

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

Work Session

Wednesday, October 1, 2025

4:01 p.m.

Roll Call: Members Present  
Irene Bustamante Adams, President  
Brenda Zamora, Vice President  
Tameka Henry, Clerk  
Isaac Barron, Member (Virtual)  
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

Roll Call Bond Oversight Committee:

Jeanna Blackman Taylor, Chair	Jessica Allen	Byron Goynes	Nakia Jackson-Hale
Chris Giunchigliani, First Vice Chair	David Flatt	Robert Gurdison	Walter Jones
Alfonso Lopez, Second Vice Chair	David Flippo	James Halsey	Stephen Silberkraus
Sally Achord	Margarita Gamboa Harris		Yvette Williams

Trustee Bustamante Adams:

Good afternoon, everyone. We're going to go ahead and start our meeting. Our superintendent is giving high-fives in the audience, so we will wait for her.

Jhone Ebert:

I have to see them [inaudible 00:18:53]-

Trustee Bustamante Adams:

I know this is why... Yes, and you'll understand what we're going to do after the meeting. It's so good to have you guys here.

Trustee Bustamante Adams:

I would like to welcome everyone today. I am President Irene Bustamante Adams and call this joint meeting of the Clark County School District Board of Trustees and the Clark County School District Bond Oversight Committee of October 1st, 2025, to order. The time is 4:01 pm.

I would like to remind everyone to silence your electronic devices.

We acknowledge that the land on which we gather is the territorial homelands of the Nuwu-the Moapa Band of Paiutes and the Las Vegas Band of Paiutes.

Before we begin, I'm going to turn it over to our vice president, Trustee Zamora?

Trustee Zamora:

Thank you, Madam President. I would like to take a moment today, a moment of silence and remembrance of the victims of Route 91. So, if I can have everyone in the room join me in this moment of silence starting now. Thank you, Madam President.

Trustee Bustamante Adams:

Thank you for that.

### **Flag Salute**

Trustee Bustamante Adams:

We'll go ahead and move to agenda item 1.01, the flag salute. Trustee Esparza-Stoffregan, can you please lead us?

Trustee Esparza-Stoffregan:

Would you please stand? Ready, begin.

Audience:

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.

Trustee Bustamante Adams:

Thank you.

### **Adoption of the Agenda**

*Motion to adopt the agenda with the following changes: additional reference material has been provided for item 2.01 Facility Master Plan Update.*

*Motion: Biassotti Second: Cavazos Vote: Unanimous*

*Motion passed.*

Trustee Bustamante Adams:

All right. Before I move to 1.02, is there anyone in the audience that has not completed a public comment card? It's a little yellow card. Okay, then we will close that.

Before I adopt the agenda, I just want to say something about the lay of the land today. We are so fortunate to be able to have the Bond Oversight Committee members. We also invited the AZAC committee members. Is there anybody here from AZAC? Oh, awesome. Very good. Thank you.

And so, what we're going to be doing is having the presentation. Then Ms. Blackman and I are going to be taking questions from the trustees, alternate and take questions from the Bond Oversight Committee members. And then we'll have public comment at the end, close it out.

And then we ask you all to join us for a networking brief reception afterwards so we can high five each other, because we haven't seen some of the individuals in quite some time, so thank you for being here.

With that, I'm going to go ahead and move to the adoption of the agenda. Since we do not have any public comment speakers, Trustee Biassotti, I will entertain a motion to approve the agenda.

Trustee Biassotti:

Thank you, Madam President. Members of the board, I would like to make a motion to adopt the agenda with the following change. Additional reference material has been provided for item 2.01, Facility Master Plan Update.

Trustee Bustamante Adams:

Thank you. Trustee Cavazos?

Trustee Cavazos:

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

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

## **2.01 Facility Master Plan Update.**

Presentation and discussion on the Facilities Master Plan. [Contact Person: Brandon McLaughlin] (Ref. 2.01)

Trustee Bustamante Adams:

We'll now move on to item 2.01. And as I said, we're going to have the presentation and then we'll alternate between the committee and the trustees.

I would just like to express my gratitude to everyone that's contributed to help make this happen. The relationship has not always been healthy; however, with intentionality, with the grace that you guys have given us committee members to hire our superintendent, the 12th member of our team, just want to express my gratitude.

