I was looking through these options... And by the way, you're welcome to bring up other items on here, but these are the ones that I saw and it caught my attention. Is this clear? Is 13 clear or would you have any recommendations, or additional language? Or maybe it is clear and we're fine with it.

Yes, thank you.

Trustee Cavazos:

I think we've got a lot of trouble with this one. And not end cards, just Madam President knows, not just with her being president but going all the way back when I was president. So on this one, I think it's [inaudible 00:05:35]. I think this is the one that we have a lot of problems with because of lack of clarity. On this one [inaudible 00:05:46] some specificity, because there are unique situations that come up, and then especially too with the newer board members, I know that they had some situations where they've gone [inaudible 00:06:06] okay to folks. And in some cases, I have to say, I agree with that. So I think with this number 13, there needs to be some clarity as far as regarding how to cite parties. That's just...

Thomas Alsbury:

Yeah, thank you. And it's exactly why I picked it as probably guessed that, because this has been an ongoing item, that it is a little unclear. I will tell you that in another part of your policy, in 4.2, and it appears later in this handbook actually, under the section on the use of social media, email and social media, it talks about, in a little bit more detail, that is about the board members' ability or opportunity to... After a board decision has been made, and we'll be looking at this today, that once the board decision is made, then the board member is allowed to post how they voted, the reasons why, on their own, individually. They don't have to rely on the president to be the only spokesperson. But outside of that specificity, there is no other detailed specificity on this matter. So did you... And thank you, Linda. I know you're trying really hard not to wordsmith. But can you give me a little bit more as far as the type of clarification that... You've had experience with this yourself, as president, what kinds of things should we be adding to this?

Trustee Cavazos:

I'm going to say that maybe some expansion on top of what you just stated right now, that after a board decision has been made and all agreed to [inaudible 00:08:20] ask questions as far as opinion, as far as whether we accept it or we agree, the majority. I believe that as long as we're supporting our colleagues and the whole [inaudible 00:08:21] of what the decision was, that's something, and not just giving your opinion. It has to be after the vote because I already take it. That is actually something that I was referring to that had to do with just [inaudible 00:08:59], where I felt she did the right thing. Sorry, Trustee Dominguez, for putting you on the spot, but I was referring to [inaudible 00:09:08] where Trustee Satory was there, Trustee Goodall was there, and I was there. And that's kind of a unique situation, I don't know if she wants to speak to that. Social media.

Trustee Dominguez:

I can provide a little bit of context. So there was an issue with an elementary school that was shut down. The community felt like the process was missing pieces to close that school. As the board, we reopened the school, and then we were there at a town advisory board meeting, and my fellow colleagues were there to support. Media was there, and I was asked to give an interview as far as the situation of lending. Personally, I don't have issues speaking to with the media. But again, I think maybe defining, if you're there in a certain place and we've already had the vote, you should be able to describe to the community, to the people that have voted you there. They want to hear from you. And I think it was the right place to be put in that position. However, I know with number 13, it kind of makes it seem like... How are we delegating? At what time? Just clarity on that.

Thomas Alsbury:

And thanks for sharing that. I was aware of that because we talked about it last time I was with you. But thank you, I think it's good for the sake of the public who are listening in, to hear that. So I'll add that clarification. And yes, just so you know, there is in another part of your policy... But I think we need to put it here. This is another idea about having to search around for things. I think we could put that clarity here, which you'll see elsewhere. And it does say that, "After the vote..." That's actually already in place. There's language, you'll see it in the handbook here, that's in your policy too already, that says that you agree to support the board's decision, not to undermine it, but that you can individually speak to the press, the media or whatever, about your personal vote and why you voted the way you did. It says that that is of course-

Trustee Cavazos:

Tom, I just went ahead also too, as far as... I know the superintendent also has a [inaudible 00:11:29] focus on this. As far as communication with our communications support, that when we are there, [inaudible 00:11:39] that's quite okay to go ahead with that interview. So have to have that communication and keep going that it's clear. Thank you.

Thomas Alsbury:

So I'll add the clarity. I'm just going to take the language from that other place and put it in here for the permission, so that it's clear. And I'll think about adding some additional things, just to make it even more clear. Put it in. Next one that raised my attention was number 16, which is on the next page, 11. And this is just a reminder more than anything, that is that we have what's called the progressive response protocols. There are two of them. Each of them are listed in the appendix.

These are processes that are currently sort of buried in policy 4.2. So sometimes they're hard to find, and they don't even have a label on them actually, so you have to really know what you're looking for or you're not even sure that you're there. So these are clearly delineated in this handbook, and also have their own separate dependencies. It basically says that if there's a concern that you have for another board member, these are the procedures that you commit to going through. And it also, if you have a problem with the superintendent, as a board member, procedures that you commit to going through. And this tasks the president with being responsible for ensuring that those processes are followed in these cases.

Trustee Esparza-Stoffregan:
Sorry.

Thomas Alsbury:
There you go.

Trustee Esparza-Stoffregan:
I apologize to that [inaudible 00:13:44]. So sorry. Tom, hypothetically, do boards have situations, what if the board president doesn't follow? So where's that?

Thomas Alsbury:
Yeah, thank you. Great question. That's actually in the language in your policy and in the appendices, that is one of the steps. It actually explicitly says that if the incident involves the board president, there's an alternative to those procedures. Yes.

Trustee Bustamante Adams:
Can I add, Doctor Alsbury, are we discussing that particular appendix right now?

Thomas Alsbury:
We can if you'd like. Yeah, that would be fine. Let's do it.

Trustee Bustamante Adams:
I think just in the six months that I have had the privilege to serve the team in this capacity, I think that the first step... We miss a step, because what I appreciate is the maturity of the individuals being able to go directly to one another. So if Brenda and I have an issue or a conflict, I go directly to her first. And then if I can't resolve with, then I would involve the board officers. But having that kind of trust as a team, I would add that component. And I'm trying to find it in my book, but-

Thomas Alsbury:
Yeah, I'll give you the page for everybody. It's on page 98 and 99. It's in your handbook, it's appendix I and J. So page 98 and 99.

Trustee Bustamante Adams:
The other thing that I would add is that we're striving for growth and not perfection. And so, I know that the word says, "Ineffective," and we're not wordsmithing, but my issue is, if the trustee is making progress, then we might stay on step three for a little while. And I don't think that the policy is clear on that, that there should be continued, forward improvement before we have to go to step number four.

One more thing, Doctor Alsbury. This doesn't have to be included, but I was just talking to Lydia about this. It's, sometimes the public wants us to... We do have the ability to censure a board

Trustee Bustamante Adams:

member, but that's through committee assignments. As described in here, we don't have the authority to recall an elected member, and I think that's where it gets confusing. I don't know if we need to clarify that in here, but I know that in the six months I've been asked to do that, and we've had to get legal counsel to be able to say that, "We don't have the authority to do that." There is a process for that in NRS, but that doesn't fall with this body.

Trustee Cavazos:

Tom, may I add one comment to that, when you're done writing?

Thomas Alsbury:

Yes, thank you.

Trustee Cavazos:

Adding to Madam President's comments on number three, I think it would be helpful... Sometimes the sixth, seventh ball is dropped somewhere in communication. So while all those processes may be taking place and there is progress being made, [inaudible 00:17:45] attention does not know that progress is being made. So communication would be a little bit [inaudible 00:17:59]. I think that we should maybe state the point that that could be a while.

Thomas Alsbury:

Thank you. That's all great additions, I think of clarity on all those things. And I'll add the informal censure, the specifics behind that. And if you're interested, it has to do with... And by the way, your attorney can tell you, this has also been litigated, this issue. So the notion that there have been boards in the past where boards have disagreed with a particular board member, maybe their point of view, and they attempted to muzzle the board member, that is tell the board member, "You cannot speak at the board meeting." And they sued the board. And in every case, I believe they have won. That is, you cannot muzzle a board member in a board meeting. They are an elected official and they can speak. So censure does not include removing that board member's rights to speak. But informal censure includes is, not appointing that board member to committees. That's within the rights of the board or president specifically.

And the second thing are things like making public comments. That has been done. It's an unfortunate step. I hope you never get to that point because it's all a lose-lose when you get there. But there have been boards who have been compelled because of their colleagues' comments to the media, or it used to be posted in the newspaper before we had all of the electronic media and stuff. But then the board as a group would vote for the president to put out a statement, either during a board meeting, or to post it somewhere that, "We, as a whole board, have voted and we do not agree with the statements that our colleague made." Again, that's not going to be a good thing. The results of that will not come out good. But in some cases, boards have done that and that's really the only option you have, is really those two things.

Trustee Esparza-Stoffregan:

Doctor Alsbury, I would add that in the beginning, it would be helpful for clarity if the concern towards another board member, if you could state the policy. Sometimes it's hard to understand what policy the concern is referring to.

Thomas Alsbury:

It's a good idea too. I'll add that as well.

Trustee Zamora:

I just wanted to clarify... Clarification, right? With Linda's comment about the communication, right?

Thomas Alsbury:

Yeah.

Trustee Zamora:

Adding some type of language that the communication is with the board members, not with/of the community or the public. Because our commitment is to other board members. I think that's going to be key.

Thomas Alsbury:

Yeah, that's what I took it as and how I have it listed, it would be communication to the board member that was reporting the offense.

Trustee Esparza-Stoffregan:

Tom, in your experience, have you seen where other boards would put potentially if we chose to do the code of conduct? I would love to see that aligned as part of the process, because it's great to bring us back to when we agreed to. But it'll sign off on... As part of it. I don't see here any steps for that.

Thomas Alsbury:

That's [inaudible 00:22:00] addition. Thank you.

All right, fantastic. Great job everyone. And finally... Oh, I'm sorry

Trustee Esparza-Stoffregan:

I was having trouble trying to turn this on.

Thomas Alsbury:

I'm sorry.

Trustee Esparza-Stoffregan:

I think that last comment is exactly where the concern lies, that the code of conduct would be somehow implemented into these offending board member situations. And I think it is just a very critical line to try to tread, to see if its objective and which members are going to be found in offense to that code of conduct. So for that reason, I'd be very careful about how we proceed in that area.

Thomas Alsbury:

And again, what I would reiterate is that the code of conduct items are items from state code or policy, that you have already agreed to do as a board. So I do think it's a great point. I'm glad you brought it up, because you can go after somebody for all kinds of reasons. The code of conduct would not include any of those reasons. These are not subjective things. The code of conduct items are taken directly from the policies where you said, "I am committed to doing these things, to practicing in these ways." And so in my opinion, I think in that case, they're fair game. Now a board member can always say, "Even though those are in our policies, even though the board voted..." Like in the case of balanced governance, we voted to follow it.

Could an individual board member choose to just ignore that and do whatever they wanted, and not follow the policies that have been adopted? For example, in the case of how you use media or social media, or email, individual board members can choose to go against the adopted policy. You can't really stop them from doing that as an elected official. But I would say that it would be an absolutely fair game for the president or other board members to say, "You are not following our policy, and we're calling you." That's what this is talking about. The code of conduct, that's what it would include. Only that, nothing else.

Trustee Dominguez:

If I could add kind of [inaudible 00:24:44] Irene had mentioned. So we have a lot of obviously... I call them our followers. So a lot of people in the community that go and, well, they complain and they put in their concerns. And I feel like if the code of conduct could be weaponized in that way to say, "Well..." Just to point out number seven because it's a little bit broad, is, "No hidden agendas." That could mean anything. And so to me, that would encumber the president more, to have to go and, "Okay, now I got to go back. I got to look at what that person said online or what that person did on their own time." And then utilize that code of conduct against that board member. And then, I mean that could give ammunition to the president to censor that member.

Thomas Alsbury:

And I agree with that, Lydia. So that's again why we would modify these code of conduct items. And by the way, I totally agree with you on that particular one you pointed out, I think it's too broad.

Trustee Esparza-Stoffregan:

It's what?

Trustee Dominguez:

It's number seven.

Thomas Alsbury:

It's number seven. The words, "No hidden agenda," is inferring that I can read your mind, that I again... So to that point, I would not recommend that that [inaudible 00:26:03].

Trustee Zamora:

Can I suggest, but probably adding... Because the code of conduct, what we're saying, it's already in our policies, right?

Thomas Alsbury:

Correct.

Trustee Zamora:

It's already in NRS. Can we just add the NRS to the policy, to each thing? So then it doesn't give that idea that it's something brand new, that it's just a reference, a short, little...

Thomas Alsbury:

Yeah, great idea. I'll do that.

Trustee Esparza-Stoffregan:

I love this discussion, it's so needed now. And I just want to say that I love looking at Washoe's policy handbook. They do have... And it is called Ethics. They have an ethics section.

Thomas Alsbury:

I wrote it. I know.

Trustee Esparza-Stoffregan:

Oh, you did? There you go. Well, there it is. So anyways, just, I love it. Let me just gush a bit.

Thomas Alsbury:

Because Washoe is a client of mine. Yes. I'll be seeing them in a couple of weeks. All right, fantastic. Very helpful. So item number 17 is also coming. I have a slide dedicated specifically to this. It has to do with what we just talked about actually. If you read, that's the language, Linda, that you kind of mentioned. This is page 11. I'm sorry about that. We're back to page 11, item number 16. This is under the president's duties. It says that, "The board members will refrain from speaking individually to the media or posting public comment on social media, regarding board and district matters that are under policy or program deliberation, and prior to a discussion and vote by the board."

Thomas Alsbury:

And then I'll let you read the rest, but this is the exact language I was alluding to, that you currently do have in your policy and is in the book, in more than one place. This is under the president's duties, but you'll also find it under the section marked, Use of Email and Social Media. And that gives a little bit more additional clarification. We've already talked about that, but I just wanted to point that out. That language on 17 would of course match whatever your decision was in the section on the use of email and social media. So let's go to the vice president, which is on page 11, and this is policy GP7.

I'm going to recommend an addition because it was an oversight on my part, so I'll be the first one to say that I left out the part, somehow, on parliamentary procedure, for goodness sakes. Which is the very first and primary responsibility. So that needs to be added. And that is already in your policy GC7, I'll just add it verbatim.

Trustee Bustamante Adams:

I have a question, Doctor Alsbury. There was a situation where Brenda and I were traveling for our paying, full-day jobs, and that's where the clerk presided over the meeting. But we could participate online, but because we were president and vice president, I don't know exactly how it played out, but we weren't allowed to participate. So we weren't even involved in the meeting, although we could have voted. So I don't know where that fits in, but we were both available, we were just not physically present in the meeting. And that's why it was easier for the clerk to preside, because she could see everything. But it didn't allow us to vote, and I don't know if we did that right. Context. It was because, if we're online, we were required to lead the meeting, which is difficult when you're online and you have no access to visuals, or anything, or the Cube. So it was kind of, either you participate online and try to lead a meeting, and it can be chaotic, or you don't participate at all. So where do we put language to fix that issue?

Thomas Alsbury:

We don't have it currently, but I have a note, and I think that'd be a really good idea. Basically, boards in the past have decided whether board members can participate if they're not present. Obviously you guys allow that. Electronically, they can participate. And that's in there already. It doesn't say anything about, could the president run the meeting electronically? Or do they defer to... In this case, would be to the secretary then, if you change that language. So it's a good question. What are your thoughts?

Trustee Bustamante Adams:

In the role of serving the team as president, I would've wanted to participate and allowed to delegate the authority to the clerk at that time, and not be the one trying to preside. That would've been my choice. I would've wanted to. And we were on the line, just paying attention, but we were counted as absent.

Thomas Alsbury:

So I believe there's already language, but I'm pretty sure that you can participate in a meeting electronically, if you're not present. So you should have been participating and voting. But if you defer, we can add language as far as handing it over for someone else to run.

Trustee Cavazos:

[inaudible 00:33:05] that if they were on there [inaudible 00:33:09], they would not [inaudible 00:33:11]. So first meeting that the clerk [inaudible 00:33:16], and did a great job [inaudible 00:33:19] because the vice president usually handles public comment for the president. So I handled that justly as far as [inaudible 00:33:29] again [inaudible 00:33:32]. So it worked out. I think what the confusion with them was the second time, where basically we were told that if you [inaudible 00:33:41] online, you had to run the meeting. And basically, it came down to-

Thomas Alsbury:

Gotcha.

Trustee Cavazos:

It was going to be difficult.

Thomas Alsbury:

So if we can add that language that you can pass it off to somebody, that would've solved that.

Trustee Cavazos:

Yes. And when we say, "Online," we mean on the phone. Sometimes that's a little bit challenging with the audio technology. Thank you.

Thomas Alsbury:

Great. All right. So I'm going to skip past this. A quick reminder that there is a difference between deliberation and debate, balanced governance, and this is part of the responsibility of the board officers, to ensure that you guys are involved in deliberation, but we avoid debate. And you can see the difference in definition here on the screen, between those two things. So effective boards, they deliberate. I mentioned this at the beginning, at the onset. That includes saying something very strongly, very... You can be passionate, it's fine, go ahead and do that. But when you are speaking about that issue again, you're focused on solution, that orientation. And you're focused on discussion. That involves hearing other people's viewpoints.

You're not focused on debate. And I was a debate coach, I think I shared that last time I was with you, as a high school teacher. And my debate team did quite well. They went to the Nationals, won the Nationals one year. They were that good. One of my students is now a senator in my state. And so, I can tell you that in debate, you are not looking for solutions, you are not looking to hear other people's viewpoints. The only reason you listen to other people's viewpoints at all is so you can figure out how to tell them how they're wrong. And that's exactly the opposite of what effective

Thomas Alsbury:

boards do. They do not function through debate, they function through solutions and discussion that's solution focused.

It doesn't mean that they don't have different viewpoints, but it's how they go about that deliberation is key to whether they're effective or whether they end up in an explosive board meeting that then leads to these real problems. So just wanted to remind that debate is bad, deliberation, good. Deliberation rules also involve Robert's rules. Just a reminder. And I included that as one of your appendices. So you have the cheat sheet, that's the one-page cheat sheet in the handbook. Again, one-stop shopping, so that you can remind yourself of how that is done. And that is actually found on page 115, appendix O.

So that was the document from our previous training on parliamentary procedure, as a reminder, if you wanted to put that in front of you. In addition to that, I've included, and I just wanted to point this out as well, if there's not strong opposition to including this additional information in your handbook, on page 109, if you'll turn to that, is appendix N. And it actually goes through several pages. Starts at 109. And this is going back to this idea of deliberation and how the boards deliberate. There's also a guide to the president on page 109 and 110, on their duties. And then page 111 is the debate or deliberation comparison. That's there. And in page 112, there are guides given on deliberation. This information is not in your policy, but it's from previous balanced governance trainings that I've given to you. So that's why I included it.

Not seeing any opposition to including those. We already discussed this section all about the clerk. So we already did this one, so we can go on. And now we get to page 12. I alluded to this earlier, this is the legislative rep that the statute says you're electing, but you don't have any language about what the duties are of that person. Other boards that I've worked with do have a section on the legislative rep and what they do, and that's what you're looking at on the top of page 12. So I've just pulled from the other boards. Take a look at that, and interested in any input that you would have on that. Now, do you have a legislative rep, I guess is the first question?

Trustee Bustamante Adams:

Not officially on the board of trustees. However, in NASB, Nevada Association of School Boards, there is a committee, and Clark County gets three individuals. Two.

Trustee Cavazos:

Two.

Trustee Bustamante Adams:

And so that person, right now who is Brenda, our vice president, serves on the legislative committee. So [inaudible 00:40:27] I think is important, but we also have a very strong government affairs team, and they play some of this role as far as monitoring legislation and informing the board on the issues. And I think we did a huge improvement from the previous school year. And so, I think there needs to be more in this section. To me, I don't know how it would fit just yet.

Trustee Esparza-Stoffregan:

I mean, I think... My first thought about it, because it's really interesting how you were a former assembly person, and the meetings happen before the session starts, like the year before. So I think it would be really good idea, whether it is Brenda. That way, we can all start that work the year before the actual session goes in to start. And then having input from all trustees on maybe what... Because I felt like this year, for whatever reason, I think there were a lot of things, new superintendent, there were a lot of things going on at the same time, a lot of things, issues were happening. So I'll leave it there, but I would say that we have now the opportunity to be more proactive instead of being reactive. So I would really love to see that as an addition. And also inclusive of language, of saying, "Yes, we might have a representative, but we would all like input into maybe what that future conversation would be, Senator Adam."

Jhone Ebert:

May I also add that possibly contemplating, because obviously they don't have the name correct, about the organization. So that needs to be changed in legislation, as well as the conversation with all of the other school districts, and add it... Whatever this board makes a determination on what you would like, working up with the state organization to also get codified there as well.

Trustee Bustamante Adams:

No, I agree with what was said. Dr. Alsbury, just for context, we had input to decide the BDR, bill draft request, that we did as a school board. And so, we had input, but like Ramona said, we're late in the day for us. That was us. And we know that we would like to mature and address happier content, but I don't know if we were there yet. We were focused on other things. And so, that person in this role could help us through that.

Trustee Cavazos:

I wanted to add a comment to the session that, do you have any school boards that you work with that have a state organization [inaudible 00:43:59] but Brenda is on the legislative team. Do you have any school boards that it's kind of like combined representation, where she would be voting, the committee member, which she already is, on the legislative team, at the school board legislative [inaudible 00:44:17]?

Thomas Alsbury:

Yeah, I do, and that's kind of the million-dollar question, is why I wanted to include it. I first find it interesting that this is in statute and yet, many boards don't really have it. What they do is what you just described, they have a rep on the NASB legislative board, or they sometimes will have legislative representatives at the district itself that you've designated to attend the legislative assembly. And then to report back and to also provide influence to senators, etc. Often the superintendent plays that role.

But what I've seen, Linda, is where, if there's interest among the board, in addition to serving on the NSBA as a rep, if there's an interest in designate one of you as the legislative rep, they would then go with the superintendent typically, and together they talk to senators and representatives at

Thomas Alsbury:

the actual assembly, and they share their interests. And of course then I'm presuming you might have an attorney or someone that has put together your legislative desires as a district. That's also there. Anyway, so in other words, they're going to do the same thing they always do anyway. The only difference is you're adding a board member to attend along with them. And then the board member is the obvious one, they come back and report.

Trustee Cavazos:

That could be the same person?

Thomas Alsbury:

Yeah, it could be the same person. Yeah.

Trustee Cavazos:

Thank you.

Thomas Alsbury:

And yeah, it could be the same person as the person that's representative at the NASB as well.

Trustee Esparza-Stoffregan:

Just a quick question. Can you tell me what NRS this is in?

Thomas Alsbury:

No. Oh, yes, I can, because we saw it earlier. So if there's another comment, go ahead and do that-

Trustee Satory:

Do you feel it should be the same person? That it could be confusing if we have one person as NASB representative and another as this role?

Thomas Alsbury:

Yeah, I would say you'd want it to be the same person.

Trustee Esparza-Stoffregan:

Lisa, that was my second question.

Thomas Alsbury:

No, I didn't list that NRS for some reason, Brenda, so I'll have to get that.

Trustee Esparza-Stoffregan:

Okay. And I'll let Trustee [inaudible 00:46:48] go.