Trustee Bustamante Adams:

I'm so grateful that each one of you are here. I'm looking forward to this relationship between the Bond Oversight, AZAC getting even better. And so, thank you trustees for each one of you that contributed to making sure that we could do better for our students and for our community. So, thank you. Ms. Blackman, would you like to say anything?

Jeana Blackman Taylor:

Sure. Did you need me to do a roll call still?

Trustee Bustamante Adams:

Yes. If you could for your meeting.

Jeana Blackman Taylor:

So, I'll backtrack real quick. We'll do a roll call for the Bond Oversight Committee. I'm Jeana Blackman Taylor. I'm here. Chris G., Giunchigliani?

Chris Giunchigliani:

Here.

Jeana Blackman Taylor:

Al Lopez?

Alfonso Lopez:

Here.

Jeana Blackman Taylor:

Sally Achord?

Sally Achord:

Here.

Jeana Blackman Taylor:

Jessica Allen?

Jessica Allen:

Here.

Jeana Blackman Taylor:

David Flatt?

David Flatt:

Here.

Jeana Blackman Taylor:  
David Flippo? Margarita Gamboa Harris?

Margarita Gamboa Harris:  
Here.

Jeana Blackman Taylor:  
Byron Goynes?

Byron Goynes:  
Present.

Jeana Blackman Taylor:  
Robert Gurdison? James Halsey?

James Halsey:  
Present.

Jeana Blackman Taylor:  
Thank you. Nakia Jackson-Hale? Walter Jones?

Walter Jones:  
Present.

Jeana Blackman Taylor:  
Thank you. Steven Silberkraus? And Yvette Williams?

Yvette Williams:  
Here.

Jeana Blackman Taylor:  
Thank you. And then I just wanted to say... I wrote it down because I didn't want to mess it up. Thank you, President Bustamante Adams and the rest of the board of school trustees, and I want to extend extra appreciation to Trustee Stevens for being such an engaged liaison to this committee. So, thank you.

Because the board of school trustees has been efficient in making appointments, the Bond Oversight Committee is back at full strength and we're ready to continue being a beneficial tool in ensuring that our massive capital spending improvement program is enacted with the values and goals set by the board of school trustees.

Jeana Blackman Taylor:

As you embark on a new era with new members and with the new leadership of Superintendent Ebert, we are also looking to our next chapter and our desire to strengthen our effectiveness in serving as a valuable source of recommendations, context, and oversight when it comes to capital spending.

To that end, I am happy that we have this joint meeting today and thank all those who made this happen so that our members who have all volunteered their time to serve can hear directly from you, the trustees, about their hopes and concerns while also providing the insight gleaned from time that they have spent focused on the spending area.

Our current era of capital spending will ultimately cover more than \$7 billion in spending, and yet we are well aware that that doesn't even come close to meeting the full needs of this district.

Achieving the priorities of our community as communicated through the Board of School Trustees, while maintaining transparency, cost efficiency and fairness is a challenging goal. And this meeting is hopefully a really good start in building the trust and good faith discussions that will make that achievable.

My hope for this session is that my fellow members of the Bond Oversight Committee can use their questions to help illuminate concerns that we have faced in the past, provide context to some of the discussion items, and speak to community issues that we have encountered, while getting a sense of the collective needs of the Board of School Trustees overall. I really look forward to this conversation and the work to come. Thank you so much.

Trustee Bustamante Adams:

Thank you so much, Chair Blackman. My question is, remind me how we are going to alternate if there... Because I can see in my queue who wants to have a question, but I don't think you can.

Jeana Blackman Taylor:

I cannot.

Trustee Bustamante Adams:

So, remind me how you wanted to do that.

Jeana Blackman Taylor:

So, we had said that Bond Oversight Committee members, if they have something that they would like to bring up, they can come forward and do it at the podium. If it looks as if we need a little bit more organization, I'm happy to take a paper cue from what is happening with our members so that we have a chance to do it that way. Sound good, great.

Trustee Bustamante Adams:

Is that helpful? Okay.

Jeana Blackman Taylor:  
Is that good for you?

Trustee Bustamante Adams:  
Yes.

Trustee Bustamante Adams:  
Fantastic. Good for me, thank you.

Trustee Bustamante Adams:  
Okay, Mr. McLaughlin, I'm going to turn it over to you to introduce the members on your side.

Brandon McLaughlin:  
Madam President, members of the board, Superintendent Ebert. For the record, Brandon McLaughlin, Chief Facilities. First, I'll also be joined by Mr. Paul Mills of Cannon Design, and Mr. Rick Baldwin, Conference of Planning Director for the district in addition to our great Bond Oversight Committee Executive Committee joining us here at the table.

So, with that we'll jump right into the presentation. So, we are very happy and I've never put so much effort into such a robust presentation for this, but we're very excited to have both committee and board together. We feel there's a lot of information that's going to be covered that is mutually beneficial for both to hear at the same point in time.

So, it's helpful to frame what the facility and master plan was set out to do. We knew that, as we progress to slide two here, this is similar data, it's the same data that we presented in April with the board, that there is approximately \$15.3 billion in total capital need.

We know that due to the aging of our facilities, or I want to say the success of our '90s and 2000s bond program, we know that close to 40% of our schools were built before 1995, and subsequently another 20 to 25% were built in the decade following that. So, we have a lot of need upcoming and a lot of need out there already.

So, with that, we have 15.3 billion in need. We have, like Ms. Jeana Blackman Taylor mentioned, we have only \$7.7 billion available, with \$3.7 billion remaining to be allocated.

So that puts us in a position where we need to be strategic with our dollars. That's why we set out for this. How do you make the biggest spend for the most efficient way for the most amount of our students?

We couple that with a challenge we're having in declining enrollment. You see the graph on the right-hand side. We went from at our peak of '18, '19 school year, 325,000, to coming up upon 296,000 students. And this is a decline district wide, and as we progress to the next slide, a nationwide trend.

Brandon McLaughlin:

We are not the only district, not the only state to be experiencing this. It's due to a myriad of factors, predominantly declining birth rates. You take our senior graduating class today, they're some of the last babies born pre-recession of 2008. So those large cohorts are starting to roll out. We're seeing smaller cohorts of the elementary and middle schools already. It's not a thing of... If it's coming, it's coming. So, we, again, want to be strategic and use our dollars where they're going to be most effective for the most amount of students.

So, some of our goals for today are going to be to provide update and progress of the work to date. We've been furiously working with Cannon Design. They've been doing a lot of interactive work with our stakeholder groups since we last checked in and with staff of continuing to refine this work.

We also want to go through the options' framework. So, at a later date we're going to be bringing forward some options to this board and to the committee, but we want to prep this committee for what that will look like and what those options are going to be driven by.

And last, when we presented in April, we knew there was a lackluster performance on attendance and some of that was communication in the spring event. So, we want to make it so that all of you know exactly what date it is and you guys get tired of hearing about it. I'd rather have it that way than the inverse. So, I'm really promoting participation in this next wave of community forums. So, at this point in time, I'll turn it over to Mr. Paul Mills.

Paul Mills:

Good afternoon, Paul Mills for the record. President Bustamante as well as members of the board, Superintendent Ebert, and members of the Bond Oversight Committee, I appreciate the opportunity to present to you.

As we've shared with you in the past, this process has been designed as a partnership between the district and the community, and by virtue of that we have different bodies that represent those. We have them outlined here.

It begins with the board of trustees as well as the subcommittees, et cetera, that inform them on the left-hand side. But we also have representing the district, a district planning group. This is all manner of leadership relative to content areas, educational responsibility, as well as operational leaders throughout the district and they bring in the comprehensive view of all manner of responsibility for the schools.

We also have five geographically-oriented stakeholder advisory groups. These are comprised first and foremost students, but also families, teachers, school administrators, and community members that have volunteered time to participate in this process.

We also have had in waves a bunch of open invitation community forums, virtual, in-person, et cetera, that we've shared with you before, but wanted to give a recall into the DNA of the process that's designed moving forward.



Paul Mills:

Since the last presentation to you, we've completed some of the data and you have a companion document with a lot of the data that's in there. This is also available for drill-down interactive review through the FMP website through dashboarding that we've done.

But I wanted to signal a couple of things with the educational suitability assessment. It's not about the flesh and blood in all the schools. This is about the brick and mortar. This is a measure of how well-designed and equipped the buildings are to suit modern instruction and learning. And we break it down.

Each one of those little circles on the screen, is a school. This is a school that represents hundreds of students and dozens of caring adults that serve them. So, we don't take this information in pretty graphic lightly. But unpacking it really informs what can be a data informed process for planning.