Trustee Barron:

Yeah. Dr. Alsbury, I didn't ask anybody but it would come up when I'd be, late at night, reading NRS or reading this. I never really understood that relationship between this board and of course the Nevada State Support Trustees Association. It seems, with respect, to have one person here who's doing this, it blurs the lines here between what we're talking about, the standards that we're saying that of course there's no action, that there's no one person here who speaks for the board. And it says here, "Legislative representative," right? It sounds like this person would be representing us to the state legislative body. To have one person speaking for this board to the state legislative body, [inaudible 00:47:42] again to me, the sound of it sounds like it's blurring the distinction between the will of this board as a body, and one person representing this board.

Thomas Alsbury:

Yeah, I think if you did this, you'd have to have language that really provides protection against that. I think I agree with you guys, that is something to watch out. Now, while I will-

Trustee Barron:

This will not preclude of course... There are members of this board who have gone and lobbied on behalf of organizations or even on behalf of themselves. I'm not talking about that, but I'm talking about one person supposed to be representing this board.

Thomas Alsbury:

The only thing I would say is that, remember that if they did represent the board, they would be required, Adam, necessity for the reasons you're stating, to represent the board based upon the legislative platform that the entire board voted and approved. So in other words, it's no different... And by the way, I don't want to dredge up ancient history here in the Clark County district, but I can recall a long, long time ago, years ago, where... Because this is happening anyways, my point. The superintendent is already going to those sessions there with the attorney that's representing the board. So that's one person representing the board. And they're already saying, "Here's what our board is interested in." This would just suggest that you add one more person to the team, which would be a board rep. Now, do they have to be there? No, it's a choice. If they're not there, you're leaving it to the superintendent and I presume whoever you're [inaudible 00:49:32] attorney, government relations person. You're leaving it to them to represent you.

Trustee Barron:

I would point out again, the superintendent, she of course is accountable to us, and of course you can be accountable to us through the employees. But if you have a member of this board goes on here, that doesn't work the same way, the same dynamic is not applied.

Trustee Zamora:

And to add a little bit to what Isaac is saying, because I struggled representing NASB, also trying to represent CCSD. Because there is conflicting things, because we are the bigger district. Our stuff does not go on in the 15 other school districts on NASB. So I would love to add the language for it to be separate, so that person, whoever it is from CCSD, can focus on CCSD, and support probably the VET committee liaison from CCSD. And they can work together, but not trying to do both, because it's very difficult to try to do both.

Thomas Alsbury:

Yeah. Linda?

Trustee Cavazos:

I was going to say that I believe our vice president has mastered clairvoyance. I know we can't be mind readers, but I was going to state the same thing. Having to deal with... It seems like it would be a lot of tiptoeing through some very tricky boundaries as far as... Because sometimes the ASPE to be there at the legislature, and they would need to testify, maybe neutral, for or against. A CCSD would not be testifying on a particular [inaudible 00:51:15] like ASPE is. So the same person, I think it would be extremely difficult for that person.

Thomas Alsbury:

That's a great point. Yeah, that's pretty common by the way. It's pretty commonly... If you have different things that you're advocating for than the state.

Trustee Esparza-Stoffregan:

So, Dr. Alsbury, I love the discussion. I know you have a full agenda for us. So until we have the actual statute to really... Like we're being consistent about this. So could we pause it and come back?

Thomas Alsbury:

Yeah, absolutely. Yeah, that's good input and I'll get that statute, and then we'll go from there. I'll put some language in based on what I'm hearing, for when you look at this again. See if we hit it. Let's go on to... This is kind of a broader organizational question. So if you look at the top of page 12, or you look at page 12 rather, where it says, "Duties and responsibilities of the individual trustees."

Everybody see that? Now this is language that's pulled from your policy GP3. Now, here's my question. And you can just scan, and I've put these headings in here for you. So you look at the balanced governance approach, then data-driven decision making. That's from policy 4.2. Then consensus in decision making. Turnover, next. Now we get to communications, which really gets more into the use of email, and also into the communications with the superintendent and with the staff. Then page 13, professional superintendent staff. That has more to do with your visitation of superintendent personnel, etc. Then on page 14, this is also in 4.2, and this has more to do with

Thomas Alsbury:

what your meeting focus is going to be. And then meeting protocols is the next one. And so here's my point.

What I'm recommending, and if there's no disagreement, is I put this in the handbook because it was in your policies, your policy 4.2, but my recommendation is that we remove these pages from the handbook, or that we move this language from this location and we put this language under the appropriate topical sections in the handbook. Just because what you'll see is that this language is pretty much repeated again, as we go through the topics. Is there any objection to that? And I was going to do that anyway because that's generally what I did with the handbook, but there was so much and it was so specific to... These are the... Because it was, "Here's the officer's duties. Here's the rest of the court members who are not officers' duties." I wanted to ask you, to make sure that you were okay with that.

Trustee Barron:

I know that you're heavily published in all this. I don't know you enjoy making footnotes. So when you move them, you'll be [inaudible 00:54:55] those footnotes. So for people who are real big policy wants, that anyone can follow it along.

Thomas Alsbury:

In every case, no matter where these items are located, the policy will be referenced, will be there. Yes.

Trustee Barron:

Thank you, sir.

Thomas Alsbury:

And that's important. Okay, so we're moving on. Oh, boy. Afforded committees. So page 16 is where we are, and committee detail is a policy that's already in the book, so you can look at that if you want. But I was really interested more in you looking at the middle of the page, "Liaison service on advisory committees." There's two really big questions that I'm going to be asking you on this whole section of committees. This is one of them. This is currently not in your policy but originally, to give you a little history, when I worked with your board six years ago, and we were writing about committees, there was a lot of detail put into committee service by board members. And this was one of them.

It was describing... And you'll find this throughout this document in multiple places, and I'll point out where you could look here in a moment. But one of them is that in many cases, not all cases, but in many cases, the board member is there to serve as a liaison to the board, not as the chair of the board. Particularly because of the undue influence that you're going to be ascribed if you happen to be a board member and the chair of a committee. I shared at that time, I think it's still true, that that power, it dispossesses the committee of being completely honest. Because people just view you as someone with power. And so the idea was, we'll have board members be part of these committees

Thomas Alsbury:

but they will not chair these committees, and they won't have sort of undue influence over the... Because you really want to hear from the committee, especially when a lot of these committees are community committees.

They're called community advisory committees. You want to hear what the community is thinking. You don't want them deferring to you or remaining quiet. You get what I mean? So when that came up as a concept of, I'm going to be a liaison, that's my role, the question was asked, "What does that mean? To be a liaison. Can I still speak? Can I still advocate for certain things? What is that role?" And so this section, the language on page 16, and it goes over to page 17, was the attempt to describe, what is a liaison? So the first question is, do you want to include language that describes what a liaison is and how they do their duty?

Okay, I see heads nodding.

Any comments on any of content?

Trustee Esparza-Stoffregen:

I have a question. Maybe it's for the group. What's the purpose of that role? So in the past, I guess they go to the meetings, they are there to represent. I know we've all done this, we've sat on our groups, tried to be neutral and listen, and then coming back to report. And my understanding is we did one report recently, for the first time in a long time. So I'm trying to figure out, other than that, what is the purpose?

Thomas Alsbury:

That's it.

Trustee Stevens:

Also, in my experience so far, I've heard from the committee members how much they... Sorry. How much they enjoy having a trustee's presence there. It makes them feel like you care, you're here to listen and spend... It's encouraging for them, at least that's what they've told me. When I go to bond oversight, those committee members are very passionate, very happy to be there. And so when they start talking and discussing... And then sometimes, I'll even talk to provide clarity on certain things that they may not be aware of, because they don't come to all of our board meetings, they don't know all of our policies. So sometimes it helps them to just get clarity. But more than anything, I've had many of those committee members come up to me later and say, "Hey, it means a lot that you're here."

Trustee Dominguez:

I could ask for some clarity. When it says, "Internal district committees," I know there's some committees that are under the superintendent. Are those on what we're talking about or we're only talking about the ones that are for the board?

Thomas Alsbury:

I'm talking about potentially both. One of the decisions to be made is... Well, let me back up. In general, my recommendation to you, and this is a balanced governance data point finding, is that board members should avoid serving on what I call internal district committees. That is, committees that are going to make decisions that are later going to come before you as a body, to vote on. Because what I see happen frequently is that, if board members will basically... I know this sounds negative, but it is what happens, it's a reality. They'll see, do I have the vote to support my preference for whatever, this literacy program? And if the answer is no, I don't have the vote, they'll get themselves appointed to the curriculum committee, and then they'll use their pressure and their influence and power, to force that curriculum committee to come to certain decisions.

And then when those recommendations are made before the board, the other phenomena that happens is all the board members' eyes, you can see it, turn to that one board member who was that representative on that committee, and they say, "What do you think?" And that again, back to Isaac's previous point, then gets back to us giving too much power to one individual. And even as innocent as that individual is... Here's the thing, I've seen situations, and this is more common than you'd like to think, where even that individual has done nothing wrong, they're completely doing this innocently, and they've been accused by other board members, of doing what I just described, even though they probably didn't do that. So it creates problems, conflict within the board, to do that. So primarily, I recommend that trustees should serve on external committees. That is your primary role. That is, I want to hear from the community what they think, what they prefer.

And in those, you can be much more free to serve that role. Because that's who you are anyway, you're appointed or elected to be listening to the community and bringing the voice of the community into this forum, to the educational program. So there's no conflict in service. So I would say external is the primary. There are a few exceptions. These aren't law, so you can always make a decision. So I occasionally will have a board that insists on having a board member on a committee that might be considered internal. I discourage it, but I have seen that. Usually in a finance committee, an audit committee, sometimes a facilities committee.

I still think it's fraught with peril though, so I generally recommend you not do that. Let your experts in your district bring up a recommendation to the whole board, educate the whole board, have the whole board make decisions on those matters as well. There's not really any need to put an individual board member, in my opinion, on those committees, if the whole board's getting informed anyway. Then you're not relying on that one person to bring you the scoop, but you're going to get all the information anyway, as a group. So anyway, that's...

Trustee Esparza-Stoffregen:

I guess that's why I go back to my original question about the purpose. There's value, but what I really look at is, there's a lot of detail here. So you were there, obviously this was created because there were parameters that were probably needed at the time, but we're in a different time. So I don't know, I'm trying to ask you. Because this is really specified, there's a lot of specificity with this, and it's not our full-time role. It's like so one of our many things that we do, it's important and there's a lot of value in us being there. I agree with you. Let me retract that. We're not supposed to

Trustee Esparza-Stoffregan:

say that. So I'll just say that there's value in being there as a presence, but there's a lot of detail here. I don't know, [inaudible 01:05:08].

Thomas Alsbury:

Thank you, and a great point. I have a recommendation just from what I'm hearing. I think we could easily merge the two that you mentioned, Ramona, duties of serving on these external advisory committees, into the regular committee descriptions themselves, the descriptions of the committees and the role that you play generally. So I think we could really reduce this dramatically in even just those couple of points. So that's what I've got down. The second thing that I wanted to ask you about, if you look on the screen, there are a number of committees that are listed. And I want to go to the next screen here. Well, let me get to this first.

Let's wait, this came next. There is an appendix, it's appendix P. You'll find that on page 120. To the point that we were making here, that Lydia asked about, this is the list currently of the committees that say you're serving on as board members. So my recommendation to you is that you allow me to work with Joe and whoever else you prefer me to work with, the board president or officers, to make sure this is accurate. Because I believe, I wasn't sure, but I'm guessing that there's going to be some of these don't even exist anymore. And so, we need to reflect reality in the list.

Trustee Cavazos:

[inaudible 01:07:18] check in with that [inaudible 01:07:20] office on this particular slide here. Are you saying that this is what we're showing right now that board members are serving on?

Thomas Alsbury:

Yeah, this is in your current policy, that this is what you're serving.

Trustee Cavazos:

The second one is correct, "Council and greater state schools." I believe the president has that current graph. But to the best of my knowledge, we appoint members of the sex education recommending advisory committee, but unless I missed something, there are no board members serving on that committee presently.

Thomas Alsbury:

That's why I think there needs to be clarification.

Trustee Cavazos:

Okay. Going back to what Ramona was saying previously, and I agree with you completely that until everyone understands the [inaudible 01:08:13] the external committees, some of these, the president confers with all the board about what committees they would like to serve on. Then there are other ones, like the one I serve on, the NIAA Board of Control, it's a completely different entity,

Trustee Cavazos:

and that's elected. So I have to say that, it's almost like we have a one specifics, without understanding the general parameter.

Trustee Barron:

I guess from my experience at the City of Norfolk Bay, this is actually way more delineated than this, for instance, I'm the vice chair of the Regional Transportation Commission and the Regional Flood Control Commission. Those are definitely exterior to City of Norfolk Bay, even though we have components that are relevant to each. I sat one time with a trustee, when we had the Southern Nevada Regional Planning Commission. I sat with a member of the trustee there. Those are definitely external. Internally, for instance, we have a Veterans Affairs Committee for the City of Norfolk Bay. I do not sit there, but I do a point [inaudible 01:09:30] there. Same thing with our education. We have an Education Advisory Committee.

I do not sit on that board, but I do appoint someone to that board. And those are both examples of internal boards that we have. We also have other internal boards, including some that are actually decision-making. Our Planning Commission is actually a very powerful... Besides the City of Norfolk Bay City Council, it's actually probably the most far-reaching board that we have. And there of course I appoint someone. Which gets me to my other point. Are appointed members going to have someone they can appoint to internal committees? Because at this point, I don't have an appointment to that board, to any of the boards.

So I would ask us to look at that, look at those as well. Again, already by being able to appoint members to these committees, that's a lot of influence right then and there. I don't think it's wise for us to be there sitting and actually being... I mean it's one thing to go ahead and attend. And believe me, when you show up to one of these committees, everyone there that's on the board, that's appointed, they know that you're there. I try to stay away from them, to not present any sort of... You know what. Okay, that's good. Anyhow, those are my two points.

Trustee Stevens:

Thank you.

Trustee Bustamante Adams:

So then, Dr. Alsbury, what I heard is that we, as a team, could direct you to work with Joe and who else the team thinks is necessary to revise this. Because it needs a lot of... Okay.

Thomas Alsbury:

And we want to reflect what your current practice is, is the intention, including what you shared, Isaac, about how these appointments work, and try to reflect the reality of what you're doing right now.

Trustee Esparza-Stoffregan:

Dr. Alsbury, I did have a question, and just because we have it up here on the board, on the slide here. Add or delete any committees, like Sex Education Advisory Committee. Those can be deleted altogether or up to us?

Thomas Alsbury:

I didn't know if there were... I admittedly just picked them because they were a couple that I wondered. I just said to myself, "Hmm, I don't know how often you adopt sex education curriculum. It's probably on a cycle every seven years." Is that right? Not in your district. Okay. So that's why I put that one up, that was the only... Most boards wouldn't need a committee like this. It would be an ad hoc committee that would occasionally pop up, and it would be part of the normal health adoption. It wouldn't be a standing committee that would ever be listed like this. That's why I included it. But if it is for you, then it should stay on there. The other one, and I'm nervous about telling you this, but this is the reason I put it up on there, is because, why do you have a representative on another organization that teaches a completely different governance approach? That doesn't make a lot of sense to me. If you're not working with greater city schools, you shouldn't be expending money and time to go attend their meetings, because they don't represent balanced governance.

Trustee Esparza-Stoffregan:

Tell us how you really feel.

Trustee Dominguez:

Good question.

Thomas Alsbury:

I could sure... And I'll do it over lunch because I actually just had a colleague who's been doing recent school board studies, and they have a national team. She's a professor at Arizona State University right now. And I just got off the phone with her two days ago, and she was... I didn't know why she was calling me. I hadn't seen her for years. And she was saying, "Tom, we just did this research, and it involved that organization and other topics." And she was saying, "Do you know they're saying they're balanced governance? And we researched them and they're not." And she was warning me kind of, because she's a colleague. Of course I shared... I do understand that it's fine. I'm not overly concerned about it.

But because not only... And I share that just to let you know, that's not just my opinion. Because I could be biased and have sour grapes and all that. There's also researchers who have actually watched various... What she's doing right now is, she's doing national studies on the various most popular governance approaches. And she was asking me, because mine is one of those, if I would be willing to participate in the next phase of the research as a respondent. But she was saying that they had just recently studied that organization, and that they shouldn't correctly say that they're balanced governance because she didn't believe it. That's her opinion, not my...

Trustee Dominguez:

Would this be, I guess the correct time or the correct forum to say to add another committee, such as something like on literature book committee?

Thomas Alsbury:

That would be a policy action that you would go through the agendizing process for that kind of a thing. So no, not at this. We're just going to reflect what you currently have correctly. That's the goal of this, is to correctly reflect what you currently have and what you don't have. But I would direct you back toward the regular requesting an agenda item for action, to go through that process. All right, very good. And so I'll work with... I take it you're giving me permission to work with Joe and/or your officers, to just make sure this is accurate.

Trustee Bustamante Adams:

Yes. And we'll include that in our motion when we finish item 2.01.

Thomas Alsbury:

Great. And it is time, according to my agenda, for us to get some lunch. Is lunch here?

Trustee Bustamante Adams:

Yes, it is here. My question is, how are we doing in our process? Because we originally said at the beginning, five minutes for each section, and I know we shaved off some minutes in some areas. Because you said, "80 or 90," [inaudible 01:16:48] 15?

Thomas Alsbury:

We're a little behind where I wanted to be, so if we could do a working lunch, that would help.

Trustee Bustamante Adams:

Okay. We're going to do a working lunch. Go grab your lunch and then come back. And that'll be in 15 minutes. It's 11:35, so come back at 11:50.

Recess: 11:35 a.m.

Reconvene: 11:50 a.m.

Trustee Bustamante Adams:

Dr. Alsbury, we have to get to page 66 by 1:45, right?

Thomas Alsbury:

We do.

Trustee Bustamante Adams:

Okay. You're up.

Thomas Alsbury:

All right. Thank you very much. So this particular slide, hopefully again, this one should be fairly quick. Initially, there were a series of committees that you as a board approved and you called them advisory committees. They are listed on the screen. These are included, the board advisory committee item number one and item number three, the community committee service. They are listed as committees that you'll have that you'll use in GP3. The first question I have is do you use these committees? Do you have these committees? And then the second question is, are you interested in having these committees? If you are, we'll leave it in policy and leave it in the handbook the descriptions of these committees and what their purposes are. If you're saying, "No, we don't have them. We don't need them, Tom", then I'd recommend that we just remove that language since it's not your practice.

To describe what they are, you can turn to page number 19 in your handbook. So the board community advisory committee is the same. This is page 19. This is a type of board advisory committee and it's specifically the idea of it. This again is a holdover from six years ago when I worked with the board initially, this was in your policy at that time. This is a standing permanent committee that the board members put together for each of their districts, there's various specific directions. You can see that on page 19, there was a specific purpose, a lot of detail. And I would then also point you to page 75 through page 82, this also included, because by the way, in these committees, the committees were called to have a set of bylaws that the board approved and to have a calendar action plan that the board approved. And those examples of those bylaws, of one of the sets of bylaws and action plans that existed back then are found in those appendices.

And so if you wanted to take a peek at those appendices starting on page 75, you can get a little bit of a notion on what exactly the board was expecting of a committee like this. There's nothing special about the two committees that I've included. I've just grabbed them as examples to show you the detail. And then on page 78, this is the audit committee's bylaws that they created and were approved by the board. And then on page 81 and 82, this is the Calendars Act implement of that committee. So having shown you all of this, the question is, again, one, does each board member, have they created an advisory committee like this? Is that something that's happening? And the second question is if that's something you want to have in the future, you want this language to be kept both in the handbook and in your policy? Because it is in the policy as well. I think, I saw a head shake, no, that we don't have these?

Trustee Bustamante Adams:

I have not seen this.

Trustee Johnson:

I have not seen this either.

Thomas Alsbury:

So that's a no. So then the next question is, is this something that you have an interest in creating?

Trustee Dominguez:

Can I ask a clarifying question? So this would be a board advisory committee to our own board committees. Do I have that right?

Thomas Alsbury:

Actually what it was, it was the idea was that each board member would create a group of citizens that would be a permanent committee, that you would attend that committee for the purpose of formalizing input from the community. Rather than just hearing it input generally, at the time, the board, and honestly, I don't remember what the reasons were for this, but at the time, the board had a great desire in formalizing a group of people that they would be getting input from amongst their district, close to their district.

Trustee Biassotti:

So I believe our board, I don't see a need for this because there's already a project that some of the members have put together with town halls and the community engagement. So I think, it would be a case of this type of committee.

Trustee Barron:

Yes, Dr. Alsbury. Of course, if we had these advisory committees, they would also be subject to all sunshine laws as well. They'd have to post the agendas, keep all that, invite members of the public, so forth. So I just put that out there. That's a lot more work that each individual trustee would have to be on top of, as it is now. You can get invited to, say, any group in the community that you represent and show up, just don't have an informal conversation with them. So I think there's replicating things. And really, in my opinion, it isn't that necessary. And there's going to be some places where you're going to have your constituents who don't necessarily want to have outside people attending their function, just putting that out there.

Thomas Alsbury:

So it looks to me like there's a consensus that it's unnecessary. So I'll remove that from the handbook. And also, when I could bring the revisions to your policy, this would be GP3. I'll recommend that you delete the section that talks about this committee in your current language.

Trustee Esparza-Stoffregan:

And I think to that point, Dr. Alsbury, my observation when I was not a trustee was committees were formed because there was a concern of lack of community input. So now I would love, because we do have a working committee or community engagement, we can, I would say, look at really making that more robust versus this because then it's a select few that are the voices that are heard, that are selected by the trustees likely versus the community actually being engaged

Trustee Esparza-Stoffregan:

and involved with all of us. So definitely redundancy and also more work for CCSD personnel that I'm sure they don't want, and we don't want them.

Trustee Dominguez:

I could take it a little bit more further. It might be if my colleagues agree to include that community engagement instead of the board advisory to codify it into [inaudible 00:08:20].

Thomas Alsbury:

Yeah, I was thinking the same thing with you. That's certainly an option-

Trustee Esparza-Stoffregan:

That's my intent too.

Thomas Alsbury:

... to codify that into your policy, so to replace. Yeah. So I have that note and you would, of course, need to, through Joe, give me the information on that, that community engagement committee so I can put that language in. The other one is number three is also in your current policy, GP3. It's mentioned and described in a paragraph and it is also mentioned in the vice president's responsibilities by the way. And that is called the community committee service. And what this is, the idea is that instead of board members sort of being members of external groups, whatever they are, list your organizations or in your mind, the ones that you're members of, that you would formalize that in the sense that the whole board, with the vice president's guidance, would identify what are the strong organizations or the influential organizations in our committee, that changes sometimes, that you would present that to the board and you would present. You guys would each pick and choose who is going to attend those various functions for those associations.

And the idea was so that you didn't have some organizations being represented by board members and you're not on the board, on the committee necessarily, but you're attending those events and you could be serving on the board of that organization. And what we often find is when it's not scheduled and organized, it's sort of hit and miss. So there's some board members are on some, in some associations have involvement, other associations do not have a board member that's participating in their events or their organizations.

And if they're especially influential, it can be potentially damaging to the board. That that group feels ignored and then eventually you hear from them in usually a negative way. And so this was to ameliorate that. Again, this was a function of a number of years ago. It was formalized because that in fact was the belief. The belief was that some organizations were feeling completely ignored and when we told the board members, they were just kind of going to do whatever they would normally do. Before they were on the board, they were just still members of those same [inaudible 00:11:17] or whatever name of the organization. And there was no rhyme or reason to it. So the idea was let's put rhyme or reason.