But a couple of points to signal out is that we have a category in a weighted rubric for safety and security. I want to signal that that's among the very top of the measured benchmarks for all of the schools throughout the district. What does that mean? That means that your organization has the eye on the ball. They're really taking care of what's important and it shows in the data.

Second of all, we see that spaces for collaboration, which gets into some of the overused terms like 21st century instruction and all the sorts of spaces that support that, because of... As Mr. McLaughlin shared with you, many of your facilities, the majority of them were built quickly to address rapid, rapid growth that went on sustained for year after year for decades. And because of that, with limited resources we built for capacity first. We need space for the kids because they're here and they're coming.

So, the facilities weren't built necessarily with the quote, unquote, "luxury" or having the additional spaces that support small-group activity, project-based learning, the flexible sorts of spaces in between the classrooms that's so vital towards more independent student-centered and agency-led learning and instruction that can happen and it shows in the data.

Again, what does this tell us? It informs that maybe there's some opportunities that we see with maybe the slackening of the impact of capacity in schools for repurposing spaces to be able to bring those assets into your older facilities, as well as opportunities to create a whole new standard.

So, a next generation of schools that when we build new ones or replace old ones that they're built to modern instruction that have all those whistles that we know will improve the lives and outcomes for students.

So, we began this process really deliberately. It's foundational with a little pyramid we have there, but it's about guiding principles at the very beginning and working with and listening to stakeholders across your different communities as well as leadership in the district. We dissolve these down into six key areas that are outlined here and we'll speak more about those as we proceed.

Paul Mills:

So, they're across the top there in the six columns: managed change, proactive maintenance, educational innovation, expanded choice and choices, universal access, and opportunity to trade up. And we've correlated these in this little mapping here towards the sorts of options and outcomes that are on the table for contemplation.

So, what we're going to walk you through is, what is that menu of draft options that we can apply to each and every one of the schools in this system? And our approach to how we did it.

So, I've got them outlined here on this slide. I'm going to take them in turn and most of them will be pretty obvious and logical to you, but I want to make sure that there's no question as to what the intentions are with some of these options and the important considerations that each of them imply.

Starting with new schools. No surprise here. This is a capital improvement program facility master plan. We're going to be talking about new schools and you guys are no stranger to that. You've been building them serially for decades. So that certainly because we have some pockets that are still crowded and we still experience growth, that there will be new schools as part of this facility master plan. That option is definitely on the table.

We're going to explain it through some diagrammatic examples here, some hypothetical cases, looking at the different kind of data points that will inform the sorts of decisions that lead to these and then graphically showing.

So, in this example here, schools one and two are in fine shape. They're young, they're in good shape, they're adequate educationally; however, they're crowded and they're getting big, big to the point that it's unmanageable.

In those clear cases, there's no other opportunity close by to use boundaries to adjust to. There is a relief school that's part of the scenario. We have a couple of those options that we'll be exploring further in the process.

Attendance rezoning, you guys are no strangers to that as well and I'm pleased to hear that we have members of the AZAC here. This is something that you guys have been dealing with forever, but certainly it's an option that's on the table in many cases.

And let me describe the hypothetical case for you here. Perhaps you have two schools that are in close proximity towards each other. They're in similar condition and age and adequacy. However, one of them might be crowded, might be a little bit large, and the other one might be under-enrolled in their surplus capacity in the space, inefficient use of your facilities and operational dollars that funnel into that school.

Perhaps there's an opportunity to redraw the boundary lines so that the attendance zones will channel more students towards the under-enrolled school. That's something that you guys have been doing for a

Paul Mills:

long time to maintain a balance and use your physical assets to the most efficiency possible. That option certainly is among those on the table.

Then there's an approach that's a little less of the whip and more of a carrot type approach. If consider the same circumstance where you have two schools in close proximity, one crowded and one with surplus capacity, instead of mandating that if you live at this address instead of the crowded school, you're going to go towards the school that has capacity, perhaps there's an opportunity to introduce a new attractive program that's in high demand within the community that can better serve students, expand choices and opportunity for students and at the same time use your assets more efficiently and equitably.

So, the sorts of themes that could go into a school are listed out there. It's not an exhaustive list, but these are the sorts of choice programs that can bring students into your facilities. And you have some wonderful examples where you've applied this tactic within your portfolio today.

So, expansion of choice, there's perhaps three different examples here. We have choice conversion where you can take a school and perhaps consider it among a network of complementary programs so that students have opportunities to go to different programs if provided transportation, as well as to deploy scarce resources that are hard to find particularly in areas like CTE where it's really hard to attract the professional folks there. Looking at new expanded programs as well as perhaps looking at different grade configurations.

So clearly this is a facility master plan and we have options centered around how we take care of the assets that you have. And it really is degrees of investments dictated by the age and conditions of the various systems that comprise these buildings. So, we're going to take care of these three all in one shoot here with your newest facilities.

General maintenance is what's responsible and even those that feel new today, they do have system life cycles that need to be planned for and addressed responsibly. And perhaps those might be schools that are crowded and maybe there's a building addition to be able to have more capacity joined with it.

Your older facilities that might... they're starting to show their age. The systems definitely need upgrading, but as well as maybe opportunities to take down some walls and create those flexible spaces that create opportunities for more collaborative learning and instruction. So that fit in the category more along the lines of renovation.

And then just as you have a tradition of doing in recent years, you've been identifying schools that are completely beyond their useful life, that the systems are done, exhausted, and it's time to consider a new building.

Also, another nail in the coffin for some of these might be the adequacy framework is that, yep, there's a lot of money that needs to go into it and even if we were to repair it would still be a 1970s, '80s, '90s

Paul Mills:

building that wasn't designed to today's standards. So, we do look closely at opportunities for complete replacement.

Here's a couple of images from Canon Design's portfolio from around the country that kind of illustrate what some of those spaces feel like and look like. You can imagine it's basically broadening corridors and breaking out classroom type spaces such that you have these opportunities for teachers to co-teach together, to plan more collaboratively, as well as dispatch students for small group or independent instruction while they're in visual eyesight without necessarily having all the din and noise that would be associated with an open plan school.

And this isn't just about new buildings. At least one of those examples there is a renovation type project. You you've got a lot of the before pictures on the left-hand side. This is a floor plan of various double-loaded corridor. You have a lot of additions that were built like this in the interest of keeping up with growth over time.

And there's opportunities with a spectrum of interventions that can be done to the building perhaps to break open a couple of classrooms that create, mimic those sorts of spaces or even to get more dramatic like you see on the far right-hand side. So not just new construction. We can apply these concepts at scale with fewer dollars in renovations.

So, this isn't just about the buildings, this is also about programs. We want to make sure that putting students first and in the interest of the destination district you aspire for to look at great configurations. You have one example of a Pre-K-8 which stands out alone among all the peers, but by and large you're consistently a Pre-K through five, six through eight, nine through 12 portfolio across the board in the county. And while taking stock of things and looking towards what the future might hold, perhaps there's different grade configurations, right?

This can be done in the interest of optimizing utilization of your buildings, but also very much so to expand choice and create new opportunities for your students in community. A couple of examples here, converting elementary schools, middle schools perhaps into Pre-K-8 models. Along the lines, what you have at your very successful Jo Mackey program or perhaps looking at particularly in the areas of more remote distance where there's not as many students and declining enrollment, looking at opportunities perhaps for different grade configurations there as well.

And then we get to the more challenging ones, the conversations that imply more dramatic change, and we approach this with a sense of empathy. We realize the hallowed ground that school is to each of us as individuals and also to communities at large.

And we don't talk about change willy-nilly and say, "Hey, the computer and the data say that it needs to be this." It really is a data informed but very intentional, empathetic process of conversation with communities.

Paul Mills:

So, when we step into what we're calling trade-up and repurpose scenarios, these are options that are on the table and very candidly and openly sharing all the information and data and what the different opportunities and comparisons of status quo in the future versus a transformed future might look like.

So, I want to preface this next trade-up scenario and what it might look like. So as an example, here you have three schools in close proximity to each other. They're all pretty much old, need a lot of reinvestments in the buildings. However, they are half enrolled, three-quarters enrolled, but the utilization of the buildings is really low due to the declining enrollment that's been experienced in the collection of those schools.

One scenario might be to continue maintaining them as is, which costs operationally as well as capital-wise, a lot of investment into those facilities to serve fewer and fewer kids. But perhaps there's an opportunity to look at maybe three schools that in collection might at the end of the day be two schools that are larger-scaled, providing more teachers per grade cohort, meaning more subjects can be taught, more extracurricular activities, more opportunity for students and collaboration.