Thomas Alsbury:

At that time, there was a racial divide as well, and the very specific example I'm thinking of was that there was one member, the one African-American member of the board was the one and only person who was attending meetings that were connected to the African-American community and [inaudible 00:11:47], et cetera. The feeling from that organization and it had become quite strong, and that was that only the black members of the board cared about black citizens basically, black people. And therefore, this was done very intentionally, for example, that was one of the things that the board rotated on who was going to attend those, say, NAACP meetings representing the board that everybody would take their turns at going. So they could show everybody cares about your issues, not the one black representative on the board.

Yeah?

Trustee Johnson:

Would you be able to write something that allows for us to have some flexibility? My concern would be there will always be community organizations that want our attendance and despite there being 11 of us, we still don't have unlimited time. And so somebody could be a group of four, we can never come to our meetings and we're upset that you're going to come and you need to have a representative at this meeting and then you have to create a criteria for what demands kind of get on a list. So it gets pretty subjective pretty quickly and we'll still have to make choices around where we go. So I don't know that it's going to be helpful for us to try to create a policy to slot us in places because someone will always feel slight, I would imagine.

Thomas Alsbury:

You're not wrong. And that's the reason why I'm bringing it up. It's currently in your policies that you'll do this, but it's so challenging and onerous and nobody wants to take on this what would be a massive test.

Trustee Johnson:

[inaudible 00:13:39].

Thomas Alsbury:

Yeah. So that's why I was kind of thinking that you'd probably say, "Yeah, no, we don't need to codify this kind of a thing." But I didn't know, so I wanted to ask.

Yeah?

Trustee Zamora:

I hear what you're saying, but as I was reading this, it also, I think, it would help with separating everyone.

Thomas Alsbury:

All right. [inaudible 00:14:04]

Trustee Zamora:

Oh, it's a battery issue.

Group:

[inaudible 00:14:09]

Trustee Zamora:

Okay, so I was just saying as I was reading though, I hear your concern more than anything. But other thing that I thought about was it would also be helpful for folks in organizations looking at us as a whole instead of individually. Because that is, I think, one of the things that we're struggling with where everyone is kind of siloed, everyone knows what group of interests people belong to, but this can also be a way of tool that we can use to figure out how we listen to everyone. [inaudible 00:14:46] It would have to be a lot of mixing of, yes, we're not committing something, but I don't know. So start looking at things where we all show up in different spaces to [inaudible 00:14:56], not just as individuals.

Trustee Barron:

This sounds good job for super comps.

Yeah. Hey, well, not just saying, hey, but we have a newly evolving comp department. I guess, right now, we're not doing this where we have [inaudible 00:15:27] outputs, so there is no clearinghouse. But this sounds like something that our comp department could probably put together for us. Take in a list of everybody who's meeting, maybe give us their... Send us and we build a calendar and if we know we're going to go to it, if we know where to go to switch... I don't know about you guys, but I stay pretty busy with things. But if I know I'm going to go to this, say, "Hey, I'm going to go to the Key Club or Kiwanis or North of Vegas" and I could just let the superintendent know that I'll be going to them whenever they invited me, but that doesn't mean that other people couldn't go as well.

But it sounds like something that there are really smart people in the comp department that could probably organize and just let the trustee know what organizations are reaching out to the district. And then if we get reached out to, we could probably commit and let them know, "Hey, I'll be going to this. Feel free to drop my name for them." And use that on a routine basis so everyone knows that we're invited. And if we're actually showing up, our trustee, our colleagues could know that, "Oh hey, yeah, Barron's going to those Kiwanis things or North of Vegas and Lions Club in North Vegas. Maybe he'd like to attend with me over here in the Southwest." Something like that. But again, I think, it's something that we can organize, not formally through policy but informally through our superintendent aiding us with this.

Trustee Dominguez:

I could add too. So to Brenda's point, between us as an individual and us as a whole, it does matter and there are infinite number of organizations and infinite number of meetings... I mean, I would suggest we stick to only the government entity meetings. And I know I've attended a few of the

Trustee Dominguez:

education advisory boards and so I think those would be very important to maybe assign someone to or to look at closer and just say, "Hey, let's put these on our calendars." And between the few of us, the appointed and the elected, we should be able to cover at least those meetings because there is a forum for the public to comment or even our city councilman or county commissioners should be able to talk to us at that point. So we should be able to give general information as a person there. So I don't know what everybody's thoughts are on that, but the few education advisory boards I've attended have been very helpful for the city council.

Trustee Satory:

I would find it really helpful like you had said to have that list because a lot of those meetings, it's hard to know when they're taking place and there's a lot more I'd probably attend maybe if I know they were happening. So yeah, that would be really helpful to have the... Like beginning of the month, we got a list of here's some of the big events, like whoever contributed and gave us events. And if the organization says, "Why aren't we included? Give us your dates. We'll put you right on." But I do think that committing to those then creates problems on why did this group get trustees signed to it and district did not. But I'd love to know more of those out of policy. But I'd like that communication to happen more.

Trustee Dominguez:

I mean, we'd have to figure out a way to split it between districts, right? City of North Las Vegas, Henderson, a lot of areas. But I learned that we had principals that attend those meetings and I didn't even know we had principals or even staff already attending those meetings. So maybe some coordination between the superintendent and us to, say, hey, are all principals attending? Are some principals attending? Or what's the requirement or the... I guess, performance is a terrible word, but what is thought to, must they attend or is it kind of like as available?

Thomas Alsbury:

Yeah. What I'm hearing is the idea that optional, I'm also hearing let's not make it a policy, but maybe we included their assessment suggestion in the handbook as something that would be beneficial and that [inaudible 00:19:48] by the district unfortunately. I'll go ahead and make that change in the handbook. And I'm moving us along because we're getting really... We're going to run out of time.

Trustee Bustamante Adams:

We'll vote.

Thomas Alsbury:

Should I go?

Group:

Yes.

Thomas Alsbury:

Okay. So we got to go, go, go. So that was the pause. Okay, here's the next one. If you'll allow me, I don't think there's probably going to be great opposition to this, but I'm starting on page number 22. This is about the board reports. I'm going to recommend that there is under B, slash, SE4, really voluminous pages and pages of descriptions for your board reports. I think it's overkill. It was done at the time, years ago. I think the red, green and yellow is also problematic, it has not worked. It was well intended but it hasn't worked very well in most of the districts I work with.

So I'm recommending to you if you'll accept it to just remove that from your handbook and from your policy language and simplify it. What I'm suggesting for a simplification is included here on page 22 and you can see the items on what should be included in a report, the template. Now these items are matching what you currently have in your policy, so there's no changes here, but it removes a lot of additional details. So in your current policies, every one of these, from 1 through 12, has underneath those items even more pieces and questions, and I just think it is overkill and unnecessary. So I'm going to recommend that you accept the more abbreviated version of the report content that I have listed here on page 22 through 24.

Trustee Bustamante Adams:

So then, Dr. Alsbury, that means that you'll come back with a simplified version?

Thomas Alsbury:

It is. The simplified version is actually what you're looking at in the handbook right now, but I would change your policy to match this.

Trustee Bustamante Adams:

Okay, I see it. Now let me ask you because this has been a pain point because... And I haven't read it all, but the timing of if we, as a team, want to change the board template, we couldn't do it mid-stream, but there was a lot of information in the board reporting that we wanted to change. Is that in here? As far as the time, when we could do it? Is that listed anywhere?

Thomas Alsbury:

Not sure if I'm understanding your question.

Trustee Bustamante Adams:

So let me rephrase it. So when we started as a team in January of this year, when we would get the monitoring and the reporting, there was items in the report content that we wanted to change. And what I understood is that we couldn't change its [inaudible 00:23:34]. And my question is, is there a date of when we can do it so it aligns with the superintendents' strategic focus she presents to us?

Thomas Alsbury:

Yeah, I would recommend that we work. I mean, the note I have is that I'd like to work with this, what I've got here, 22 through 24 was my shot at it, but I'd rather work with the superintendent and their staff to make sure that this is accurate to the process they're currently using that's working for you guys. Is that okay for everybody?

Trustee Esparza-Stoffregan:

Could I add something? Some of us checked in... Some of us checked in with, we have other things we have to present to municipalities such. It would be wonderful if we could get all of that into alignment. And I appreciate our new leadership because I'm hearing that there's been a new way of communication with some of those entities to get input from them as well about how best... And maybe we can unify it. So it's yes, we want it standardized but we also want it to meet the needs of all. So I know, the superintendent is shaking her head because that's refreshing that we have new communication and also our input. But if we could get that all aligned after that's done with the team, that would be awesome.

Thomas Alsbury:

Great. All right. Let's move on then. So I think we've got consensus on that and this is all part of that. So I'm going to go past this because we're going to address that in another spot. Okay. So now I'll turn to page 29, and this is board superintendent relations. This is verbatim from your current policy as noted there. I want to draw your attention specifically to the request for information procedure, and that's on page 30, it's at the bottom of page 30. I don't know that you are currently using this. What's listed on 30 and 31 used to be a type of a form, I believe it was maybe even an online form and I don't think this is how you're doing it anymore. So I'm recommending that you remove it as long as your current process is working. Joe can help me out here. What's the current process of getting information, Joe?

Joe Caruso:

Thank you for the question.

So years back, the board had a system that they wanted to use called Smartsheet. So Trustee Cavazos and so her members, Smartsheet was an automated database where we would take what used to be years ago and certainly, [inaudible 00:27:19] was called a packet, and Carmen knows as well. Trustees would get a big packet of materials. So we went away from that, we were trying to automate it. But then what was happening is trustees, the database was not as flexible and trustees were still having concerns in trying to get the information.

So the board kind of went away from that and just became as simple as sending an email. So I have a constituent with this problem, they could send it to me or they could send it to the superintendent directly. I automatically respond. I always copy the superintendent, and then we go to work with it. So I think that's kind of what transpired to simplify the process so that trustees weren't getting bogged down and trying to upload it to Smartsheet, try to find the answers, just really get to the work [inaudible 00:28:03]. And then minor thing too that we need to just point out is

Joe Caruso:

it does say 'significat', we need to probably change that to significant. That was something we didn't-

Thomas Alsbury:

No words for years. Yeah?

Joe Caruso:

I know. But it's been years in the making, so [inaudible 00:28:19].

Thomas Alsbury:

It's duly noted. No, thank you. I'm just teasing Joe.

Trustee Johnson:

You got a little bit of reaction.

Thomas Alsbury:

We got to do it.

Group:

[inaudible 00:28:30].

Thomas Alsbury:

And I love Joe for that, by the way. He's helped me not look dumb a lot of times by the way doing that kind of thing. So thank you.

Trustee Dominguez:

I have a question on, I guess, this. Last time we looked at this, this was not a process that's happening now. But in regards to, I guess, the portion that I'm talking about is the consent agenda for our... I would rephrase it, sorry. For meetings before the board, there's kind of a limitation that's placed on trustees for discussion on what they can discuss during that meeting, for items of the consent agenda.

Trustee Zamora:

[inaudible 00:29:15].

Trustee Dominguez:

Board briefings. I'm sorry, I got mixed up.

Trustee Zamora:

That's okay.

Trustee Dominguez:

Board briefings. So what I'm wondering is that obviously the consent agenda is not mentioned here, but it's still a product to know what's in that consent agenda and to review it and to ask questions. Should we add or remove that limitation if that limitation should be there for trustees to ask questions regarding something that's not pre-approved on that meeting, the pre-board meeting?

Thomas Alsbury:

Well, all I can say is there's currently no policy nor handbook language that restricts board members from asking questions about anything, any reports that they receive, whether they're going to be presented or not presented during the board meeting or any items on the consent agenda. The one recommendation which we'll get to, there's a section on consent agenda and how that works, how pulling items to discuss works. And particularly, it recommends that you, in fact, do ask clarifying questions outside of the board meeting as much as possible. And that would be, one natural place would be in whatever kind of debriefing you're doing with the superintendent prior to or asking questions of Joe.

Trustee Dominguez:

So the pre-meeting should be the place where we ask those questions?

Thomas Alsbury:

Correct.

Trustee Dominguez:

Or is the opportunity for a trustee to ask questions?

Thomas Alsbury:

That's my recommendation that you ask as many of those kinds of clarifying questions prior to the actual board.

Trustee Zamora:

So Dr. Alsbury, I'm sorry, to add a little bit, can you explain more on how that balance and that line with micromanaging? Because in your previous, the beginning, we talked about micromanaging too, and I think what do you recommend could be some points or some things to remember so we don't cross that line but still get the information we need?

Thomas Alsbury:

That's a great question. So the first thing I'll say is that there is certainly a judgment call on answering that question that there's no perfect answer, that there's not a criteria I can give you that is going to be so clear. There's always going to be a judgment call there. What I would say though is that... And by the way, there is a sheet explaining this in the appendix, it's the section I pointed it out earlier. And that is, it says how to ask clarifying questions. It's actually in here. The idea there is that it's asking to understand what's in the report. That's what you're asking. "I don't understand. So I've received the report, I don't understand what this means. I don't understand what this says. Educate me. Help me understand that." It's in the report that you have received as a board member.

So that should always be acceptable. There shouldn't be anything off limits to that kind of a question. Now, in terms of requesting information that is not embodied in a report, that's not part of the report, we're just asking for one-off information, this is where we get to the importance of what you see on page 29 and 30. And this is currently in your policy, and that is it. We first want to distinguish what is considered significant and insignificant information. One clear definition or description of insignificant information is found on pages 32 through 34. You actually have a policy that lists ESL-3. It is a voluminous list and my request is that you give me permission to work with, again, Joe and his team to ensure that this board services information that you see listed on those pages is still accurate. These kinds of information that you see listed here is always appropriate to ask for. If we have some other kind of information that is defined here on page 30 as significant and that is defined as information that it would require the personnel time, effort to go get that information.

In other words, it's described here as information that is not currently available. It's not already on the website, it's not already a public document. That should always be available to you as a board member, of course. If it's something that doesn't fall under any of those items, then there is a process that you see listed on page 29. And that is that you should, number one, ask for that information through Joe, in this case, through the board liaison. Then we go through a process of him getting that information for you. There is a point where if the superintendent believes, and this is if you turn over to page 31, that it steps here that if the superintendent believes that the information is inappropriate for you to ask for or have, and that would be, to your point, your question, Brenda, that this is micromanaging in the view of the superintendent, or it's information that's going to cross a boundary of privacy.

So one board member, for example, ask for... I'll give you two examples, so what's really asked in Nevada. How many assaults have taken place in each one of our schools? Well, the superintendent in this case did not want to release that because, for obvious reasons, the board member could then pit one school against another and show how these schools are doing a good job. This school and its principal, et cetera, is horrible because they've got more assaults than the other schools. That didn't appear to be a wise or at least not something to just release ad hoc without some further discussion by the board, on the part of the board. Because there was real potential harm that could come to the district, to the board, et cetera. In another case, a board member, completely different situation, a board member asked for, they wanted to know the

Thomas Alsbury:

number of students attending each classroom in each of the schools? And that had to do with their desire to see what the student to teacher ratio was.

I'd suspect, would just like to say, "You lied. You said the student-teacher ratio was 1 teacher has 22 kids and I know there's a class with 30 kids in it. You're a liar." Again, that's weaponized information in the view of that superintendent. They said, "First of all, we don't even know the answer to that question, because class sizes change all the time", et cetera. I won't go down that rabbit hole, but there's a lot... Nobody knows, can really tell you that information day-to-day with any reliability. So it's not even available. So there's a process here for the superintendent on cases like that which would include, I think, you're micromanaging, where they would decline. And that's where you see protocols when a request for information is declined. This, again, is already in your policy. And in this case, you go through the progressive response protocols, which basically says... The superintendent's described here, I won't go read it for you. But it basically describes a process where the superintendent says, "I don't want to release this information. This is why."

And the newest board member can either accept it or you can say, "No, I think I should have the information. You bring in your board officers to the discussion. Do they think you should have that information or not?" That's a conversation you have together. If the officers and superintendent don't think you should have that information for all of those reasons, then you have the opportunity to go take it before the board for a vote. There are descriptive, it describes in here how that would happen and it's simply a request that you would say, "I asked for this information, I was declined. I would like to get that information." And then the full board can discuss and then vote on whether they believe that you should in fact get that information or not.

Trustee Dominguez:

If I could clarify. My struggle, my concern has been for the consent agenda. And so items that are coming through, it's not necessarily something outside that purview of what's on the items that the agenda that we're discussing, it's just there are pre-approved items. Let's say, 1, 2, 3 are pre-approved by the board president to say, "We are going to discuss these items but we're not going to discuss 4 through 10." And so I might have questions between 4 through 10, again, clarifying questions, but it is being limited. And by the time I send in my response and then I get an answer, it's the day of the meeting and now I have to read through and I might even have more questions based on the five-day later response.

And so even though this is a protocol that we have right now for the progress response protocol, I feel like the current limitation, I'm not even sure, I never found it in our policies. I looked at GP9, I think, and I did not see it in there. I don't know if it's one of those unwritten unspoken protocols that we have in place right now, but that's kind of the manage of information that is being happening. Frustration.

Thomas Alsbury:

Yeah. So if you'll allow me to come back to that because we are going to address it later.

Trustee Bustamante Adams:

Hey, Joe, I think, has something to add.

Joe Caruso:

So I think, from a historical perspective, so there's two buckets. So there's the information process, request for information. But what I believe you're referring to is board briefing. Okay. So Dr. Alsbury, in 2016, when we started board briefing, one of the concerns at that time was the trustees were coming to board meetings, it felt like, "Hey, I need to be more prepared for the discussion." So we started to work with then board council, Marianne Miller from the county. And the goal was here's kind of the process. So at GP10, it actually says in policy, GP10, that if when the trustees get the draft agenda, if they have questions or concerns about items on the draft agenda, email the board president. So when the board president, the vice president, maybe the superintendent in agenda review, then they can say, "Hey, we have this question on this agenda item. Great. Should we put it on the briefing list?"

So that's where that conversation comes about and that's where those topics come about versus we're going to brief on the entire agenda because then that the intent of the briefings was these are high topics, high items that trustees need to know, whereas the consent agenda, maybe Dr. Alsbury, it's a great conversation to explain the purpose of the consent agenda is these are routine annual employees, documents that come forward. So that was the whole intent of that. So I hope that clarifies, but I think there's two different buckets that we're talking about here.

Thomas Alsbury:

Yeah. And specific, while Joe is sharing, it's GP9 and GP10 are the two places that you see consent agenda. You'll find those items in the handbook on page 53, item number five, talks about consent agenda items. And then over on page 58, it's at the bottom of page 58. And those two should be combined in my opinion. But that's where you see it in the policy described.

Trustee Cavazos:

[inaudible 00:42:32] Joe's very relevant. [inaudible 00:42:36]. I think something that has not been mentioned here and that our officers or staff [inaudible 00:42:42] is that when they do the agenda, whether it's the superintendent, board president, vice president, they decide which items are going to be briefed, that we'll be briefed on. What is difficult and we all struggle with that is that there's a very short timeframe that we're working with this draft agenda. If you have any questions [inaudible 00:43:04], then we're given the opportunity that sometimes really crunched short time, you have a question about this, you want to ask for an additional briefing [inaudible 00:43:19] right away. But if the item that you're interested in on the consent agenda, it's not on that briefing agenda, that has to be an additional request. Then we run into the time constraint, so then we have staff scrambling to meet that request. So the timing element is [inaudible 00:43:44] is hard to deal with.

Jhone Ebert:

[Inaudible 00:43:47].

Trustee Cavazos:

[inaudible 00:43:53] that sometimes too, the reference material comes in at a very late date. So we're scrambling, trying to read that reference material because we don't want to outpush staff but question that they don't even know that we're going to ask them.

Thomas Alsbury:

Superintendent?

Jhone Ebert:

Thank you. Two things that I would like to add. Number one, we should have our reference material ready during the briefings. And so I will take that back to the team to make sure that if the reference material is not ready, then it probably shouldn't be added. I say that with grace for all of you because you received my reference material at a late date today, so we'll do better on that. What I was processing on the questions that are not being briefed is on the example, exactly the example that Trustee Dominguez is speaking to. I think it got into a queue because as you know, we receive. Joe receives many, many requests every single day, not tens of thousands, but a lot. And I think the briefing questions got in the queue, so it was here in the queue and not, well, we have a board... Because if it's on the agenda, it should not take us five days to respond.

We've already done our homework, and if my team and I, if I have not done my homework, then it shouldn't be on the agenda. So I'm wondering if in here in response to, especially because of the length of time which it takes to create the agenda, vet it, all of those things, we should be prepared to answer those questions, if maybe we commit to 48 hours within the board briefing that we have the responses. That too would flag for me that we're not ready. It shouldn't have been on the agenda, given specific information that's being asked.

Trustee Dominguez:

If I could ask, it might even or maybe suggest to be able to ask those questions at that meeting, at that board briefing meeting, because the staff should or probably already knows the answer. My questions have been very surface level because I'm still learning the process of how it works. So it might just be a very general question for them, but now it's taken a general question five days to be responded to or it could be 48 hours. But my suggestion would be to be able to ask the question at the meeting under whatever, the item under the agenda.

Jhone Ebert:

For full clarity, I'll not always have the staff because if I need to have all the staff prepared to answer any question, then that's tying up all the resources for what if a trustee asks. And so I want to be cognizant of that because I don't want to have the entire cabinet at every single board briefing. It's not an effective use of resources, but taking away the question and documenting it, because, again, we're trying to predict on the biggest items that are going to influence your decision in the consent items. But I 100% transparently agree that you should have answers to those questions. I don't want to commit that those questions that pop up will be answered immediately and then I'll have the staff because that's again not an efficient use of resources.

Thomas Alsbury:

This is a good conversation. I'm going to recommend that I add with your permission a section to the handbook specific to the superintendent briefing session and include some of the caveats. So I think, there shouldn't be a restriction per se other than it should be restricted to the items on the agenda. It's not just a generic Q&A. Second and third, just understanding that the superintendent may need to defer if you asked a question that they didn't prepare and couldn't have anticipated. And thirdly that they have to be given the option to deny to say that the board member pops up and wants to know how many assaults there were in each school because we're talking about that issue. That topic's on the board agenda, the superintendent has to have the right to say, "I don't think that's appropriate information. I think it's micromanaging."

Trustee Stevens:

I think one of the challenges you have with that is too these board briefings, we have a lot of meetings and these board briefings when you have multiple trustees on a briefing and there's maybe 25 items on an agenda because of consent, if you have a trustee asking multiple questions on every single item just because they're allowed, no offense. But if they're allowed to do that, then now you've got a meeting where you've got admin at the district that are tied up and you've got board members that are sitting here going, "Man, I got to go. It's too long." So my understanding was is they picked out these items to keep it focused and to not make it go too long. So I think what Lydia's asking for is fair, but it's also finding a way to collaborate so that we have the freedom to ask questions, but we're not going nuts with it because it's just too much sometimes.