And so perhaps one of the three schools is completely replaced, brand-new building. Maybe another one is a little younger but gets renovated and sees some of the imagery that you saw there applied into the older building.

And then the third is repurposed for perhaps higher and better use within the community. Perhaps there's other needs that are out there in partnership with municipalities, with community-based organizations, et cetera. That that asset, that in a way, can be perceived as a liability, financially could be reinvested into something that becomes an asset to the community, to the school district, and most importantly for the lives and futures of students.

The benefits, I described some of them on the previous slide, but more teachers and subjects offered. That's critical. Having scale is very important, particularly as we're talking about secondary grades where we want to have more exploratory opportunities to really explore and discover, "Hey, I'm great at STEM and that's really where I want to go," as opposed to being limited because you didn't have an opportunity to explore languages or explore a discipline that just wasn't offered because of the scale of the school.

Also, by having fewer facilities to invest in, we can do more with the dollars that you have, those precious \$15 billion of need, 3 billion left. If we use them strategically, perhaps you can have more or fewer but more impactful projects and we can get to them faster because there's fewer of them to be done.

And then, of course, the surplus, the assets that you have can bring higher and better use, having space for professional development for your staff, et cetera. All men are really rolling limited by creativity. And that's why through a process like this, we can solicit input from people in the community as to what their priorities are, what their needs are. Maybe there are opportunities for repurposed facilities that end up being a benefit.

Paul Mills:

Now there are challenges. It's easy to say all these words and look at it and explain it, but when you walk the schools and see the blood, sweat, and tears that are put into the buildings every day, empathetically, we can understand it's hard to even imagine a future that's even different from the present day.

And there are challenges. When we talk about perhaps consolidating schools to fewer, there will be some children that are walkers that perhaps now need to be transported to school. That's a fact, right? It's just mathematics and looking at the map, but also just the human aspect of dealing with change.

Change is hard to confront. And going through a process that's iterative, participatory, and data informed gives an opportunity to explore those in a safe space that perhaps we wind up just back with the status quo scenario that we've got. But at least we've done the due diligence to explore for the best interest of students these sorts of change opportunities.

There're preconditions for doing this when we do this type of work. One is that we don't want to just close a school and say, "Guess what? You get to go to another school that's just as old and needs just as much work done to it, but it's further away from home." That's not really a trade up outcome.

But if there's opportunity because of your capital program to look at newer facilities as a trade up scenario and having the scale with all the opportunity and benefits that can bring, that's really what we want as a precondition for this. So better only, do no harm.

Next, these sorts of changes should not be done in a vacuum certainly and through an open process, just as we're contemplating here that this is done with the community and not to the community.

And then this is an important signal here. We're not talking about next year, we're talking about change that is fueled by capital projects, which as you know, takes time to implement.

You have an amazing CIP department here that drives projects to very efficient and it very quickly delivers projects; however, it takes time, it takes a matter of years. And if we're talking about developing a next generation standard for your facilities, getting them designed, getting them built, we're talking about into the next decade when we would be having conversations around when this gets implemented.

And what might become? This is an obvious question, is: okay, if we're going to close XYZ school, what do we do with it? Well, there's all manner of different opportunities here. We have a few, this is not exhaustive. We use this sort of thing as a conversation prompt when we have meetings with stakeholders in the community to look at it in terms of different categories, different uses of the building for district use, perhaps interagency collaborations, working with community-based organizations.

Perhaps it can be sold and then the proceeds from that can be reinvested in the other facilities or even very innovative structures called public-private partnerships where bring in a developer where they have a long-term lease and a financial incentive to bring money to actually get stuff built, but they have revenue streams that pay for it on the back end. But that could lead towards all manner of assets.

Paul Mills:

We do know that it's difficult to recruit. Cost of housing here is really tough. And to attract and retain staff perhaps maybe there's an opportunity for turning over properties to a developer can create staff housing with a set-aside allowance so that you actually have a double bottom line, new or better facilities, as well as opportunities to fix some challenges you have operationally.

And then we want to speak in specifics about those opportunities and options for consolidations trade-ups. But we also acknowledge that it does take a long time and there's potentially a lot of these on the horizon. So, we don't necessarily have to name which of those three schools is the one that is rebuilt, renovated, repurposed, et cetera, among a collection.