Trustee Esparza-Stoffregan:

And Tom, can I add? Agreed. Our meetings are really long sometimes, just saying I think longer than what we would want them to be. We're getting there. And I would say that we do have that process, because if we do our homework, and I know we do as trustees to when we get the materials, we had a deep dive. Many times which no one knows have been asked, I've asked for things. And I do specify in my email too, like, "Hey, I want this before the board meeting, if that's possible." It may or may not happen, but I would say 9 out of 10, pretty much I do receive it. And I guess, I want to go back to what is our purpose for our questions. I want to go back to what you said this morning. Are we asking system questions? Are we asking process questions?

Are these questions or things that we don't know leading to student outcomes? And eventually when we get to have a conversation later with the superintendent down the road before what our goals and our objectives are going to be. So I know that it's hard. I say that and I'm speaking to myself because sometimes I find myself getting into areas where, "Okay, you need to step back. That is not your role." So I'm speaking to myself about that, but I just want to be cognizant. I appreciate that time has been spoken today because I think we can be more efficient than that and also for the staff to be able to do the work.

Trustee Barron:

[inaudible 00:51:21] is over the past several months, I've noticed it's actually very noticeable. I think board members who have been a part of the board for a while, maybe they'll agree with me, have

Trustee Barron:

noticed that over the past several months, staff's been doing a really good job adjusting to how we want information. Normally, again, at the city council, in the meeting I have with staff in preparation, that's where I ask most of my questions and everything is answered for me well beforehand. I've noticed that we actually suddenly shifted to that. And then whenever we still have some other questions, Joe is actually very diligent about going through each and every trustee of when we have an item that comes up, we have any questions or any comments on that. But they always seek reserves of time, "Do you have any other questions?" And that's when we bring it up and it gets back to us.

And that's been very effective. But there's no policy on it. It just has developed, it had just evolved. And that way, if you want to codify it, well, I guess I'd be okay with that actually glorifying it. And I really do appreciate the superintendent with her pledge to actually have information relevant to us in these briefings. And again, we keep on saying meetings, meetings, meetings. Yes, I would say the briefings have gotten more concise. So that's a good thing. But again, most of the time, almost everything, almost all the questions that we should be asking should be at the briefings, not the meetings, at the briefings. And then only when we get the questions where we should be not debating, where we should be discussing, that should be reserved for the full board.

Thomas Alsbury:

So thank you everybody. I think, great ideas. I've got lots of notes.

Trustee Bustamante Adams:

Dr. Alsbury, Joe is the one that carries it out.

Thomas Alsbury:

Yeah, I was actually going to, what I'm going to recommend is that I work with Joe to have him detail the steps of the procedure that you're currently using that I add that to the handbook language and just to emulate what you're currently doing and then we'll add some of the ideas that you came up with and that you guys all talked about. I think those are all some positives to clarify. Does that sound okay?

Trustee Bustamante Adams:

Yes.

Thomas Alsbury:

I'm rushing because we're going to run out of time, I guess.

Trustee Bustamante Adams:

Keep going.

Thomas Alsbury:

This is a reminder, I'm a little nervous to bring it up just because I am behind time-wise here, but I did feel it's important for me to remind you that effective board members understand that there's a give and take between what we call bonding and bridging. And that is what we see is that board members who over focus specifically on bridging or bonding, again as in many things with balanced governance, when they're out of balance with that, it doesn't go away. If you're bonding too much, it means, I mentioned it earlier today, it means you don't ever bring up a disagreement, you agree with your colleagues all the time. It's a 7-0 vote every time. That has real downsides to it.

Particularly, the community will watch your board meetings and say, "You don't care about my viewpoint. I never hear you bring it up." And they will defeat you. They will get you off the board because they never hear. So the rest of the board members, by the way, please don't suffer from the delusion that if only my colleague who seems to disagree with a lot of the ways I think just kept quiet, we'd all be happier. You actually wouldn't be happier because what's going to happen is the community, what we see happen actually, the community says, "My viewpoints not being shared or voiced at all, and so I'm going to defeat those board members and I'm going to put board members who are even more of what we call activist board members that will blow this board up." That's the response we see from the community. So you don't want that.

Now on the other hand, if you're on the board and saying, "I'm only about bridging. I'm just here to bring the voice of my constituents and I don't care if it blows the team up or blows the board up, because that's what I'm on here to do", that is also very ineffective. So once again, I just want to encourage you to understand that the most effective board members, they have a balance. Do they listen to their constituents? Of course, they do. That's important. That's why they're deer at the stream, I'll remind you of that way to think about it. This is a board member. The deer takes a drink and they look around. The way that I compare that to this topic is that a deer is looking at their surroundings, they're listening for points of danger, just like you should do. You should listen to your community voices, and when you hear a growing concern or dissatisfaction, it's incumbent upon you to bring that up to the rest of the board, to the full board as an area of concern that's growing. That's to everybody's interest and benefit.

But when you bring that up, you need to do it in a way that doesn't then explode your board team because without a majority votes, you get nowhere. This is a team sport that we're engaged in right here, folks. It is not an individual sport. And when board members don't care about the team at all and they continue to positionalize everything, what we see is that it always becomes one against and everybody else for. And that just creates dysfunction again. By the way, when that happens, because a lot of times if I talk to those board members who are really concerned about bringing the voice of their constituents before the board, they're well-meaning often. "I just need to do that. That's what I committed to do. That's why I'm here." And what I would share with you is, yeah, and you won't be here for very long, because unbelievably to you, perhaps, you will learn that your constituents want their viewpoint expressed. Yes, they do. That is why you were put on the board. Yes, that is true.

Thomas Alsbury:

But if you are ineffective at delivering that message or moving their interest forward, then you're not of any use to them anymore. If all you do is polarize and create conflict, they will then remove you and put somebody else on. Does that make sense? So you can't just be the voice for, you have to also understand that it's got to be expressed in such a way where you garner support from the fellow colleagues on the board so that they will agree with you and vote in that direction. So that's really critical. That's again about balance, understanding how to balance those two important points of teamwork and also bringing voice in from the community.

So the next place that we're at is on page 41. So if you'll turn to page 41, this is about policy, development and review. This is partially, you'll find it in code in our Nevada statute. And it's also found in your policy 16. What I wanted to point you to is the bottom of page 41 and page 42. This is details, and again, we've been talking about this today earlier, we were emphasizing. Now don't forget that your policy goes through a first reading and then a second reading, et cetera. Guess what? You won't find that anywhere in your policies currently. It doesn't actually say that the policy comes to a first reading and then a second, et cetera. So that's what you see that I've added here as a recommendation, to add the current procedures that I believe you use into your policy. I'm also recommending that the administration action in absence of a policy, the suspension of a policy and access to policy, none of which are currently in your policies, that those are reasonable things to add. And I don't think you'll find anything dramatic in this section.

Trustee Bustamante Adams:

The thing that I would ask Dr. Alsbury is that the team understands that if we include these guidelines, which I agree we should, that it is a process. It is sometimes a 60-day process, 90 days to get that all rolling. There's a lot of steps. So it doesn't happen overnight and we have to be diligent and patient, but just want the group to be mindful of that, 60 to 90 days times for us to get it through.

Thomas Alsbury:

That's right. And that would be the case with this language as well. I'm just asking if you'll give me permission to add this language to your current policy.

Trustee Bustamante Adams:

Yes.

Thomas Alsbury:

Okay. Next. We've already actually talked about this and you guys already gave me inputs on the progressive protocols. I've added at least three steps to those. So thank you very much. We've already done that. Page 44 is where we are now. Down at the bottom of the page, this does come verbatim from your existing policy. It is on school visitations, district personnel visitations that I don't think... I have to guess, I don't think there's anything in here that needs to be changed from your current policy that this is your opportunity. If I would say if there haven't been any concerns about how that works, that process works, then we just leave it as is.

Trustee Bustamante Adams:

I think we're good.

Thomas Alsbury:

You think we're good? I haven't heard of any concerns about this.

Trustee Dominguez:

Can I ask a question? So on number one here on visitation procedures, it's kind of written you need permission from if you were going to visit a school outside of that trustees district. Before it was kind of like a mutual kind of respectful like, "Hey, by the way, I was invited by your teacher, principal. I'll be at your school next week." This is kind of asking for permission.

Thomas Alsbury:

Yeah. This is your current language. I didn't change this language. But you're saying, I think, Lydia, what you're saying is that this is not a permission that your current practices, that you just inform the other person rather than seek their [inaudible 01:03:40].

Trustee Dominguez:

Okay. That's the protocol, but I don't know if everybody else wants to keep it that way, but that's the current protocol.

Thomas Alsbury:

Thank you. Because currently, it says you're supposed to get approval, written approval.

Trustee Bustamante Adams:

Does Joe want to chime in? I don't know. But I know that in the past that trustees and Linda, you could chime in on this, have messed it up for a lot of people. And I actually, I want other trustees to visit the schools. But in the past, it was abusive and I think that's what stemmed this language.

Thomas Alsbury:

That's exactly right. That's why that language was added years ago. But-

Trustee Cavazos:

I could chime in here. I agree with Dr. Alsbury that's meant for a certain purpose. So now people coming in new might see it as restrictive. I kind of look at it as not permission, but professional civility with one another, mutual respect that we let them know. And even sometimes, recently during graduation time, I was invited to extra graduation meetings. They were all in my district that it's so important to learn, I think, it's important to let you know, let them know where we're going to meet you at [inaudible 01:04:58] this specific school because it's just helpful for them to know that. And I think it's just [inaudible 01:05:04] what we expect. I don't see it as [inaudible 01:05:10]. I've never had anybody-

Trustee Dominguez:

It's just [inaudible 01:05:15].

Trustee Cavazos:

Yeah, I have never had anybody in another district say, "No, you can't come to this school or you can't visit, you're not invited." So this even includes events like ribbon cuttings, things like that. I really liked what Irene said, somebody else wants [inaudible 01:05:27].

Thomas Alsbury:

So I think I'm hearing that it seems okay with the board for us to change that language a little bit and use advisory advice informing rather than incomplete information. So thank you.

Trustee Barron:

Dr. Alsbury, I'm going to say also, you also made distinction when they're actually official visits versus unofficial visits. For instance, I mean, I don't think if I'm dropping off my grandkids, but I think [inaudible 01:05:56] it'll be right. I don't think. I don't think that the trustee hears it's involved like that. If all of a sudden, I'm going to go with D'Silva to go see Randall High School play football at [inaudible 01:06:09] Springs, I don't think we need to let anybody know. But if it's an official thing, again, we're going to be on a program, then definitely we should have the courtesy. And like myself, I'm actually North of Vegas that actually covers three different trustee districts, so it can be confusing the other ones. And of course, if I want to invite people to city, I'll be sure that I make that to everybody.

Thomas Alsbury:

That's a great point. I'll add that language as well. I think that's important.

Trustee Barron:

And of course, [inaudible 01:06:47].

Thomas Alsbury:

All right. So-

Trustee Henry:

So I haven't used this yet.

Thomas Alsbury:

Oh, hi, how are you doing?

Trustee Henry:

[inaudible 01:06:55].

Thomas Alsbury:

Nice to see you. I should have said hi earlier.

Trustee Henry:

Hello.

Thomas Alsbury:

I saw you there.

Trustee Henry:

Thank you. I had a question. So I noticed it says school should be given 24-hour notice prior to visits in 5A. Does it also include if you're doing ride-alongs? Because I don't see those mentioned here. So when you're doing ride-alongs with our officers and you're going around to different schools, how do we address that here?

Thomas Alsbury:

First I've ever heard of it. So I'm going to add this to my list to talk with Joe and find out what those are and we'll add that language to this. Thank you.

Trustee Dominguez:

I could provide some context. When I first started, I was somewhat limited from visiting schools. And so it was kind of a only if you're invited kind of a thing. And so I didn't know any principals. I didn't know anyone at that point. And so I used CCSD and they gave me a ride-along. And so I was able to visit multiple schools all at once and to introduce myself to principals, introduce myself to vice principals and teachers, it was a great opportunity for me to learn about the different schools in my district.

Thomas Alsbury:

Fantastic.

Trustee Dominguez:

Hopefully we don't have that limitation as far as visiting schools. And also that 24-hour notice is like, sometimes I might get a teacher that might text and say, "Hey, I have this going on in my classroom, might come in late, so it might not be a full 24 hours." But I don't know if we need necessarily that 24-hour notice. And sometimes I drop off things at schools, so it's not technically a visit, but I will be coming.

Thomas Alsbury:

Yeah. This is talking about an official visit... I'm sorry, not an official visit that Isaac was talking about. Thank you.

Trustee Cavazos:

I have a question real quickly. So on the ride-alongs, do the schools that you're dropping in on, do they know ahead of time that you're coming?

Trustee Dominguez:

But they're the officer's normal school route.

Trustee Cavazos:

I know, but do they know? It's one thing for an officer maybe to [inaudible 01:09:18] because maybe that's normal school route. But do the principals or the school administration know that trustee is coming?

Trustee Dominguez:

My understanding, so I did let the office of the superintendent and internal superintendent know. However, when I did arrive at schools, I personally introduced myself to the principal so they would know that I'm here. And it wasn't complete surprise, I was walking around their schools. But yeah, it wasn't a very formal-

Trustee Cavazos:

And what I'm getting at and not directed at you personally, but just I wasn't familiar with that particular process because when I did ride-alongs before they arranged in advance, the principal knew I was coming and so they didn't find out right when I arrived at school, they knew ahead of time. Because what we always have to look at obviously as [inaudible 01:10:09] played out, is that they have things planned, they have things going on. So it's kind of like a whole different animal with the police ride-alongs.

Trustee Dominguez:

I guess my limitation was I wasn't able to get into the school without getting an invitation, so I had to make the introduction to get the invitation later.

Thomas Alsbury:

Yeah. And that's something that I would, again, say you would go to Joe. We need to be more clear after that. If I have to say, "I want to visit a school", how do I do that? I'm going to move this on. Because believe it or not, there were a bunch of, you just saw me go through some slides, because we already talked about them, so that's great. So we're to this one, and this is actually the last of two big issues for us to address and we have until 1:45. So we got all kinds of time. I might even finish early, I shouldn't say that. But don't make promises you can't keep, right?

Group:

[inaudible 01:11:15].

Thomas Alsbury:

So this one is, I'm assuming it's going to be kind of a big deal. I want you to turn to page number 50 in your handbook. Once again, this is all in your current policy. It has been gleaned from a number of different policies, GP20, GP22 and then... Or the two, I guess. So this has to do with how you use email and social media, and I would like you to take the time on this one to read through it. Again, this is your current policy language and then looking to see if there's any revisions or additional clarifications that we need on this particular item.

Trustee Dominguez:

If I could open up with the board. Just going into the social media sites and how it reflects on the trustee, the whole board of the district. Again, it kind of goes back into what we've been talking about was kind of if we're having our own individuals thoughts and views. And as a board, the way it's written is just kind of what typically undermines the public perception [inaudible 01:13:29] of the individual to serve students.

Thomas Alsbury:

Tell us what number you're at. So we-

Trustee Dominguez:

I'm sorry, number four.

Thomas Alsbury:

Number four.

Trustee Dominguez:

Number four, social media sites. I mean, I don't see anything kind of reflecting with having the First Amendment, allowing trustees to have that ability to express an opinion on something. I know we've talked before about having a disclosure on your Facebook, Instagram. These are my own views, not a piece of the entire board. But I feel like this has also been, it can be, will be, has been weaponized against trustees. And so it's kind of limiting your first amendment rights as somebody who's been elected or appointed to a position of trust. So that's just my viewpoint. I'm not sure it needs that kind of language.

Trustee Biassotti:

I have touched regarding that on number four. This is basically just an advice to be careful setting up the dialects?

Thomas Alsbury:

That's the intention. Yes.

Trustee Biassotti:

Okay. Thank you.

Trustee Johnson:

Number five seems to address that second concern. I mean, it just says, "You can do this, you're allowed to do this."

Thomas Alsbury:

Can you use the microphone, Adam?

Trustee Johnson:

So number five seems to indicate what we can do and we can't. I know this is a policy, but doesn't actually give any direction. It just feels more like an opinion versus a directive. So I don't know how policy is supposed to be written if it's supposed to tell you step A, step B, step C, or if it's supposed to give you attitude to make judgments. And so I know we're not trying to word [inaudible 01:15:31] so I'm wondering is can we clarify that this is directive versus subjective? Because if it's subjective, then it might be hard for people to determine what we're being asked to do. We can have this in appendix, not a policy. Just want to just be things you can say.

Thomas Alsbury:

Yeah, there's some information on there. Like it says speaking disparaging toward board members or district personnel. So there's a few items that we could go 1, 2, 3, 4, here's the things not to do or to do. But I have a note to add additional items of direction. Make it more specific.

Trustee Johnson:

That'd be helpful for at least in terms of guidance.

Thomas Alsbury:

By the way, thank you everybody for your comments because there's a reason I'm spending a little, we're pausing and spending more time on this one. Because I thought there should be some more detail myself. And so I'm really interested in your ideas about the additional, because you live this policy. So if there have been misses, things that aren't clear, please don't be afraid to share.

Trustee Johnson:

My last question is, can we get directive on how to distinguish yourself as an individual when you are making your individual [inaudible 01:16:55]? So that to me should be something that indicates how your online presence is named so that when you are speaking as an individual, [inaudible 01:17:10] clear directives on how to do that.

Thomas Alsbury:

Yeah. And I don't want to open up a can of worms on this one, but I do think Lydia's comment requires a response of some kind. The answer is yes, you are choosing to restrict your own first amendment right as a board member so that the board functions effectively. If you carry the claim of first amendment rights to its extreme, it would mean that you could say anything and everything you want on a social media account. There's nothing in state law that says you couldn't get on and talk, say nasty remarks about each other, about the administrators, the personnel, the teachers. It's the same argument that you could come back with saying, "Yeah, but I've got first amendment rights, I can say whatever I want."

And that is true what you're committing to with these policies in this handbook with actually a lot of these policies from the visitation rules, guidelines, from how I get information. In every one of those cases, you're restricting your own individual right for the betterment of this board. And so what we're looking at is we're looking for the kinds of things... Somebody better hit something or the screen's going to turn off. And the kinds of things are appropriate to restrict yourself on is what we're looking for. And then there is clearly a line we have to draw because it can go to the other extreme as you're correctly pointing out, Lydia, about we can't cut everything off. You are individuals. Let me just say this and you do have a right to your own viewpoint. We're past this.

Group:

[inaudible 01:19:22]

Thomas Alsbury:

So anyway, and then again I'm going to take notes as you guys speak, but there is a line that has to be drawn and that's hoping that we can sort of agree to a particular line. And it's important that I mention the line because when I talk about, and there was a reason I started this whole thing with my really strong talking about politics on boards. Politics is tearing boards apart across the country. Almost every disagreement that we've had that ends badly for everyone. And remember when boards blow up, if you believe that you impact students and you impact your community, which I believe you do, and I think the evidence shows that, if you really believe that, we shouldn't take that lightly. We shouldn't say, "Oh, I'm just doing, this is a political position. It doesn't matter." It does matter because if you blow a board up, we see revolving door superintendents, no superintendent's going to want to work with a board like that.

You then get substandard superintendents in place, substandard leaders, substandard teachers. You see the domino effect occur and revolving door board members as well. And it's all bad news folks. There's nothing good about it. There's not one good thing that comes from that. And so for goodness sakes, that's not where effective boards lay. So we have to both draw a line, but then at the same time, it's equally important that we respect the other side of the line. And that means that, yes, we're different. Yes, we have different political viewpoints. Yes, you may have a personal social media account where you put like or something by certain things that your colleagues would put don't like and I'm going to unfriend you now. And those are people's values. And I can tell you if you're looking to change your colleagues' values and beliefs, that probably isn't going to happen either.

Thomas Alsbury:

So we can't be fighting that battle either. You have to allow your colleague on a media site to say, "I support this candidate in this political party. I support this concept about whatever it is in national politics." We have to be okay with that and just snip it. Don't respond. In fact, that's one that if I can, I want to recommend that we add to this language something about if a colleague makes a social media comment that is an individual first amendment type of a thing that is not connected to the school that we agree, we will not as a colleague respond. We will not get on their website and say some snarky, nasty thing or something like that. We agree that that's within their individual right, purview that has nothing to do with this body.

But on the other side of the line, if you need to also commit, we need to commit to each other that if it is an item that is connected to the school, that is an item of policy, that is an item involving school personnel, that is an item that has to do with something that could very well come up for discussion at your board meeting, that is critical that you commit to not making remarks or telegraphing how you're going to vote on your social media account.

And I'll end with this, I promise. I'm even going to look at the attorney as I'm saying this because I'm stretching a little bit, but I don't think too much. There is very strict regulations in the good old days or the bad old days, we used to be able to pick up the phone, board members and call each other and say, "How are you going to vote? How are you going to vote?" And it was already baked in before we got to the board meeting. Now, courts have ruled that you can't do that anymore. The public deserve to have a fair and objective deliberation of everybody's viewpoints and they also deserve their representative on the board to listen to those viewpoints and then make a final decision. Track with me on this. If we remove that commitment to not posting things that are connected to the Clark County District, isn't it true that every one of you could get on your individual site and say, "I'm against that and I'm going to vote against it."?

And if every one of you did that, guess what? You just broke the law. I already know how you're going to vote. And it's not much different than calling each other and saying, "How are you going to vote?" Do you see how that could be manipulated? So you need to understand that that's why that's got to be off limits. When you accept the position on the board, you're accepting a restriction to yourself that Clark County stuff, off limits. I don't social media on that. Everything else, that's my business. So that's my recommendation for language, an additional language to clarify that.

Trustee Cavazos:

Thank you very much. Because I know [inaudible 01:25:12]. I'll just say briefly that I think you truly are [inaudible 01:25:12] Madam President said in the beginning of what you said about team effort. The most complaints that we get are not about snarky comments about each other or whatever. The most complaints that we get is if our superintendent or the district or the board suspects the board president, we put out a policy statement, we put out something that represents the entire district report and then the trustee comes out and writes that they're not with that or they're not going along. That's the most complaints we get, not about individuals. So I'm just going to say if we remember that the kids are the bottom line and that our behavior and how we act in public, that is going to affect how the kids see what we're doing. So I think the students are the ones that we have to think about at our communities. Thanks.

Trustee Esparza-Stoffregan:

I have a question for you, Tom. Are there other school districts that have created policy for social media?

Thomas Alsbury:

Yes. And it hasn't had a lot of years though to formalize or to vet it because it's still relatively new policies on use of social media [inaudible 01:26:35]. When I wrote this language for you guys, I'm drawing from the existing use of social media policies. So I'm not just doing this in the backyard. I'm taking districts that are highly effective that we've identified and I'm looking at their policies to use that.

Trustee Esparza-Stoffregan:

Thank you for that because that's the only reason I ask is I don't want to reinvent a wheel. And also because of the past lessons learned where we had a former trustee interact with and we were sued and we lost, we had to pay it out. So I don't know, I would like to think we could explore that, not just for us, but that's a bigger conversation that's required. If you have access to that, I know I can, but you have more access to things even faster. The districts that already have existing policy.

Thomas Alsbury:

Yeah. Yes. The answer is yes. Happy with you.

Trustee Zamora:

Thank you. And I have a question. Were you done?

Trustee Esparza-Stoffregan:

Yeah. Go ahead.

Trustee Zamora:

Is there a way that we can add language to reflect some of the district policies we have in place? So I think about our cyberbullying one, which is policy 51.37. We have to set that example to the teachers and the students. So if we're telling them "This cyberbullying language, you can't do this." We need to feel like it hold us accountable for that. So I think of the cyberbullying one, I think about respecting student needs and their diversity that is in policy. It's 51.38 and then there's a few others that I think would be great to add to this to help guide what our posting looks like.

Thomas Alsbury:

Yeah, I should absolutely do that. And send me the policies that you'd like me to look at. So I've got 51.37 and 51.38.

Group:

[inaudible 01:28:35].

Trustee Biassotti:

I can add some of my own testimony to that. I've been accused personally of cyberbullying just because I share my stance on different issues, even if they're not connected directly to CCSD. Just the fact that I have my own personal convictions on a lot of the societal trends, that's been misinterpreted as cyberbullying. I feel it's a misrepresentation because it's my own convictions and likewise, I can turn around and say, "Hey, someone else has cyberbullied me by posting views of what I hold." But I don't do that. And there's some educators in particular, and I think you heard about this last time, that are very public about posting. They're disdain towards elected officials like me. And I don't hate that in time, I just ignore it. I don't get personal, I don't bully people as well as cursing on educators, but they do. And I consider that cyberbullying because it's personal attacks. So I mean, I wouldn't want that to be weaponized against me to say that I'm cyberbullied just because I'm sharing my own personal convictions.

Thomas Alsbury:

Yeah. And again, that's why when I described it just a moment ago, I was intentionally saying there's two sides to this line and we can have a fraction on both sides, they're equal. So if it is truly an individual personal stance, a position on a national political issue or something that is not an educational issue, it's not a Clark County thing, I think we have to allow our colleagues on the board, you can't get on and say, well, disagree with them. And I don't think you should be engaged in remark up on their social media site. If you have your own viewpoints, get your own media site, give your own viewpoint on whoever should be elected, left, right, center, whatever, that's the line.

So now having said that, is there going to be a point in all of this where it's a challenging decision on has the line been crossed? Yeah, probably. So that's the only thing, it's just reality check here. You can say, "Well, I don't think that had anything to do with the Clark County District or educational policy." And someone else might say, "Yes, it does." So there's no perfect measure. There are certain topics that potentially could bleed over. To that, what I would say that's the reason we have the progressive protocol process so that if another board member says, "I think what you posted is connected to an educational matter and it shouldn't have been posted", then they can go through the process. And the hope is as you get more people involved in that conversation that you can make together a reasonable decision.

Even to the point, and remember, the progressive protocol process can potentially end in a topic that comes to the full board for a vote. And so now you hope it's resolved before that, but if you go to the officers, the person you disagree with and you can't resolve it, you go bring in the officers, you still can't resolve it, then you do have the right to go to the board and say, "Hey, I posted this. The feeling is I crossed the line. What does the board think? Did I cross the line or didn't cross the line?" And the board, as a group, and you're committing to saying, if the board says yeah, that I crossed the line, then you are committed to accepting that.

Trustee Bustamante Adams:

So we have Tameka, Adam, then Isaac.

Trustee Henry:

Thank you. Some great discussion by the way. And I know that some of us have our personal social media pages, and then there's times where we may comment underneath the district's website. And is there any way that we can add language around, because over there for you to have your first amendment rights, but maybe not post underneath the district website if it's something that's, I don't know, something that you don't agree with. I'm not part of... This isn't part of what I believe in. It's okay to post it on your page, but maybe not on the district's website where everyone can see it.

Thomas Alsbury:

Thank you, Tameka. To me, that would fall under the, it's connected to Clark County District, so you shouldn't be posting on the Clark County District side. That's obviously remarking on the district.

Trustee Biassotti:

Yeah, I think that is obviously sharing your dissenting opinion. I don't believe that should be considered cyberbullying. I think we're all adults, so the word bullying should be used a lot more loosely. I think we're too quick to call it bullying when we're all adults and we're just sharing our opinions.

Trustee Zamora:

To clarify, I don't think that we're involved in cyberbullying. I would see that more as the 51.38, which is respecting student diversities and their opinions.

Thomas Alsbury:

Yeah, I don't think... I agree, bullying is an explosive term. It's a potentially polarizing term. So again, we are limiting ourselves, we're agreeing in my condition, we did not have to do with the word bullying or cyberbullying. My condition has to do with, in my opinion, the most effective boards are careful that if they do choose to have a social media, don't ask me what I think about that because I'll tell you. I don't have any social media. Period. I think we should get off of social media in my opinion, but that's another discussion for another day. I think it does so much more damage than any good it's ever done. But I'm off the subject. Anywho, I think the line that we draw is that if you do have your own social media and you are truly giving your own remarks as a person, not a board member, that there are political supports here or whatever, we have to accept that and say that's their opinion, that's their right, and that we should not as colleagues remark on their website about it.

Likewise, on the other side of this line, we make a commitment that we do not make remarks on ours or any other social media that is connected to the Clark County School District, educational policies that might come up before this board for deliberation that we restrict our comments on that. There is one exception that is currently in your policy and it says that after the board has deliberated on a matter and voted, and we went through this earlier today, that you'll agree to not undermine the decision of the board, but that you do have a right to get on your web, your personal

Thomas Alsbury:

side and say, "On the recent vote, I voted against it even though it was passed. Here are the reasons I voted against it." That is given as an allowable thing. And that's how my response would be in terms of, don't we have a right to say what our position is?

I mean, the board meeting is held in public. It is taped. Anybody who wants to hear your viewpoint can just queue up the tape and watch it. If you don't think they're going to do that, after the vote, you can get on your social media side and say, "I voted against it and here's why." So everybody has every opportunity to, in my opinion, in a productive way to share their position on their media side. We're not talking about that. We're talking about everything else that that is we're committing to, not post prior to deliberation and votes and decisions and we're committing to stay off Clark County District personnel or educational issues for all the reasons I've described. And I could go on more with the hopefully hogging over your nodding some more because you start remarking on personnel folks, what happens if that person gets fired and then they file a lawsuit against you?

Then what's going to happen in court when they pull up your social media post where you clearly against that employee from the get-go before any fact finding occurred. You want to lose a court case, that's a good way to do it right there. The board was already baked in with their decision before it ever came up for deliberation. Because guess what? That personnel firing can come up to you for appeal as a pseudo-judicial body. I can give you scenario after scenario after scenario behind why I say my recommendation is that you commit to keeping our county district, our county personnel, educational policy that you may be deliberating over out of the bounds for your personal social media remarks.

Trustee Henry:

I have another question since you're talking to that. Right now, I have a media request to give a comment on something that's going on right now. What's the process, I know it says in here [inaudible 01:38:45].

Trustee Bustamante Adams:

There's a situation right now, they're asking for my phone number so that they could get a comment on something that happened yesterday. And so for me, we have a communications team, so I say, "Jhone, have your staff respond." And so-

Trustee Henry:

Yeah, then they text me back like, "Can you get-"

Trustee Bustamante Adams:

Yeah. Because they want us as a team to react to something that's going on. And so I always think that they're looking for who's the individual that's going to do it. And so I don't know if that's in here in this section or not.

Thomas Alsbury:

What is and I think we can be more explicit, so thank you, Tameka. What is already here is it says that if somebody contacts you from the media wanting to know about something that's happening in the district, in the school system, not what the board has decided, but in the system, you defer that to the superintendent and their team to respond. We explicitly say that. So that's very clear already in your policy. If they circle back, it doesn't matter how many times they circle back. If they're asking you for a remark on anything that you did not vote on as a board, it's off balance for you.

So you simply say, you refer them back to the superintendent who will then respond properly. It also says in here that if it's a matter that you have deliberated on and voted on as a board and they contact you and say, "Where did you stand on this?" Then we say you have the ability to respond to how you voted and the reasons why you voted that way. But you also have to be clear in the policy that you are supporting the board's decision. And it also recommends that you let the board president respond based on the whole board's decision.

Trustee Johnson:

We've been talking a lot about those dozen rules that you [inaudible 01:41:12]. And I can't recall the consequence if I inadvertently or intentionally don't follow one of the policies. Where is that? What are the consequences for that? How have we codified those? Because the sliding scale, three strikes throughout. I'm trying to understand because I want to make sure that a couple of things happen. We hold ourselves to account and we have a very clear way of describing so that people know when I choose to do this, if it's just outside of the policy that I'm choosing to take on these consequences.

Thomas Alsbury:

Yeah, page 98 and 99. It's also in the handbook, it's in the appendices, page 98 and 99. It's the progressive response protocol and it takes you... And we already talked about adding some parts to that, so we are going to revise that and get even more details, but it takes you all the way from how you deal with this if it happens all the way to what we call informal censure, which is the final and hopefully a step you don't get to. But that's all encoded already. It's correctly in your policy right now.

Trustee Barron:

Yeah, thank very much. So the big thing is if you're speaking in public, either you're speaking as an individual, you should not be speaking as a trustee, because your words, [inaudible 01:42:45] wait. It's very simple. The big difference between us and any member of the public, members of the public, your neighbors, they don't get a chance to make policy in the district, we do. And anything that will say, "Hey, we give up a certain portion of our first amendment rights." Hey, I had a house fire at my house I was renting out. The whole freaking stage, it even went international. I hadn't call [inaudible 01:43:14] because what was reported was not exactly what actually went down. If I get into a fist fight or some troll who's talking back to me at Lowe's, the whole city's going to find out about it if I throw the first punch.

Trustee Barron:

So if you don't want people to know about it, don't do it. It is that simple. We give that up when the second we announce we're running for any public position. Very simple thing. I myself, and I don't care if the members of the network media know. I have their number of program that they call me. When it comes up, I know that the numbers of the public economy and I'm always driving it. [inaudible 01:43:55] Why? Because I could very easily, my words can be misconstrued as repulsive. And the last thing I'm going to do is undermine my colleagues in opposition in the community with a simple misunderstanding. And please also read through what we have many policies, there are policies that are part of the district here. You may not agree with them, you don't have to agree with them. They're there. They're there for a reason and their policies, everything to how we hire, whom we hire and what time we hire them to when schools come in, when we let out. These are all policies that we need to be aware of.

So we're not out there. And it's okay to give, as you pointed out. As an individual, you can give your opinion on something. But I guess, yeah, I'm trusting Barron, and I think that we should go to a four-day work schedule. We should work [inaudible 01:44:57]. That's great because now I'm actually driving repulsive. And without talking to the rest of you, without being an agenda, something that's going to be out in the public, we are setting ourselves up for failure. It's that simple. Just do you want to be in the front page of the newspaper or do you want to work together for us to move the district forward? It's very simple and very dangerous here. We're on the wire.

Thomas Alsbury:

And by the way... Oh, go ahead.

Trustee Biassotti:

Before we move on from policy 51.37, and I've always said this, I think because my views are in the minority, I always feel personally that the district is trying to disassociate my views from theirs because it's not the majority. But I'm only asking to be able to exercise my views the same way the majority does, which they do on social media and everywhere else. It's just that when I do it, it seems like now we want that into policy where I can be disconnected, my views can be disconnected. But to your own point, it's healthier when a board is representing all diverse youths, not just the majority.

Thomas Alsbury:

Yeah. And once again, thank you. It cuts both ways. So you're exactly right. When you commit to this, that means we all commit. You can't say, "Well, you can't say how we feel on social media about the next president or whatever, that's going to be elected, but you can." No, it doesn't work. And we've all got to divest ourselves from that notion that we're right and you're wrong. Clearly, so whatever I do is fine and whatever you do is wrong. No, again, that's the point I'm making is that what's considered individual, political speech on our own personal media site is our business and everybody should leave it alone. And they shouldn't be attacking the person over it at all. But the line we draw... I've said it now probably three times. That line that I've described that we draw, we

Thomas Alsbury:

all agree to draw that line as well. And so we are restricting ourselves in that way and we're also allowing the other colleagues of ours to have their private speech as well. So yes, both. Thanks.

Trustee Dominguez:

If I could go to number one, number two, I kind of felt like it could use a little more explanation still. I'm sorry, page 50, number one, it says voting, it uses electronic communications will not use email, communications via social media or other electronic communications as a substitute for voting. [inaudible 01:47:55] I think that needs a little more expansion because we do both over the phone and we do attend meetings over the phone. And so I understand obviously not email or social media, you post your decision for the meeting on social media, but maybe it needs to be inclusive.

Thomas Alsbury:

I got it. And I agree with you, because it's a little confusing, the words. We're going to change that. Yeah.

Trustee Dominguez:

Yeah. And then if I could point to number two, the second dot, again, it's kind of weird because it says, "To avoid open meeting, all trustees should not use any messaging platforms such as texting or reading messages." I know a lot of my fellow colleagues, even before I joined the board, use text and hear from constituents through text, live. And so maybe just expansion on that as far as maybe concerns because sometimes they may not be able to attend, but they can see the meeting live. So it's kind of a weird, maybe we need to decide as a group, are we going to continue to do that or not?

Thomas Alsbury:

Yeah, my recommendation is that you not be texting or getting messages during the board. There's plenty of time to get input from people before the board meeting. The agenda's posted in advance. The reports are posted in advance. Anybody who really cares about it should have texted you beforehand. I think during the meeting you need to be paying attention to the meeting and engaging in what your other colleagues are saying, not looking at what whoever viewpoint is. And again, you shouldn't be driven by one or two people's texts that are sent to you directly anyway. You should be making a decision based off the whole. So I think that's a bad habit to get in. What I've seen is that board members will get swayed, but they forget that's only a couple of people texting them and yet they start getting swayed. I've also seen that happen with public comment. It's the same phenomenon, which is why it brings us, if I can, transitionally brings us to our next thing that I need to hear from you on and that has to do with public comment and I'm going to recommend that... See there? This is awesome.

Group:

[inaudible 01:50:23].

Thomas Alsbury:

But we already covered a bunch of these before, like the parliamentary pro and all that. So see, we're actually more ahead than we thought. Yeah, so we have a couple of things, public comment. So what I'm going to recommend to you, if you'll look at page 61 is I'm going to recommend, and this is kind of a two-fer, so I apologize for this, but put your finger in page 55. So put your finger in 55 and then we're also going to look at the bottom of 61. So I have made the change that I'm recommending.

So you're going to notice at the bottom of page 55, it says under regular board agenda categories, adoption of the agenda. And then you see public comment on items listed in the agenda. And then at the end of... This is the bottom of 55. At the end, the last thing is public comment on items not listed on the agenda. What I'm recommending is that you modify this part of your policy to remove the comments being made after each and every action item. The reason for that, there's a number of them, but one is that I've seen, again, board members getting influenced prior to making a decision. They get sucked into whatever the public comment is, especially if certain individuals showed up or whatever. I don't think it's very effective either for the efficiency of the meeting. And it also, frankly, isn't very helpful to the folks that are commenting.

Because oftentimes they show up, they want to make a comment, and then they sit there for two and a half hours until you finally get to that action item and then they finally get a chance to comment. And I honestly think that it would be even more beneficial to them, would be able to start the meeting, make their comment known, and then they can leave if they want to. They don't have to sit through the whole thing if they don't want to. So that's my recommendation for that. Any thoughts on that?

Trustee Johnson:

That's already us.

Thomas Alsbury:

That's already us. That's already us. Yeah, Lydia?

Trustee Dominguez:

So one of the decisions made with respect to the previous board, previous board president was to remove video from all the comment. And that was never a decision brought to that board at the time and it wasn't in policy to bring it to the board. So I'm kind of wondering, should it be in policy to have that option removed or should that be-

Thomas Alsbury:

Certainly not a policy anywhere. So whatever is happening is just happening ad hoc. So yes, the answer is you could put that in your policy language if you wanted to do that.

Trustee Dominguez:

I think so. I think it was-

Thomas Alsbury:
[inaudible 01:53:39].

Trustee Dominguez:
Yeah, I think it was the president decided previously, but it's not in policy for the president to decide that.

Thomas Alsbury:
Correct. That is correct. Any objections for that?

Trustee Esparza-Stoffregan:
Why did they change it?

Group:
[Inaudible 01:53:51].

Trustee Dominguez:
Because it wasn't public.

Trustee Bustamante Adams:
Joe, you want to chime in?

Joe Caruso:
[inaudible 01:54:04] a recommendation. Both the police, general council, board president, previous superintendent, chief communications officer, myself were all part of that. There was quite frankly some online bullying that was occurring for the people that were speaking at public comment. And the complaint from the public was if I'm standing at public comment and I come as I am, come as they are [inaudible 01:54:32]. But I have the right to give public comment, I shouldn't therefore have people making fun of me online, posting comments, being disrespectful. And it got to be a [inaudible 01:54:45] process that we had a lot of concerns definitely at the time. So that decision was made really for safety. That was a few years ago. We were [inaudible 01:54:54] the midst of the pandemic, coming out of the pandemic. So that gives some light on that.

Trustee Esparza-Stoffregan:
Thank you. And I asked the question because I thought something was changed perhaps.
[inaudible 01:55:01] Is there a possibility [inaudible 01:55:09] people choose, "I want to be on video or I don't want to be on video."

Trustee Biassotti:

To add to that, I think you made that decision before you attend and you can also write in or submit a letter. And I was on the receiving end of videos being made of myself when I would attend these public comments and it was just a decision that I made as an adult, I think. I like that we always resort to being protective because we're dealing with so many kids, but it should be different when we're dealing with adults and one another. We can only be protected as much as we can. But when it comes to that, I think the public has [inaudible 01:55:53]. They agree that they don't want to be censored when they're seeing, when they're tuning in and they want to see who's speaking or for all those reasons, I think, and for transparency, it would be better that it's actually uncensored.

Thomas Alsbury:

It sounds like you guys are in agreement that if there was a card that I think that makes a lot of sense, because the person might not want to be videotaped, they might not want to have a meme made out of a [inaudible 01:56:22]. And we should give them the option of opting out if that's legal, if we can do that. I didn't know it was. [inaudible 01:56:30] not videotape. I guess, the board by state law decides whether to or not. They're not required to be videotaped.

Trustee Biassotti:

No, they're not.

Thomas Alsbury:

So I guess, this will be okay answering your-

Trustee Satory:

Creating a different scenario of people who are wanting to get appeared through that video.

Group:

[inaudible 01:56:50].

Thomas Alsbury:

Stopped the video? I heard that.

Trustee Satory:

They aren't going to build anything. They've got somebody in the crowd that's-

Group:

[inaudible 01:56:54].

Trustee Cavazos:

[inaudible 01:56:54] I think what Joe stated was absolutely correct. And the main issue [inaudible 01:57:07] safety. We had a lot of educators that were definitively being bullied and then were being contacted at their schools, at the places of employment because people had seen what they look like and where they...

Trustee Barron:

Sorry, here.

Trustee Cavazos:

Where they worked at. I think I'd do better without the microphone, I have a loud teacher voice here. But the other thing I wanted to get back to besides that was just something real quickly that you brought up, Tom, having to do with the public comment, not having the public comment [inaudible 01:57:38]. But I wanted to clarify, are you suggesting that we take that out and that there is an additional public comment period at beginning?

Thomas Alsbury:

Yes.

Trustee Cavazos:

People comment on the agenda, the agenda items? And then the non-agenda items, non-action items are at the end?

Thomas Alsbury:

Yes. And that is allowed by state.

Trustee Cavazos:

Yes, and that's what we had before.

Trustee Barron:

But that way, kids don't have to wait until the very end.

Thomas Alsbury:

Right. Exactly. So guess what? Believe it or not, I am done. I wanted to... I'm a little late, I'm four minutes late, but I do want to just flash this so that you guys can see, I'm doing a lot of work with you. Thank you very much. I appreciate that. These are the services upcoming. I partially though, this is a real thing, Joe, that'd be attentive, also, our officers. Because remember, I'm flexible so I can, at any time that you see these services and you go, "I don't think we're ready to do that yet. Can we push this off a month or so?" I'm always going to say yes to that. But understand that these dates that you see on the screen are coming directly from the proposal and that we had planned

Thomas Alsbury:

previous. The first one, this would be the next thing happening would be that I was slated to work with the new superintendent, Jhone, on just additional any training of balance governance.

Now that she's had a little labor of it, she might have some additional questions, et cetera. The next one in October we had slated, again this, I would defer back to superintendent Ebert on this, that it's important for the district leadership to understand what balance governance is and how it works, particularly where it impacts them, like preparation of board reports as a specific example. Do we all understand what that means? How those look? Et cetera. That was slated for October this year. The board's evaluation was slated, your evaluation was slated to begin this month in July actually, and to then be delivered or ended in September. To be honest with you, that's a little, it's a push-up from what normally I do. Normally, we start the board evaluation in August and we deliver it in your last board meeting in October. But I'm assuming I put those other dates there for a reason, it must've been requested for those earlier dates.

And I'm fine with doing that. But fair warning, that means this month you all are going to be getting two online surveys where you're going to be evaluating yourselves. So if we stick with that timeline, be ready for that. We also talked about jumping into the superintendent's evaluation process right away starting in October, and we had slated that for October the 25th. And that'd be where we would talk about the evaluation process. And then also potentially, we would define the goal. So in the balanced governance evaluation of the superintendent, we take all of the strategic goals and indicators and there are many of them, not many strategic goals, but there's many, many indicators and you try to narrow that down to a reasonable number of indicators for the superintendent to focus in on. And that's done at that same time in October.

And I have a rating sheet to do that. It works pretty efficiently and pretty slick. But you do narrow it down to just the ones that you're going to focus on. That would happen in October as well. And then that's all that I have up here. And then that would move us to next year, 2026, in February to do a mid-year check for the superintendent's evaluation where they would bring information to you on how we're doing so far. And then finally, delivering the superintendent's evaluation in October of 2026. So that's what's coming up. We got an awful lot of things happening though in July and August and then October, several things in October. So I don't think we need to discuss that here today. But I just wanted to kind of remind everybody and let you know that I'm flexible if there's any desire to modify any of those dates.

Trustee Bustamante Adams:

Thank you, Dr. Alsbury. We're going to go ahead and go to public comment and then take a motion on this item and take a break. So we have-

Trustee Dominguez:

I'm sorry, I did have... If my colleagues would agree, I would agree to move it from July to starting August. But if the group agrees.

Trustee Bustamante Adams:

Yeah. At this time we have one person in public comment, I'd like to invite Anna Binder for item 2.01.

Public Hearing:

Anna Binder:

Good afternoon, board members [inaudible 02:02:53]. So it's like 2 o'clock, right? I got into the meeting an hour late. And this agenda was so impactful that we're just not getting that any public comment [inaudible 02:03:23], all the work that you guys [inaudible 02:03:24]. So now we get two minutes for all of it. I'd just like to give caution in the [inaudible 02:03:34] provisions of public comment. The previous administration, the previous quarter did everything in their ability to stifle the club. And you guys, you know I get upset. When we're sitting in meetings and you're having discussions about my children and I'm not allowed to give you feedback on your discussion. It's gross. And I'll keep getting upset about it.

But as long as I'm [inaudible 02:03:54] district, this word shouldn't we want hear from parents who are going to show up at our regular meetings. And I know I'm an anomaly, okay? Like I get it. I know sometimes nobody likes my delivery, but I think it's for everybody to spend a lot of time [inaudible 02:04:12] in these rooms with you guys to hold you accountable, to give you this honorable stuff, provide input and to participate. And the only one we didn't want participating was [inaudible 02:04:21] and the previous board president. So whatever. And we're moving forward. I appreciate the conversation today. It was very robust. The board was really great [inaudible 02:04:33] But I do want us to have, when you guys come back for public comment, a much larger historical conversation about how we got to where we're today [inaudible 02:04:46]. Thank you.

Trustee Bustamante Adams:

Thank you so much. That ends those that have signed up for public comment. I will entertain a motion for the discussion, possible action of the review of our governance policy and handbook review. Also, to include in that motion for Dr. Alsbury to work with Joe on the board committees, to work with the superintendent in the alignment of the goal process and monitoring and reporting, to work with Joe on the board services and information on page 33, and to add language to the consent... Or I don't know what that word is. Add language to page 43.

Group:

[inaudible 02:05:37].

Trustee Bustamante Adams:

42 and 43. And so I will entertain a motion.

That is Trustee Esparza-Stoffregan. Do I have a second? Trustee Cavazos. All in favor? I'm green. I can't find my panel. So motion passes, 7-0. We're going to take a break now. We will be back at 2:05.

Group:
[inaudible 02:06:21].

Recess: 1:56 p.m.

Reconvene: 2:08 p.m.

2.02 Strategic Focus for the CCSD Board.

Discussion and update regarding upcoming items for the Board and Superintendent of Schools to be focused on during the next few months. [Contact Person: Irene Bustamante Adams] (Ref. 2.02) *(According to Governance Policy GP-2: Governing Style)*

Trustee Bustamante Adams:

... to our agenda strategic focus for the CCSD board, and that is myself. This was not an action item. You have it on the screen, but also in your packet.

So what I started to do, and I shared this with Brenda and Tameka, our vice president and our clerk, is just to put things into quarters to help drive our work. And so this is a draft. I'm not saying it's complete, it's an experiment. We could add to it, we could take away, but it is to help me to make sure that we are being productive and effective in the work that we do.

For example, coming up in July and August and September, we talked about the comprehensive [inaudible 00:00:50] investment, and I know that Lydia made a comment on the exact time in that quarter, but within that timeframe, we're going to be doing that. We're also going to be resuming our budget training for trustees. Also, like in August, we have a focus on the new teacher welcome.

But this is just high-level, "keep things in mind," of the work that we'd like to do. It's in alignment with the proposal that Dr. Alsbury presented. It also helps our superintendent to know, as she is starting to plan for the strategic focus, how to keep the items that we have to get done into perspective as well.

It ends in the month of December, because then we will have board elections again in January, and so whoever assumes the roles will be able to create your own timeline of things that they would like to add in for the board to be mindful of.

So with that, is there any questions?

Trustee Johnson:
[inaudible 00:02:00]

Trustee Bustamante Adams:
Yes.

Trustee Johnson:

Quick clarification in terms of one-on-one coaching for trustees: Can we request the topic on which we'd like to be coached, or is it everybody getting the same coaching, just happens one-on-one?

Trustee Bustamante Adams:

They'll mainly be specific, and Dr. Alsbury can chime in here. Depending on what the feedback is because in the self-assessments, we're going to get to assess ourselves, and then Dr. Alsbury, the other team members would be assessing the individual. Do I have that right?

Thomas Alsbury:

Yeah, that's right.

As part of the evaluation, there are three sections to it. One of the sections, you're rating your own practice, and your colleagues on the board are rating your practice. That'll create a... It'll be 121 data points on a scatter plot that I will show you in October, and we'll talk about it. And I'll give you recommendations.

But it also allows me to pull your own personal ratings and your colleagues ratings of you out into an individual thing, and we'll have a one-on-one session with every one of the board members, and the conversation will be completely unique because it'll be based around your personal data.

Trustee Johnson:

[inaudible 00:03:21] Thank you.

Trustee Bustamante Adams:

Any other questions? Trustee Cavazos.

Trustee Cavazos:

Yes. The [inaudible 00:03:28] not on this, but we could... Back in October, November, December, create superintendent evaluations, strategic goal focus, [inaudible 00:03:40] prepare for a succession.

Can you elaborate on that a bit? On the last point?

Trustee Bustamante Adams:

Sure. My thought process was, I know for me, it was extremely difficult to come in in January and start. I felt like the train had already taken off. And so, if there is interest on members assuming leadership roles for next year -- we're not going to have new people coming on -- that we could have some kind of succession training if you're interested in the role of president, vice president, or clerk. Right?

So, just a thought, because we actually don't take official elections until January, but, oh my gosh, it was so difficult to wait till January to get the ball roll-... I wish I would've been able to prepare

Trustee Bustamante Adams:

better and didn't have that opportunity. So that's what I was thinking. If people are interested in running, that we could start some kind of training -- more specific.

Trustee Cavazos:

Okay. So, that gets to some follow-up questions here.

So, if we... You're saying that preparing for succession would be [inaudible 00:05:04] offices, start training those people. So would this override what's in our policy already as far as how we elect our officers? Would that then override that? In other words, going back to what Dr. Alsbury had talked about, that we never can have anything baked in before we actually go in there.

So, I know in other districts, what they do... I know that Washoe, they've done this too. I communicate with Washoe a lot, so I'm not... I like getting a feeling of what you're talking about. Would this be that? That when we go in in January, we already know who the officers are going to be, and we're not going to do the election process?

Trustee Bustamante Adams:

No, that's not what I was thinking. That is still up for anybody that wants to do it.

So this is open to everyone. I'm just trying to... For myself, it was extremely difficult, and so I wish I would've started to have better training if I was interested before the elections happened in January.

And it's open for discussion, Linda. That's a great question. And it may not work. And so... But that's my intent, is not for us to already deliberate who's going to be the next president. I'm just trying to prepare the person to not have the difficulty that I had starting in January, because that train, we were already taking off, so...

Trustee Cavazos:

And I think also, too, and to your comment, which I think is very relevant, having been there, but, I think that you were probably better positioned than most to assume the presidency because you had already been the vice president, but if there's somebody absolutely new that comes in, and they've never been clerk, they've never been vice president, and now they're interested in president, that would really be a train that's going to get left at the station, and you did have the advantage of already been vice president.

What I'm worried about, again, being a policy wonk, is that if we put something, that, into place, is it going to -- I always want to use this word -- is it going to usurp -- sorry, I had to [inaudible 00:07:16] -- is it usurp the process that we have for elections?

Trustee Bustamante Adams:

I don't know the answer yet, so it's open for discussion. Like I said, this is a draft. I think that you bring up a really relevant conversation, and having been there, it's so [inaudible 00:07:35] so, I don't know the answer yet.

Trustee Zamora:

So, what it sounds like is... I'm thinking, kind of going back to a conversation we had earlier of candidates who might be interested in kind of doing some type of training, so maybe something similar, in that way, that we can do as leadership, right? Because I know your experience as vice president is different than my experience as vice president. It's completely different. We spoke, we have talked about that.

So maybe, as leadership, kind of really writing down, too, the commitment that we are doing. Right? Like it's... Besides everything else as a trustee we have going on, all these extra kind of [inaudible 00:08:09] so it's also insightful for whoever might be interested -- the real commitment and the real hours that are going into your work. So maybe kind of like a fact sheet, one-pager, what it looks like to be a vice president, president.

Trustee Cavazos:

I think that's a really good point, Ms. Zamora. And the other thing is that with our four appointed trustees are being given votes in 2027, if we are starting a precedent, we have to kind of think ahead logistically and legally, and we have to think about the legislature and stuff. So if we are going to be doing that, are they also going to be eligible, because maybe they would like to hold office in 2027, would they be also able to get that information?

So I think I'm kind of thinking far ahead because just that one phrase, that we "prepare for succession," we have not had that before. Not in a formal sense.

Trustee Bustamante Adams:

Yes. In the formal sense, you're right. And I think it's actually been detrimental to our success as a team. Not to say that we know ahead of time, but if you're interested, then maybe the fact sheet, or I don't know... It's open for discussion. I just think you're already starting at a negative in January. It's just so [inaudible 00:09:31]

Now, is every team going through a superintendent search? No. All right, so maybe it won't be as hard, but it was extremely difficult starting off out the gate, and like Brenda said, the experience a vice president [inaudible 00:09:52] is radically different, so I know that I share everything with Brenda and Tameka to prepare, to be included and prepare and give feedback. Again, saying that that was the pattern.

Trustee Biassotti:

And I appreciate the good intentions behind it. I think it's very thoughtful, actually. And I don't know if you already have an idea of what this is going to look like, but if it's [inaudible 00:10:20] may be confidential or one-on-one type of coaching that you could do individually, because if it wasn't, then it wouldn't lend itself to letting everyone else know who's potentially going to be the next candidate.

Trustee Cavazos:

[inaudible 00:10:38]

Trustee Esparza-Stoffregan:

Okay, I have a thought. Let's do the opposite, maybe. Can we be creative and think about utilizing Vegas PBS? Maybe you do a podcast or a video about your role, and then we could all watch it, then we get the "what is this really all about?" And maybe Joe can be the moderator. Or [inaudible 00:11:11]

Trustee Bustamante Adams:

I like [inaudible 00:11:12]

Trustee Esparza-Stoffregan:

I just think we can be creative. I don't think it's another meeting, [inaudible 00:11:16] another piece of paper, but it is another time-sucker, where we will have to watch it.

But, yeah. I think it would be an interesting thing for us to consider. That way, nobody knows who's interested, who's not. We know appointees [inaudible 00:11:31] can't be officers until 2027, but we could watch a video, find out what's possible in the future, later, or not.

Trustee Bustamante Adams:

Sure.

And Dr. Alsbury, do you have any input?

Thomas Alsbury:

I like that idea, the...

Trustee Cavazos:

Yeah? The podcast?

Thomas Alsbury:

Yeah, about the podcast. That's a great idea.

Trustee Cavazos:

It's a great idea.

Trustee Dominguez:

Would the video be public?

Trustee Bustamante Adams:

All right, that's it.

Trustee Dominguez:

My question would be if the video would be public. Would the video be public?

Trustee Bustamante Adams:
Kill two birds with one stone.

Trustee Dominguez:
I don't see why not.

Thomas Alsbury:
That's okay.

Trustee Esparza-Stoffregan:
Okay.

Trustee Dominguez:
I mean, that... It's different from having a one-on-one conversation and say, "Hey, tell me..." First it's you being on camera, and now you have to watch how you say it. So, I kind of would be interested more in the personable one-on-one, but at the same time, I don't think that... I don't know, if anyone who wants to do it, I don't think it's a bad thing if you just want to get more information on what does go on in the schedule of the president or vice president or a clerk. Maybe soon to be secretary [inaudible 00:12:37]

Trustee Esparza-Stoffregan:
Well, then you still [inaudible 00:12:38] ask 14 questions. She could help develop the questions.

Trustee Bustamante Adams:
Yeah. That's a great idea. Help develop the questions. That's a great idea.

I just know that as we're growing and maturing, we're getting better and better, month by month, and I'm super excited, and I just think, to make sure that we give our team the best possible advantages for us to be educated on the responsibilities of the officers. And so it's just not to start... The gate opens quickly, and it's a go, and I want to make sure that the work that we're doing, that we're continuing that, and we don't skip a beat in this next cycle. So that's the thought. That's the intent.

I like the suggestions, I liked formulating questions, so... And doesn't prevent us from -- me or Brenda or Tameka -- talking to an individual one-on-one, either. So-

Trustee Cavazos:
[inaudible 00:13:42] past clerk has not been [inaudible 00:13:47] a lot of the officer's [inaudible 00:13:49] since we no longer have official [inaudible 00:13:51] officer's meetings as we did in the past, which were public meetings. We don't have those anymore, so you've been very inclusive [inaudible 00:14:00] Tameka in those.

Trustee Cavazos:

I would caution that if we didn't [inaudible 00:14:06] and thought doing like the PBS broadcast, so what Lorena brought up, that we not step into the minefield of things that have happened in the past, that this person got information, this person did not; this person got special attention, this person did not.

One case that Lydia made me think of, though, is whether it be public or not. If it's public, it would also kind of kill two birds with one stone, but we're talking about possible candidates running, having that information. So, I don't know. Kind of trying to think of all that, but I really -- I myself, just my personal opinion -- would like to avoid any appearance of impropriety, of people being given special attention.

2.03 Superintendent's First 100 Days.

Presentation and discussion on actions developed to be implemented during the Superintendent's first 100 Days and vision for the 2025–2026 school year. [Contact Person: Jhone Ebert]
(Reference material may be provided.)

Trustee Bustamante Adams:

Awesome. Thank you.

Since it's not an action item, we're going to move to number 2.03, Superintendent's First 100 Days. This is not an action item, but I'm going to turn it over to Superintendent Ebert.

You want a microphone, or...

Jhone Ebert:

Yes. Not sure if I need it, but I just figured it'd help. Okay, there we go. Thank you. And thank you for pulling up that document, and thank you, everyone, for your grace.

What we know, since my very first days, that our kids and our employees deserve the very best. And you, as trustees in the community, have made it clear that we need to do better as a district. I am here proudly to tell you that the entire team that has been assembled to date, as well as those in the future, are laser-focused on our children.

As you know, I did spend several years in the system prior to leaving our great state, gaining other additional information in New York, and then returning at the state level, but I've returned here because I believe in CCSD, and I know that we're going to become the destination school district as we move forward together.

I'm committed to our students, just as you are. We have a long road ahead. But one thing that I've been clear about is the ongoing transparency, creating a culture of trust, that we're going to co-create the vision, and working together with our community to make sure that everyone is behind that vision. Our work is rooted in the knowledge that every student, every single student, can attain greatness given that every adult is moving on behalf of our children.

Jhone Ebert:

So, what I promise to you is that the school district will be more transparent. We're going to assess what we need to fix first and hear inputs on possible solutions. It's a collaborative effort, as I said, a co-design, co-creation. No one person can transform the fifth-largest school district. It is going to take all of us.

And so with that, we're going to take a little bit of time, but we're also going to move quickly. Right? We move as fast as we can and as slow as we must to make sure that we get it right. And at the same time, we're going to reimagine our schools and tap into the potential of every single staff member, their ideas, the ideas of our families, and your ideas as well, moving forward.

And actually, Dr. Alsbury, I would like to include you in this because the time spent this morning, it has been mentioned by the trustees, but it's also what I have observed just here over two months in my role, they are leading and growing as a team, and I know the questions that they've asked you today about policy, how they drive and move forward... I turned to Joe earlier and said how much I appreciate because that's going to make our team cohesive as we move forward together.

So, the document that you have here in front of you, Accelerating the Vision in the First 100 Days. Day 100 is actually on Thursday, September 4th. We've got it on everybody's calendar on our team, the executive leadership team. I am excited to present this document to you because we had triage teams work on this document. So I'm going to walk you through it.

You can see here that we're looking to align and head toward the destination school district. We have The First 100 Days: Laying the Foundation, Re-energizing the Passion, Strengthening the Communication, Engaging the Partnership, Rebuilding the Trust. The middle component is very important, and I've heard time and time again that our staff wants to clearly hear and have articulated goals and expectations, and what they're doing well, and where they can make shifts in their practice as they move forward.

It's not about throwing the baby out with the bathwater. I think that's what some people are like, "Oh, the new superintendent, new board, everything's going to change." Absolutely not. There are things that we do really well, as we witnessed during graduation. All of those speeches, having the performances, our principals praising the alignment of having elementary principals, middle school principals there, supporting, their [inaudible 00:20:07] alignment, their high school principal, because the children went through PK-12, and they're lifting up and celebrating. So there are great things, and so being clear, having clarity on where we need to stay the course.

And then also, the vision. The four things that I have said continually: Pre-K. Pre-K, pre-K, pre-K. An early start, we have all of the research behind that. We know that in the state of Nevada, we currently only serve 11% of those that are eligible. Right, only 11% of those that are eligible. And, again, my experience in New York, where it was universal, not only four-year-olds but three-year-olds also. Three- and four-year-olds, universal pre-K in the state of New York, and we're only serving 11% of our four-year-olds.

We know what needs to happen, we know how to do the work as well. And so, going through the legislative session, and I praise Monica quite often, our chief who leads that work of pre-K, she adjusted with the principals, we did not end up with the same amount of funds that were allocated last legislative session for pre-K, but we are gaining speed, so I'm excited there.

Jhone Ebert:

The early literacy components. The governor placed the Acing Accountability into play last school year, so there are components of that that, once we receive our data, which will happen no later than September 15th, we will look at where we are as a system currently. I do have the other data from the last school year, but obviously we want the current data. So that will come in in September, we'll set those goals for the '25-'26 school year. It would've already started by September 15th, but we'll actually put those components in place and move forward.

Middle school mathematics, the same piece there. We have a lot of celebration from the last assessment that came out, the national assessment. We have 8th grade student achievement in mathematics. And then workforce, near and dear to many people, every single one of you, I know, and then the entire team here, workforce and college readiness, making sure that we have clear pathways.

Again, staying the course because our commitment to high-quality tier I instruction, we do have common materials now across the entire school district with mathematics and English language arts. The Science of Reading, that research is decades old, making sure our students have [inaudible 00:23:07] awareness in the big five. Monitoring quick interventions and maintain support, and then the teaching and learning cycle. And then, obviously, during the '25-'26 school year, launching a community-driven, long-term, strategic plan.

'26, '27 and beyond, implementing a multi-year strategic plan. Implementing the high-impact strategies that we know have worked and we adapt over time, and I do what to call out embracing the Portrait of a Nevada Learner. We did have our cabinet-level team, several attended the Superintendent's Academy this summer, where they actually took the Nevada Portrait of a Learner, their own individual school improvement plan, used AI to assess the alignment rather quickly... They saw, many of them, saw great alignment, critical thinking skills...

Trustee Johnson, you are a very tall man, and if you can't see me, I'm going to go ahead and go over here.

Trustee Johnson:

[inaudible 00:24:16] room.

Jhone Ebert:

Well, the... Yes. There's an owl right... There was an owl right in the, or is an owl, right between us, so if you don't mind, I'll just go right here for all of you, then I can [inaudible 00:24:26] as well.

But the Portrait of a Learner. And then yesterday at the groundbreaking at Wengert, it was nice to have the principal there also to lift up the portrait. So we're going to make sure that it's integrated, that we amplify their things.

Again, student ownership of their own learning was one of the weaknesses actually across several of our individual schools. The principals, when they put those pieces together, there's a lot of adult talk down, you know, if you are going to, at the moment in time, but there wasn't the natural growth of what is the child doing, what is the family doing, and how are they all owning the learning, right? Not just us as the educators, but how is the entire community owning learning together?

Jhone Ebert:

So, on page two, you have the triage teams that came together with Defining our Passion, Strengthening Communication, Engaging in Partnerships, and Rebuilding Trust. And then within the document, you have multiple pages here, and I'll just take you through Re-energizing Passion, I'll give you time to read it as well, but we broke it up into progress indicators.

So, defining the indicators within the first 100 days. Early Wins, so our accomplishments that we have already, within the first 50 days... I am so proud because every time we kept iterating this document, someone was like, "Well, but, we did this!" and, "We did this!" And we made sure that we had communication with various groups. And then the third section is the 100-day Actions.

So what I'd like to do, just as Dr. Alsbury had earlier, is give you a few moments to read pages three, four, and five, just starting with Re-energizing Passion: Fostering connection, empowerment, pride, and trust by valuing innovation, collaboration, purpose, and recognition, and then have a group discussion on what we have put together for you this afternoon.

About one more minute, and then we'll bring everybody back together.

Trustee Bustamante Adams:

[inaudible 00:31:57]

Trustee Johnson:

That's what I'm doing. That's what I'm doing.

Trustee Zamora:

Okay.

Jhone Ebert:

So we probably need this [inaudible 00:32:10] Madame President, would you... Or, we're informal, so just diving in.

Trustee Bustamante Adams:

Yeah, [inaudible 00:32:18]

Jhone Ebert:

Okay, great.

First of all, I will note, we were discussing as a team over there... For some reason... I'm like, "Where'd all their checkboxes go?" because there were checkboxes on the completed items. For some reason, in the formatting, they were lost. But everything up to the 100-day Action on page four, those all should be little checkboxes there because they are all completed, and I am very proud of the team for completing all of that.

Trustee Bustamante Adams:

Great. Their instruction's only three to five. Right? That's all we were supposed to read.

Jhone Ebert:

Yes.

Trustee Bustamante Adams:

Yeah. We're ready.

Jhone Ebert:

[inaudible 00:33:08]

Trustee Dominguez:

Are we able to ask questions, or...

Jhone Ebert:

Yeah, absolutely.

Trustee Dominguez:

If you... There was a few that I saw here. If you could expand on "realigned region school supervision..." I'm on page four.

Jhone Ebert:

Yes, that is-

Trustee Dominguez:

Fourth from the top [inaudible 00:33:28] "realigned region school supervision."

Jhone Ebert:

Yes. One of the things that I had promised you was about talent. That we would make sure that, just like in the medical profession, we have the talent aligned with the need. And so that's the model that we are using. That's why I'd like Dr. Jesse Welsh to share with you how he had documents all over his walls for weeks and all of that, but we're really excited.

Jesse Welsh:

I did. Everybody didn't know there was a secret room with all the stuff where we were working on this for quite some time.

So we have everything ready to go. Actually, today, we've been making, as this has been going on, we've been making calls to the schools to let them know of the changes in our supervision alignment as well as some of the new faces that we have coming on board. So, really excited for

Jesse Welsh:

the work, to really make sure that the supervision of schools aligns with the talent and the needs of that school.

So, for example, we have a couple new school associates who are coming from elementary; we have one for secondary. So, oddly enough, those folks are working with schools that are aligned with their previous experiences, as well as we have some alignment pieces where we're making sure our girl's schools still have that same support that they've had.

So really making sure that the talent aligns with the deeds of the school so that there's less of a lift in terms of supporting those schools and those administrative teams so that the school associates have those experiences that they need to help really direct work with those schools.

So, very excited about the work and the team that we have around it, which is very exciting.

Jhone Ebert:

Yeah, [inaudible 00:35:11] not is it's not that the [inaudible 00:35:14] aren't able to do the work, they're able to it. Felicia Gonzalez was a principal supervisor as well. She was the very first principal at this amazing school. She has specific talents at the high school level, where, supervising an elementary, yeah, she has that talent, but it is not [inaudible 00:35:33] we want her... Making sure that it is aligned to what her skill set, really, she can nail. And so that... We spent quite a bit of time matching talents with need.

Trustee Bustamante Adams:

Go ahead, Lisa, and then Linda.

Trustee Satory:

I have a question on the... Thank you. On the competency-based learning pilot, on those, and I believe, I remember you sharing what schools are involved in that pilot, [inaudible 00:36:00] how much... It did roll out last school year [inaudible 00:36:03] and then would be potentially next school year [inaudible 00:36:06] opportunity to go observe that [inaudible 00:36:09]

Jesse Welsh:

Yes, I can speak to that one as well. So, here with Ace Career Technical Academy has been our school that's really leading the way on that work with us here in the district. And so they started that when they opened the school. Just like anything that's new, they were learning a lot as they went.

The piece that I'm really excited about is we've got to be able to figure out a way to build it to scale. To make sure that the systems and the way that we have things working are going to work for our schools. So yes, we are certainly looking towards more schools as we look toward the future, but specifically, the action that we took with this was making sure we were able to set up the system within Infinite Campus so that they can actually have those credits [inaudible 00:36:52] rolling throughout the year so that as students are completing things, whether it's a little bit early or even if they need a little bit of time, we have that in place so that it's able to work properly, so that teachers

Jesse Welsh:

can do that, and that parents can also see it in Infinite Campus so they can see where their students are at.

Trustee Satory:

And that is all in-person learning, like, that's not a virtual, hybrid, when we think of that?

Jesse Welsh:

That's in person.

Jhone Ebert:

Yes, that's all in person.

Trustee Biassotti:

I think all of this is just wonderful. I love the talent triage team, I think CCSD was in dire need of a triage area. And also, on page three, the third box to [inaudible 00:37:31] "Confirmed commitment to Tier I expectations. School leaders were provided with guidance."

Could you expand on what type of guidance?

Jhone Ebert:

Yes. What we heard about, both of us, over, all three of us, everyone, had heard is that every single classroom was supposed to be on the exact same page on the exact same day. Right? Tier I materials and Tier I instruction is very important. All of our students need to have access. But your classroom, as an educator, you have a much different classroom, let's say, up at Palo Verde than a classroom that's right by I-15. Right? There's a different...

We have the same expectations, I don't want to give a loss on expectations, and I think that's the "why" behind Tier I instruction, just needed time to bake in. But, so, clearly delineating the fact that we need to have Tier I instruction because... We do it right? Then between 80 and 85% of our students will have achieved the instructional goals, and we will only have 15 to 10% to 5% that need Tier II and Tier III.

Right now, that number's a little bit higher. It's more like 25% of our students are engaged in Tier II and Tier III, so we need to bring them up. But it's the fact that, yes, Tier I instruction, but no, you as the professional, you earned the degree as an educator, you are empowered to meet your students where they're at at this moment in time in their learning. Dr. Welsh received many emails back saying, "Thank you for that clarity."

Trustee Bustamante Adams:

We have Brenda, and then Ramona.

Trustee Zamora:

I love the title of this. The "Re-energize the Passion." Question for you. Did you use, possibly, our climate filter study that we did a couple years ago, but it's still very relevant, right? Like, we still have teachers who feel the exact same way, we still have communities, stake holders... Everyone. It's still the same.

Were you able to use any of that for any of this? Well, specifically, this section, right?

Jhone Ebert:

Yes. Very thankful for the study that was published in May 2023. We used a lot of those resources. Didn't reinvent the wheel, right? Because thousands of, not only staff members who were included in those surveys, but our community members as well... So, used that data, and then also, too, on page four, I believe, we have that we're going to reassess, and we are going to use those same, some of those same exact questions to see where we're at. That were in that initial survey in May of 2023. And unless it got moved... So, let's see [inaudible 00:40:34] before... Yes, [inaudible 00:40:37] Thank you, it's on page five.

The next to the last bullet, "By the end of August, develop and distribute a staff "temperature check" survey to measure the level of connection and passion with their work." So we'll be using some of those exact same questions from May 2023, and then we'll be able to compare if we've moved the needle.

Trustee Zamora:

Perfect. Thank you.

Trustee Esparza-Stoffregan:

So, I would like to highlight. I highlight, because that's how I learn the process is... Okay. And really, the intentionality, this is huge for understanding expectations, effort, success, recognized professional collaboration, shared connect passion, and then there will be collaborative engagement with the schools.

In the past, a lot of conversation was around kind of that culture and the climate of retaliation. What has been different with conversations with the leadership as far as that's concerned? How has that been to build that trust that you're... Definitely, we understand that needs to be re-established.

What is different? Because I'm hearing some things, that things are different in a very positive way. So, could either you or Dr. Welsh elaborate on that?

Jhone Ebert:

What has been very interesting for the last two months is to sit in some meetings, and they're quiet at first. So that teacher wait time, and what I... And you hear me say it all the time, "If you could have what you want, what would you have?" Like, nothing is off the table because... And men and women made the rules, men and women can change the rules.

I am not in 19,000 classrooms every single day. Right? The people that know what's happening in the classrooms are our teachers. The people that know what's happening with their children are the

Jhone Ebert:

families. Right? At home. The parents. They're having conversations. And so making sure that we are listening and that we know that we don't know everything. The humility of we are going to grow together, and it is not top down.

Do I have some amazing experts on this team? 100%. I will put Dr. Brad Keating, Rosanne Richards, now I'm going to have to call every single staff member out that's in this room, but literally, again, because I've been in multiple states as well, I'll put... And I love my New Yorkers, but I'll put my staff up against anyone in New York.

And we've talked about it's not that here in Nevada we don't have the talent. It's about the resources that we allocate for education and the investment that we make in education. I mean, I'm going to go there. When you invest \$24,000 per kid versus \$10,000 per kid, that's an investment. That's the difference between New York and Nevada. But it's not about the people that are sitting in our classrooms, because they are doing amazing work. Just in [inaudible 00:44:17] do we need to do our work differently? Absolutely. Absolutely. I'm not saying that, but we have people that are working very hard.

Trustee Bustamante Adams:

Okay. Adam, then Emily, and then [inaudible 00:44:31]

Trustee Johnson:

[inaudible 00:44:31] this is fantastic, showing me all the hard work that's happened in 60 days, so I can only imagine what's going to happen if you have 40 more days to do even more work. Is there a way that you can help us in some of these where you would like for us to highlight, so that we can communicate because you're trying to say everything people won't be able to hear, so if you could say like, "Hey, these are the top three I want to make sure that you pick up and you share these in your [inaudible 00:45:08]," that would be helpful for me.

And then the other thing that I think would be helpful, as we get more data, to say, "These are things we've accomplished, and it's led to these results." So, I know we're going to have a climate survey, it's going to happen on the 4th, so to be able to say, "Because we did these three things, we see a 45% improvement in ways that our staff... You come to work, the way that students feel about being in school..." That would help us be able to, again, have [inaudible 00:45:36] share their message with the [inaudible 00:45:41]

I want to make sure that we're highlighting the most critical things and showing the results that you are putting up. So, it's here if you... And I don't know what way you want to... I don't know if everybody else wants that, but I want that to happen. Top three things that you want us to continue to beat the drum on, and then what results are coming because of those top three things. That would be very helpful, and again, I'm just excited for the next 40 days. You're going... You're burning them up already.

Jhone Ebert:

I appreciate the ask, and yes, that is an excellent suggestion because you can't talk to 12 pages, you lose someone in between. But yes, we will get you that one-pager to be able to talk about each of these sections. Thank you.

Trustee Stevens:

So, I think my favorite thing on here... Because this kind of became a favorite thing of mine after we did graduations because if you're one of the new four trustees we hadn't had the opportunity to experience what we did in May, and it was phenomenal.

And when all you hear, especially when you're a candidate, when you're a candidate, you're a little negative. Because that's what gets people talking. I mean, let's be honest, right? We're talking about, "This is what's wrong," and so, yeah. Right? And so then you get in, and you start doing the work, and you start to realize there's a lot of amazing things going on in this school district, how come we're not hearing about this so much?

And then we go to the graduations, and just like you said, listening to these principals talk, listening to these kids give these amazing speeches, and then the music programs -- everything was phenomenal. And I kept thinking, "Man, how come our community doesn't hear about this and see this as much as I'm finally getting the opportunity to?" And so you have on here, "Employees will have the opportunity and means to share their level of connection and passion with their work in the district."

So I guess what I'm wondering is what does that look like? How are they going to do that? And then once we have that, like if they're doing testimonials or whatnot, are we, is the district then going to be pushing this out to the community so they can see some of the amazing stuff we get to see because of where we sit?

Jhone Ebert:

Yes, yes, and yes. The specifics with... So I will just give you one. In lifting up our students, we had talked about... I don't know if "we" have talked about, but... So, larger "we" have talked about our students in our student podcasts, where they actually... And so, even as you all were talking about "What does it take to be a president of the school board?" I was thinking, not... And when we kind of joked about Joe, but a student doing that recording and having that insight, and then also, too, two amazing women who I know you appreciate greatly but who are very much in the background and quiet and just do their... But, Katelyn and Lisa. Right?

Trustee Bustamante Adams:

[inaudible 00:48:39]

Jhone Ebert:

They are our employees, and your employees, who know best... On the background, they, I'm sure, have some opinion on what it takes to be a good president.

Trustee Dominguez:

That's [inaudible 00:48:56]

Jhone Ebert:

They're quietly [inaudible 00:48:58] But that's what I mean. It's easy to sit, and we're all facing, and we're, right now, looking at each other, and yes, this person, that... But we have two people [inaudible 00:49:10] it's incumbent upon all of us, that's usually where the rubber meets the road, and where you get the best ideas are from those that sit quietly. And I need to make sure I go and walk up to them and say, "Hey, what have you thought about this?"

And I will amplify, each of you has amazing talents that I [inaudible 00:49:35] from again, just in 60 days. I know you have a talent with marketing. I know we have an amazing chief that just came on board as she too had left the school district, gained some additional talent and skill set, connections within our community -- she's bringing that home. She's bringing it home. She's going to knock it out of the park.

Trustee Dominguez:

[inaudible 00:50:02]

Trustee Cavazos:

Some of my questions have already been asked having to do with those structured connections and collaboration opportunities for the multiple employee groups-

Jhone Ebert:

[inaudible 00:50:14] mic [inaudible 00:50:14]

Trustee Cavazos:

[inaudible 00:50:15] No, sorry.

Jhone Ebert:

I can't hear you.

Trustee Cavazos:

Sorry about that. What I was going [inaudible 00:50:25] are those going to be rotating, are they going to be in a static group that just goes from month to month? How's that going... That kind of... Do you have an idea of how that's going to be structured to be inclusive of all these different employee groups?

Jhone Ebert:

So, right now, we're just launching. I can't give you specifics on each of those pieces, that's why I hired the woman in the back of the room.

Trustee Cavazos:

I'm sorry, I'm just...

Jhone Ebert:

Yeah, no, it's okay. But yes, we'll definitely share the details, and then the empowerment of all of you, as Trustee Johnson kind of addressed, that you make sure that we're clear on these are the big ticket items that you can help us with as you go out into the community, and again, just the other day, when we were at the groundbreaking, the one principal, you brought me up to the principal to share a conversation. And we cannot pass up those opportunities where we have direct connections with those that we work for.

Trustee Cavazos:

Thank you so much.

And the only other thing I want to say just a comment [inaudible 00:51:30] at the bottom of page five, about our permanent "Passion Team." I just love that name because we have people all the time that talk about, "Well, what's the purpose, what is it you guys get excited about this?" or as Emily brought up about the good things going on in our district, and I think that kind of sums it all up, and I'm really excited to see that, so thank you.

Trustee Bustamante Adams:

Superintendent Ebert, here's my three questions. So, thank you.

On page three, I appreciated the, like Emily said, the honor to be at the graduations. Just two things for the future is the students that graduate from the prisons that are under our jurisdiction, I don't know if the team [inaudible 00:52:21] those but also the return on investment because we saved families about 275, 300 million dollars by getting the kids scholarships. Now, they're the ones that have to apply, but helping that generate that amount of money as far as the savings, that would be hopefully in the future.

My question is on page four. When we're out there, school staff and community volunteers, to go to home visits to support students who are chronically absent... In the past, I know that they've been given trustees as an option if they want to go.

And then my last one, on page five, this is our social media accounts. One of the things that when we were having the superintendent search, we had a list by the communications team, and we had to look through it to see if we wanted to add or... It was just really old, so I would just say if the communications team could have a baseline just to say, "Okay, we're starting out," I'm making this up, "with 40,000 people paying attention to what we do, but we're going to have to go from 40,000 to, I don't know, increase it by 5%." But some kind of goal, not only for social media accounts, but people are paying attention to the work that we do, I think that's how we're going to get the community engaged and involved so... Those three things. Thank you.

Jhone Ebert:

Thank you. So I'd like to move on to the next section. Good, we're on time. I'd like to move on to the next section which is our Strengthening Communication.

This is proactive and it's in... And you will notice that was we were going through the document, we're like, "Okay, which section do some of these items..." because we actually had it in multiple places, so the comment that you just made in regard to metrics will be there, but if you'll take a moment, "Proactive, timely, and relevant communication, building trust, valuing stakeholders and motivating support for student learning."

Take a couple minutes to read pages six and seven.

Trustee Dominguez:

[inaudible 00:55:36]

Jhone Ebert:

Okay, looks like we're ready for this section, and I'd like to start with going into the 100-Day Actions because I think some of you are interested in that, and I'd like Dr. Keating to highlight the comprehensive, district-wide customer service plan.

Brad Keating:

Thank you, Superintendent. This is Brad Keating, for the record. Madame President, [inaudible 00:57:46] board. Want to go through the customer service plan.

So we have spent some time as a group. We brought 30 different individuals together. All bargaining units, principals, teachers, support professionals, central office employees together to talk about customer service. This was a conversation we had seven or eight years ago, and it hasn't been had since, of how do we create customer service standards for the district? What should our standards be, how quickly should we be returning calls, returning emails, what are the challenges facing us, what do we believe the... If we're going to train our front office staff, what are the handbooks or materials or the one-pagers that they need? So that they know... When the Department of Family Services, for instance, walks into their building and needs to talk to a student, that every school's armed with the correct information and can answer that question. So, we've been working very much so on this customer service plan.

Again, it talks about... We've done surveys; we've tried to figure out from employees what they feel they need, what they're missing at school sites. We've heard from employees that our customer service plan will be different at the school level than it will be at the department level because they face different challenges.

So it's taking all of that information and putting it into a comprehensive plan with action steps, moving forward, and training components, so that all staff are trained correctly, and that we see the metrics continue to move in a positive way. Because you and us, none of you want to hear the negative information that you receive when you go into a school or when parents go in, so the more that we can arm our school staff at the front level from an immediate need, then that'll be helpful to all of us. So that's where we're starting.

Jhone Ebert:

Thank you, Dr. Keating.

Trustee Bustamante Adams:

Questions? So, Brenda...

Trustee Zamora:

[inaudible 00:59:42] the mic.

So when you talk about, and this is for Bradley Keating, when you're talking about making sure that each school has the information and they're just able to easily access it, is there a way we can also include resources so that principals and admin are staffed with information -- as we also talk about being proactive, right?

I think it's specifically an example, kind of like, "know your rights" stuff. When I was in school, that was one of the biggest issues. There was different stuff coming in. How can we be proactive with also including resourcing that will be helpful that all the schools can have?

Brad Keating:

So, we are working right now... And I agree completely with what you're thinking about. We've had issues with just registering students, where parents don't know where to go, and a family sends them to one location or the next location. Then they land with us, and we send them back to the school, for instance.

So we are creating a new drive that all front office staff will have available to them that will have all of the resources that they need to be able to go through... We'll offer online and virtual professional development to them throughout the school year where they can go through and then on-demand training as well. That they know what's expected and then where to receive the information.

Trustee Zamora:

I think I was talking... Trying to figure out more for outside resources. So if the school cannot provide something, our family center cannot provide something, they'll need new resources that are nearby for families to be able to give them.

Brad Keating:

Yes. So, what we've done most recently is, when schools are having issues, they've reached out to the Family Support Center, which is the bank of resources that we have -- well, we have them all over the place, but they really are a centralized hub. So we've referred many families to the Family Support Center where they have individuals there willing to help families on a one-off basis immediately, and getting them the service.

Trustee Zamora:

And I think this is probably something that... I probably do not know this, right? But as we talk about the Family Center, we have a Just One Project there, right? Where people can get groceries. If there's a school... I don't want to say Mojave, but that's the first one that comes... I know they have a Just One. But there's a family that goes into Mojave, and they say, "I need food. I'll go to the [inaudible 01:02:01]."

Does the school have something in place now that can be like, "Here's a flyer of the locations of Just One Projects that have groceries," where you could get groceries nearby, kind of taking away an extra step for families going to the Family Center and adding all these extra barriers sometimes for folks?

Brad Keating:

So, we do have those.

I think that we can... I will own that we can do a better job as a district in providing those resources to the schools, so we will commit to making sure those schools have them at an immediate basis, and when things change, that they will have those.

But between providing the information, I think, to the school level, and then utilizing Family Support Center and the other 12 Family Engagement Centers we have across the valley as service hubs for families, it'll be... We can streamline the process and be able to help families in a more efficient manner.

Trustee Zamora:

Thank you.

Trustee Esparza-Stoffregan:

I have a comment.

I... Again, I thought the Customer Service Triage Team might be way overdue, enabling stakeholders to feel valued and motivated. But I have a question.

On page seven, at the bottom, you talk about "Establishing a permanent 'Customer Service and Communication Team,'" and it says here, "Determine and invite team members to include representatives from multiple stakeholder groups and diverse work locations and experiences."

How would you decide who you invite, or is there going to be an application process?

Brad Keating:

So, I don't think we've thought that through fully. Up to this point, we have a customer service committee that we... What we did was we asked every department, every unit in the district, as well as all regions and school associates, superintendents, to identify one person so that we had a good cross section of the districts. That helped create the customer service plan that we're working with right now.

Brad Keating:

Our intention, and the intention certainly of the committee, does not want in any way to disband. They've really enjoyed working on this initiative; they think it's a huge initiative, so I think we will see that committee continue to move forward, and if anything, we will add people [inaudible 01:04:07]

Trustee Bustamante Adams:

Linda?

Trustee Cavazos:

Thank you, Madame President.

The top of page seven. One of the most exciting things I've read in a whole bunch of years. "By September 4, 2025, complete analysis of the strength, weaknesses," my favorite word here, "opportunities, and threats of and surrounding the district's communications, government relations, and marketing functions."

To me, that's been one of the things that has been most criticized [inaudible 01:04:38], and now I see positive steps going in that direction, and [inaudible 01:04:43] communications taken care of -- we have improved communications just in the short time that our new superintendent has been here.

So I guess what I would want to ask is, we have the timeline here; do you have any idea of how the structure is going to look for that analysis?

Kirsten Searer:

Thank you, Trustee Cavazos, Madame President, members of the board. [inaudible 01:05:06] here, for the record. My first day is actually tomorrow, so I am here in a volunteer capacity.

But yeah, the idea for the SWOT analysis came out of conversations that I had with Superintendent Ebert, and frankly, to your point, watching the superintendent selection process and recent conversations that the board has had, and so I think it has been made loud and clear that there is an expectation of improvements in communications, government relations, community engagement... And I would say the good news is everyone I talked to on the team is behind that and excited about that.

I see the SWOT analysis as an opportunity to not only get input from the people that I will be working with, but all of you: community members, our principals, teachers, families... So my idea would be to talk to a wide variety of people, to talk about strengths as well, and then talk about how we can create a communications plan that works better for this district.

Does that answer your question? The idea is to get as broad of input as possible.

Trustee Cavazos:

Because that is something that I think that all my colleagues agreed that we've received so many communications on, about lack of... Communications about lack of communication. And now

Trustee Cavazos:

people see us going in a better direction. I appreciate you being here on the day before you're starting, so [inaudible 01:06:27]

Kirsten Searer:

You're welcome. Thank you.

Trustee Cavazos:

Thank you so much.

Trustee Bustamante Adams:

I have a question, Brad.

So, I understand that our Let's Talk platform, and I'm not... But, I believe that it provides metrics like, when the email comes in, how much time it takes to respond. I don't know if that's accurate, but the sponsor was at the awards [inaudible 01:06:51] star light, star bright-

Trustee Stevens:

First star I see tonight.

Brad Keating:

[inaudible 01:06:57] I'm actually in Starlight Awards. (singing)

Trustee Cavazos:

Star light, star bright.

Trustee Bustamante Adams:

That vendor was at the awards and was sharing, I think, with myself and some other trustees, the capability of that platform, and so I don't know if that'll be used as a metric, it's just a comment, but I've heard that we might not be utilizing it to its full capacity. So, thank you.

Trustee Cavazos:

Use that from now on, "Star light, star bright." [inaudible 01:07:28]

Jhone Ebert:

We have two more sections, thank you so much, and 15 minutes, so I think we're going to stay on time.

So the next section begins on page eight. Engage in Partnerships: Establishing transformative partnerships for innovation, advancing district priorities, fostering connections, and reimagining schools as hubs of possibilities.

You seem that you're all ready. Page eight and nine. Engage in Partnerships.

Trustee Bustamante Adams:

Oh, Ms. Lisa.

Trustee Satory:

I have a question on the partnerships. Oh, there's a mic here. Sorry. On these partnerships, some of the specific ones that were named here are very [inaudible 01:10:57] invisible partnerships, but on those that are not, what is the vetting process for those [inaudible 01:11:02]

Jhone Ebert:

Thank you.

The components... Actually, if you look on page nine, the top two... As we continue to have discussions, how do we distinguish volunteers...

Yesterday at the groundbreaking, I had some retired teachers from Wengert that said, "I want to come and help you." I know. I'm like, "Okay, great!" They're like, "How?" And I said, "Actually, we've been talking about that." Because if I can get, we can get, four hours out of 100 retired teachers a week... Right? That's 400 hours a week, 1,600 hours a month -- for free -- of expertise. Like, we need to track it; we need to name it and say, "This is how you do it," and then also how you onboard and then also off-board.

So that is one category. We're kind of lumping and just saying "partnerships," all in one thing. And so number one, we need to designate volunteers. Number two is partnerships versus philanthropy. Because we do have those that donate to us, they have funds, either directly with cash or with a spec-... They want to see a specific thing happen. They want to have a car given to one of our teachers. Right?

That's a partnership, but it really is philanthropy. That they have a specific item, task, that they want to have accomplished, they're funding it straight out from funds that they have raised over time in different areas. So that's philanthropy. Again, clear: "How do you?" And so that is in the next... Probably September 4th.

And then the third group with partnerships. We see those as two-way. We have someone that has a skillset, a community member that... They have a business that they run. We have a need within the school district. I mean, that's one thing: We have to get better at saying, when partners come to us, "You have a skillset, but do we really have the need as a school district?"

All right? We shouldn't just say, "Okay, let's partner, no matter what." "Thank you," but we need to match our need. We have to be very clear what our need is and that their solution matches our need. And in some instances, it is time and work on behalf of the school district as well to implement that partnership.

So when we think about Southern Nevada Health District and the measles component there, there's not any money exchanging in that realm with that activity, but we have MOUs in place that guide and direct us to make sure that they are within their lane, we're within our lane, and it benefits the Clark County School District.

Trustee Bustamante Adams:

[inaudible 01:14:15]

Trustee Henry:

Thank you so much.

I was looking at the Las Vegas Raiders, our partnership with them, and it mentions free educational opportunities. Can you expand on that? It's halfway down the page.

Jhone Ebert:

Yes. They do partner with us, going into classrooms. They do help with extended high-dosage tutoring, volunteerism in our classrooms...

If there are other specificities that you would like to have... That's the big area there with educational opportunities, but I can follow up with you as well.

Trustee Henry:

Thank you.

Trustee Bustamante Adams:

Lydia?

Trustee Dominguez:

This is so great. I don't know what the background is of the disruption of the partnerships that happened in Vegas, but to rebuild these relationships back is just awesome. So, yeah, that's huge.

I am really excited for, on page nine, fourth from the bottom, the implementation of the School Community Partnership Advisory Board. I don't remember if I mentioned it to you, but I have been asking about this, and it was something that, I guess, had dissolved or disappeared somewhere at some time, and I would just try to get your thoughts on... Is this going to be an advisory board under the superintendent, under the board? What are your thoughts on building this?

Jhone Ebert:

Yes. Under the superintendent but with your collaboration. 100%.

Trustee Bustamante Adams:

Adam? Do you want to say more?

Jhone Ebert:

No.

Trustee Bustamante Adams:

Adam?

Trustee Dominguez:

Here, take it.

Trustee Johnson:

Yeah. Philanthropist relationship is important, and are you able to share ways that philanthropists are able to donate? And you don't have to get into the nitty-gritty, but, I guess, maybe, short and sweet.

Can they provide us with monetary gifts to provide... Consistently provide us with monetary gifts? That's just yes or no, I guess. I don't have the answer to [inaudible 01:16:28]

Jhone Ebert:

Yeah, yes. I've done quite a bit of work with our legal counsel, and so they can donate directly to the Clark County School District. They can either donate funds and say "These are exactly how I want the funds to be used..." You know that a priority for myself and the team is an efficiency study, right? Operational efficiency study, so we're hoping that that will be funded, and so that's a great example.

There are also other components where someone just says, "Hey, Superintendent and team, we believe in what you're doing, and we would like to give the school district 10 million dollars."

Trustee Johnson:

Let's just go ahead and put a "B" on that.

Jhone Ebert:

That's sort of low-end [inaudible 01:17:10]

Trustee Johnson:

Yeah, to that end, do you think we'll be able to invest in a development team, or is that skill going to be under our community engagement team? So, a team whose responsibility is to go out and find those dollars? Because I think you have... The vision is really clear, what we're trying to get accomplished is really clear, and I imagine there are funders across the country who want to see the best in us and see the return on that investment.

So will we be able to figure out if we can create a development team, or are we going to do it in-house with a team that already exists?

Jhone Ebert:

We have staff that have been loosely charged with that work. And you know, in many instances, our staff see a gap, and they move forward and do the work, or partners come in. So, within all of the work that we're doing, and just the document within the first 100 days...

Instead of being ad hoc, to your point, you're specifically naming a "development team," right? That's what Kirsten and her team will look at: The talent that we have, how they are currently

Jhone Ebert:

structured... I'm not going to say, "100%, Trustee Johnson, it's going to be a development team, it's going to have 5.5 staff assigned to it," and those pieces, but by September 4th, I absolutely hope to have you... Not hope. Hope is not a strategy. I will have you the information on how that [inaudible 01:18:43]

Trustee Biassotti:

I had a comment. I just wanted to say I-

Trustee Bustamante Adams:

[inaudible 01:18:47] is it on this point or another point? Was it on Adam's point, on philanthropy? Because I have Linda and Brenda in the pipeline. I'll bring you up after Brenda.

Go ahead, Linda.

Trustee Cavazos:

Thank you, Madame President.

And on Adam's point, he was there that... Most of us were. One of the best examples of partnerships we just saw was last Friday with Shaquille O'Neal's groundbreaking of the Youth Center Complex. That was just... I know all of us enjoyed that. It was just absolutely amazing.

But I want to go to my favorite thing here, the last thing on page nine. Student voices. Love that, about the podcast, and I'm just wondering, putting our new superintendent on the spot, just hoping that, sometime in the future, we're going to be able to, again, not only incorporate our student voices together with our exemplary employees, but somehow bring some of those student voices back to our board meetings, as we used to have. Under the superintendent's supervision and maybe more than once a year. The Student Advisory Committee, that report was just amazing, but more of that. We'd just love to see more of that.

So, that's all I wanted to say.

Jhone Ebert:

Maybe we can get it in the handbook. Dr. Alsbury's [inaudible 01:20:06]

Trustee Cavazos:

[inaudible 01:20:06]

Jhone Ebert:

He said, "Yes."

Trustee Cavazos:

Great suggestion.

Trustee Bustamante Adams:

[inaudible 01:20:09] Brenda, and then we'll... Go ahead.

Trustee Zamora:

Clarifying question to what Adam was saying... So, as of now, we don't have someone that has a title-

Trustee Johnson:

Microphone.

Trustee Zamora:

As of now, we don't have someone that has a title of, like, Director of Partnerships, or just someone that's fully focused in building relationships with partners?

Jhone Ebert:

So, to slice that, and this is where we need to make sure we're all... And again, partnerships, philanthropy, volunteers... We need to get really clear on our terms. And so, if I'm asked, I use the term "development team" in my mind differently than I use "partnerships." So we need to get clear on our...

Because we do have someone on staff that is in charge of partnerships. But the development component, as Trustee Johnson was saying, in my mind, those are people that are, 100%, their time is dedicated to seeking -- not only here locally, but nationally as well -- funds that align with our need.

Trustee Zamora:

All right. So it sounds like another department that [inaudible 01:21:25]

Jhone Ebert:

Well, sometimes it's just using our resources that we currently have, right? Not just adding people, but using our resources more strategically.

Trustee Zamora:

The other question that I have... Lydia mentioned the Community Partnership's Advisory Board. Are these folks also going to be able to kind of talk about -- I use Raiders as an example -- Raiders not going to the same school to give backpacks, but also spreading that love?

Jhone Ebert:

I had that conversation just yesterday. So, yes. Yes, the team is looking at that.

Trustee Zamora:

So I have two more.

Trustee Bustamante Adams:

Oh, go ahead.

Trustee Zamora:

Sorry.

I remember a few months ago when I did your job, there used to be a spreadsheet that they handed us one time at a support meeting about all the partners, the organizations... It was huge. We didn't go through it, but it was used, I guess, to try to recruit people who have opinions about superintendent search. It is thicker than this, probably. It looks like you haven't seen it, but-

Jhone Ebert:

I have not.

Trustee Zamora:

... I was wondering if it's something you're using to either clean up that list and see who's still around or who's not around, or are we starting from scratch, building a database?

Jhone Ebert:

Dr. Keating is making his way up.

Trustee Bustamante Adams:

Reluctantly.

Trustee Cavazos:

That was [inaudible 01:22:54] this thick.

Brad Keating:

Thank you for the question, [inaudible 01:22:57]

So we do have a... We track... So, from the historical sense of the School Community Partnership Program, which existed prior to 2000, they have tracked the amount of the businesses and the partners that we worked with. So we still have that list. It's over 5,000 partners throughout the Southern Nevada valley.

Our team, over the past six months, has been going through that list to update contacts. We've received bouncebacks, we've received all of that fun stuff. So we are going through that list, currently. We're identifying the sectors that each one are in, what areas that they can support, we believe, and then we'll begin targeting those groups correctly at that point.

Brad Keating:

So we do have that list, it's being gone through because it's an incredibly old list, and making sure it's brought up to date.

Trustee Zamora:

Thank you. No, and it is old. I remember seeing organizations that I haven't heard of for a very long time.

Can we also check in with them, if we do get contact with them, to see if they have any resources to kind of just tie it all together [inaudible 01:24:09]

Brad Keating:

100% yes.

Trustee Zamora:

Thank you.

Trustee Bustamante Adams:

Lorena.

Trustee Biassotti:

So, as [inaudible 01:24:16] said, I just want to say, nothing is going to attract them more, [inaudible 01:24:20] more than the Raiders, and I saw... I'm so glad you're tapping into that. It's a huge, great resource that we have here, and to be able to offer our students tickets and that type of thing would be a great motivator, so I'm glad to see that here.

And I'm just really impressed with all the work behind the website and rolling out the whole [inaudible 01:24:45] it's just really impressive, so, good job.

Trustee Dominguez:

Sorry, can I have one follow-up?

Trustee Bustamante Adams:

Lydia.

Trustee Dominguez:

It just brought me back to the Community Partnership Advisory Board. Who will the board be made of? Will it be made of staff, will it be made of... Somebody from that organization brings in liaison... I know the Vegas PBS, their board is made up of leaders in the community.

So, what are your thoughts, what is your vision?

Jhone Ebert:

Yeah. So we're taking a look... I've been very successful, right, at the composition of the board prior. We'll take your input as well moving forward. So it's just a next generation. They were successful, but now it's 2025. And so looking at that composition, I do know that there was a trustee involved last time with that work, and so that's still to be determined and discussed as... And how to move forward.

Trustee Dominguez:

The [inaudible 01:25:42] Vegas PBS like other [inaudible 01:25:46] they have a trustee and liaison there, and then they have their board and representatives from different organizations that are part of it.

Jhone Ebert:

Yes. Yes, absolutely. The different organizations. 100% agree on that.

Trustee Dominguez:

Thank you.

Jhone Ebert:

I know I'm running late on time. Yeah, I'm getting the nod.

So, page 10 and 11 are the "Rebuild Trust: Cultivating transparent communication and genuine collaboration." Instead of having you read silently, what I will pull out is all of our... Deputy Gonzalez, as well as the rest of the team, we are spending our time not in our offices. We are out... And actually, I will say that up until 7:00 PM last night, we were in our offices. That's when we're in our offices, is afternoon, evening... After the school day. Being out in schools, being out in the community, those types of things. But, I've said it a million times today: I'm really excited about the team that we have assembled.

Also, too, the collaboration with the legislature, closing that gap. There was a 600... Oh, excuse me. \$165 million gap in funding, reduction in funding, revenues, for K-12 education. The legislature did go into the education stabilization account and pull, not the whole 165 that they were short, but they did pull out roughly \$130 million to be able to close that gap.

The district-wide committee is cross-functional, working with all of you as well and led by Trustee Johnson in the collaboration of community input and the framework moving forward. Also, the district-wide directory. I have heard high and low, and I have also heard from you, you would like to have the visual, the organizational chart. And then also, from our own staff, just trying... If I'm a principal at a school, making sure that I know who my facilities person is, who my transportation contact is, that we have direct communication, and that they're not making calls all over our community without... And then, finalize the schedule for the community-driven, long-term strategic planning. Again, that is back to Trustee Johnson.

On the last page, page 12, you see the action. Progress monitoring is huge. It's one thing to name it, but if you're not monitoring it, then it's not going to happen. So the action, progress monitoring,

Jhone Ebert:

reporting on... And I've said it several times: September 3rd is the work session, so I'd like to report and have the team report out.

And then beyond the first 100 days, building out the strategic plan... Well, making it through the first 100 days, building out the school year, the strong focus on academics. Strong... Can't say that enough, right? Strong focus on academics, staying on course where we're doing well, and building out the future plan, and then '26 and beyond, moving forward.

I do want to also highlight, I missed, and I am thankful for the media. They have been very gracious in working with myself, and then also our communication teams. We had two different stations here this morning, we have Channel 13 here this afternoon with Alyssa, thank you for joining us.

But they have been wonderful, and I've said this before when I interviewed [inaudible 01:29:55] Fair and accurate? You have fair and accurate reporting every day of the week? Bring it on. We will be transparent with the information that we have, so they have the information, right? Because we talk about communication and trust and partnership. The media is a very large component of that. And so I'm thankful that they have made themselves available. When we've had events, they're covering them, they're asking questions, we're providing statements with all of them. Well, we can't gather them all together. But that has been important as well.

And so, Madame President, I apologize for being seven minutes over, but I will turn it back to you.

Trustee Bustamante Adams:

Does anybody have questions on this part?

Trustee Esparza-Stoffregan:

I do. I do, real quick. I'll just shout it, Superintendent.

I love the focus on the trust because that was something that was very glaring for concern. What is our mechanism as far as a feedback loop, where that system that we develop in the future can measure this and gather how effective we are? This is a hard to measure metric.

Jhone Ebert:

Yes. It is a hard metric.

Back to the culture and climate survey that was done in 2023, there are several questions that you can link to trust in that survey, and so we'll be asking those, year over year, and expect to see an upward trend in all of those pieces.

Trustee Esparza-Stoffregan:

This is a follow-up. Are we considering because we're trying to develop new relationships with partners and such, [inaudible 01:31:34] maybe that we don't necessarily capture in that survey as well? Just something about...

Jhone Ebert:

Yeah. Thank you. We will look, do that 360, kind of like how I called out Kaitlin and Lisa earlier today, and we'll make sure we're gathering, especially, those voices that don't always...

We're blessed that we have community and volunteer... [inaudible 01:32:00] on committee herself. She's able to do that, but not everyone is, and so we want to make sure that we get into our community, those that their voices have not been heard most recently.

Trustee Bustamante Adams:

The other question? Okay, let's give a round of [inaudible 01:32:16]

2.04 Balanced Governance Comprehensive Board Governance Services Proposal.

Discussion and possible action regarding revisions to the governance services proposal that was previously approved by the Board of Trustees on April 2, 2025. **(For Possible Action)** [Contact Person: Irene Bustamante Adams] (Reference material will be provided.) (Ref. 2.04) *(According to Governance Policy GP-4.2: Board Members' Principles of Operation and GP-17: Cost of Governance)*

Motion to accept item 2.04 Balanced Governance Comprehensive Board Governance Services Proposal with the exception of moving the Superintendent Evaluation from February 2026 to May 2026.

*Motion: Biassotti Second: Dominguez Vote: Unanimous
Motion Passed.*

Trustee Bustamante Adams:

We're going to move to Item 2.04, Balanced Governance [inaudible 01:32:25] our board liaison, Mr. Caruso, to come up. This is an action item. So, did anyone not get an opportunity [inaudible 01:32:38] a public speaker card? I did have one person for this item, so we will take public comment [inaudible 01:32:45] then I'll go ahead and close it.

Joe? [inaudible 01:32:51]

Joe Caruso:

Sure. So, this is Reference Item 2.04 E. E as in "Edward," E as in "excellence."

So, on here, this is a couple of revisions just to make sure that we're on the same page. So, as Dr. Alsbury mentioned before, previous item, want to make sure that we update and keep the [inaudible 01:33:14] aligns to the work that's occurring. So the current provision on page three, the proposal is to delete the interim superintendent transition item and repurpose that.

Louder?

Trustee Cavazos:

[inaudible 01:33:29]

Joe Caruso:

Oh, sorry.

So, on page three, the goal is to, or the proposal is to... "Eliminates the interim superintendent transition item, Service 3, and repurpose that funding." And then the numbering starting with the onboarding would then shift as it's noted in red font.

Flip over to page four of 13, on the very bottom it includes in the consultancy, superintendent or president, vice president or board liaison. And then on page five, it has deleted the interim superintendent transition. That's again that also is to repurpose that's funds.

Over to page [inaudible 01:34:20] That's renumbering throughout, just to make... With that deletion, so you'll see some strikeouts throughout and the renumbering. Back to page 12, you'll see that "Vice president, board liaison, and if requested by the president," was added for coaching consultation to the rules.

And then on page 13 of 13, on the board deliverables cost, the elimination of the interim superintendent exit interview, that had a cost of \$1,000, so that new total for that category would be \$15,000, less the 1,000.

For the board deliverables cost, there was a mathematic calculation shift here so that the cost for each individual item is correct, it was just all [inaudible 01:35:21] So, full transparency, the [inaudible 01:35:23] department actually caught that, and before they had Dr. Alsbury sign the agreement, they asked [inaudible 01:35:28] revise.

And "Consultation with general counsel," that was a minor change but we are reading this back, just for full transparency so everyone can see it. And then with the transfer of \$1,000 from the interim superintendent to the consultancy, that increases that line item from 5,000 to 6,000 and includes the vice president and board liaison.

Dr. Alsbury has graciously offered to renegotiate his hourly rate from \$500 per hour to \$350. So that gives us more time. Not only has he agreed to do that, but he's also agreed to do that on the last invoice which we've been holding until today, so he's been very patient in allowing us that [inaudible 01:36:13] so...

That is the proposal. Keep in mind, if any of the other dates or anything we should shift, that's something we can have that conversation now as well. But these financial items were the main intent, just for full transparency.

Trustee Bustamante Adams:

Thank you so much, Joe.

Yes, it's this [inaudible 01:36:31] ask questions, they were a reminder [inaudible 01:36:34] the team makes the decisions. This is up for discussion on any of the suggested changes that were just discussed.

Trustee Dominguez:

Are we still within budget from the original budget that we had previously? I know... I don't want to mention the other board policy that we're going through, but are we still within budget of that?

Trustee Bustamante Adams:

We have a question, and I'll ask Joe to respond. One of the things that we are doing proactively is now having Joe be copied on the... When we get invoice, and what we use it for, and being very mindful of how we're using the dollars that we allocated [inaudible 01:37:27] Joe.

Joe Caruso:

Yeah, so the [inaudible 01:37:30] previously the invoices, when I saw them, would be at the very end, so now, as the invoices are coming in, I'm copied on them, so then I can go through them, work with the consultant, work with the firm, and then that's Accounts Payable receives it, they do their part through accounting, write a check, [inaudible 01:37:49] see that, and I can say, "Wait a minute. We need to look at this."

So that's how we were able to [inaudible 01:37:53] Dr. Alsbury [inaudible 01:37:54] So everything that was budgeted previously is still the same. We're not asking for any more money, we're just bringing this back into full transparency to clean up the categories, just so everyone can see, and then it's memorialized moving forward. This is what... Agreed to. The only caveat to that is if you change the dates for any of the items that Dr. Alsbury shared.

Trustee Bustamante Adams:

Any other questions?

Trustee Cavazos:

[inaudible 01:38:21]

Trustee Bustamante Adams:

Oh. The Superintendent.

Jhone Ebert:

Along the lines with the dates, on page four of 13, it says, "Superintendent evaluation [inaudible 01:38:35] progress check for strategic roles." I don't know if we want to... Okay, this is for '26, I think we need to. For the '26-'27 evaluation, we do not expect to be done with the strategic planning until April. So then you'll be too early to do this in February.

Trustee Bustamante Adams:

[inaudible 01:39:02] so we'll have to change it from February to... What would be a suggested month, then?

Jhone Ebert:

It would be... They would finish it in April, well, then you all have the con-... We could have the conversation in the second board meeting in April or the first board meeting in May.

Trustee Bustamante Adams:

Let me... Okay. Great. Any other questions or [inaudible 01:39:32] Okay, I'm seeing none. I'm going to go ahead and ask our public comment, Anna Binder, if you'd like to [inaudible 01:39:46] Item 2.04.

Trustee Dominguez:

Oh, I don't... You have to give her a mic. [inaudible 01:39:55]

Trustee Bustamante Adams:

Oh.

Trustee Cavazos:

[inaudible 01:39:57] microphone.

Public Hearing:

Anna Binder:

Thank you, Madame President, members of the board, Superintendent Ebert.

So, I just, obviously, want to express my support of you guys moving forward with your work, and just mention how much the public can tell the progress that this new board has made in moving our district forward and getting us a new superintendent.

As you guys know, the tone and temperature of this board has done a complete 180 since last year, and I do fully believe that it's... I can thank your guys' commitment to work with Dr. Alsbury that has brought us to this point. So I do want to absolutely respect that decision, the work that you guys all -- individually and as a group -- have put into it, and Dr. Alsbury's time, and of course, Mr. Caruso.

Trustee Dominguez:

Madame President?

Trustee Bustamante Adams:

Yes.

Trustee Dominguez:

I made a statement earlier about shifting the dates for the trustee evaluation to August. I wanted to say that we'd maybe try and keep it as is.

Trustee Bustamante Adams:

As... Okay. All right. Then I will entertain a motion on this item to go ahead an-

Trustee Zamora:

[inaudible 01:41:35]

Trustee Bustamante Adams:

Oh, Chris?

To accept the suggested revisions for the government service proposal with the amendment of the superintendent evaluation being moved from February 26 to the first board meeting in May of 2026.

[inaudible 01:41:59]

Trustee Biassotti:

I'd like to make a motion to accept item 2.04, Balanced Governance, [inaudible 01:42:06]
government service proposal [inaudible 01:42:09]

Trustee Bustamante Adams:

Thank you. Do I have a second? Okay, so we have [inaudible 01:42:13] please cast your votes.
That passes, seven to zero.

Upcoming Meeting of the Board of Trustees

Trustee Bustamante Adams:

Our next item is item number 3.0. The upcoming meeting announcement for our board of trustees. They meet tomorrow, Wednesday, July 2nd, 2025 at 4:00 PM in our [inaudible 01:42:40] room.

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

Trustee Bustamante Adams:

Now we're going to item 4.01. Public comment on items not listed as an action item is on the agenda. [inaudible 01:42:50] Anna Binder. Is there anybody else that has not signed up for a public comment opportunity?

Public Hearing

Anna Binder:

Madame President, members of the board, Superintendent Ebert... Oh, Anna Binder, for the record. I guess I just haven't said that today because I'm the only one here.

So again, I'm trying to be, and I have been, really positive because right before we hired Superintendent Ebert, I know the ask, not just of me as a mother, but the rest of the community

Anna Binder:

was, like, literally where we are, right here today in moving that forward. And so I have to offer my gratitude and my continued support for, again, the way that we are moving all of this forward, and I want to really commend Superintendent Ebert and her team for their transparent communication. They've been extremely receptive. Feedback, responsive. I honestly could not...

I haven't been able to say this in five years: I cannot think of one thing to complain about right now. At all.

Jhone Ebert:

I'm back! Right? Thank you, thank you. Love it.

Anna Binder:

But we need to keep moving that forward, right? And I know we're never always going to make everyone happy, and I know sometimes I can be the worst critic, right? But it's okay, and we're still on the right path, and it's such a great breath of fresh air, that I have spent about the last 60 days relaxing and hoping that, as we enter our next school year, I'm...

I guess my next is that I'm bracing for, because it's traumatic, is our first week of school. Normally, the first week of school, I can't sleep, right? Because there's so much chaos going on in the district, and I don't have that feeling in my heart right now, and the community is reaching out more. I don't know if you guys are getting that, but I am.

And you know, everything's not perfect, but the steps that are being taken and the moves that are being made are being seen, heard and felt, and again, in five years, I haven't seen staff, teachers, support staff, my principal... Like, everybody's so happy. Like, and that's my first question is like, "Are you happy?" And everybody's like, "Yes!" And that's such a wonderful thing too.

And then I will just acknowledge, obviously, our teachers feel like they still need more money, and I know, I think we're in contract negotiations, so if... I'm just really, really hopeful that, on the back end of that, that our teachers see that appreciation, and that's, you know, contract negotiations and what not.

So, thank you.

Trustee Bustamante Adams:

Thank you. That's our public comments.

Adjourn: 3:55 p.m.

Motion to adjourn.

*Motion: Johnson Second: Dominguez Vote: Unanimous
Motion Passed.*

Trustee Bustamante Adams:

I will entertain a motion to adjourn [inaudible 01:45:48] statement [inaudible 01:45:48]

Trustee Johnson:

[inaudible 01:45:48] motion to adjourn.

Trustee Bustamante Adams:

Thank you, Trustee Adam. So, I have a motion to adjourn. Do I have a second? Trustee Dominguez.

The time is 3:53, and that [inaudible 01:46:04] our meeting. I do want to say... Oh, yeah. [inaudible 01:46:10] All in favor? Vote passes, so [inaudible 01:46:14]

Trustee Dominguez:

Good job, Brenda.

Trustee Cavazos:

[inaudible 01:46:16]

Trustee Johnson:

[inaudible 01:46:16]

Trustee Bustamante Adams:

I would like to say thank you to each trustee, I know it was a sacrifice, a lot of you had to move things around in your schedule in order to get here. I know that we had to work around Dr. Alsbury's schedule [inaudible 01:46:32] We had to hire a new board legal [inaudible 01:46:35] legal counsel.

And just, I'm so proud of [inaudible 01:46:46] like in the public comment, I've never participated in a board retreat, and this is the first, so we continue to do [inaudible 01:46:57] possible, and I just know that [inaudible 01:46:59]

Thank you so much, and have an amazing day!