But perhaps we just identify that there are some geographical areas where the characteristics are there with the enrollment decline, with capacity, with the conditions of the buildings, with the needs that are in the community to open up a conversation that isn't specific.

We call these long-term trade ups. So, it's kind of a TBD. Maybe there's a collection of four or five schools in close proximity, but it's not going to happen for eight, 10 years. You're going to reassess where things stand when you get closer to the point of implementation. So, we don't want to get people on guard to even not even consider an opportunity that might be a decade into the future.

So, we look at these scenarios exact same as we had with the specific trade-up opportunities. Perhaps we look at it a little more generically and it's like, "Okay, can we get our head around this concept and perhaps channel our resources for the facilities in a prioritized way until the point of implementing a trade-up scenario?"

So that gets to the point of where we're heading from here. As Brandon was alluding, we're working with staff and members of the planning group to finalize the draft options that we're going to bring forward to you perhaps as soon as November.

But these draft options would be laying out not just the categories like I've just described to you, but rather the specifics, right? One of the pieces of material that's in front...

Oh, I'm sorry, I jumped ahead... But this would be succeeded by open invitation community engagements. And we envision that this happening in two phases, probably early of the new calendar year, that preliminary options be shared with the community. And this would be done as a first round of communication to make sure everyone has the opportunity to hear about it, but without the survey open yet.

This is the opportunity for listening and to perhaps even great ideas of the community that the planning group has not thought of. And maybe we can edit these things before we bring a final slate of draft options to the community a little bit later, February-March timeframe, in which point we would have a survey open so that we can solicit input and measure and track and make sure we have targeted outreach to different communities underrepresented, so we can get the clear composite perspective of

Paul Mills:

your communities into their preferences around option A, status quo; option B, grade reconfiguration; option C, trade-up scenario; option D, fill in the blank here. I'm making these up as far as specifics, but I can give you a flavor what it looks like and feels like, right?

What to expect: I have pictures of this sort of thing with multilingual supports at every meeting, but also having some very specific areas where the monolingual and Spanish for those that prefer and feel more comfortable sharing their ideas in native Spanish language.

And we have plenty of members on our team to support that function, and it'll have a thorough explanation what the draft options are. Big foldouts that have all of them laid out graphically and side-by-side comparatives of the benefits and challenges associated with each.

And it's not centered around an open mic night scenario, but it's more about small group discussion. So, people have the opportunity to share ideas and perhaps think of alternatives or maybe wordsmithing that can be done to the options.

We'll also use technologies like anonymous live polling so that perhaps those that feel inhibited sharing vocally, perhaps they have the opportunity to share with electronically, anonymously in the moment. And those can create some wonderful opportunities to spark new ideas that maybe you just wouldn't have heard had we not created that space.

And then, of course, having the second of our community surveys out there so that everyone has the opportunity to understand the implications as well as to express their preferences.

We understand this is a lot. It's complex. There's so many schools, so many different data sets. These options are about a future that can be anxiety-driving. So, we want to make this as accessible as possible. So, all these surveys will have with multilingual streamable videos that can be played, rewound, listened to again, shared, converse with friends, pause, yell at the kids, restart, et cetera.

But the opportunity for people to not just kind of look at a daunting slate of questions and answer to the best ability or get frustrated and not answer, but really, we want to create the space where people feel comfortable expressing their preferences, which gets to the toolkit I was mentioning earlier as one of the posted documents as well when I presented to you in late spring.

We shared all manner of the high-level details of the data. And what you see here is a breakdown by 24 we call them planning areas, but these are things that were not a composite of your high school boundaries or anything that's pre-existing. It was our planner way of looking at the natural boundaries that are baked into your social infrastructure, all those major highways, valleys.

Barriers that exist out there are ways for long-term planning. We want to make sure if we filter down to a specific unit, we can look at the collection of schools and see how they stand up with capacity utilization, with the condition, with the sorts of programs that are offered.



Paul Mills:

And that's the way this thing is structured for accessibility so that people have the opportunity to really understand, "Okay, northwest to, what does that mean? I had never heard of it before."

We have the icons and names of the high schools that sit within those boundaries. Now, it's not contiguous with their attendance boundaries. So, it's not an exact one-to-one science, but it's at least a way to help navigate people to the areas and be able to, in this thick book, find what's specific to them. And importantly, they can navigate our survey and provide their specific interests in their schools. All right?

So, on the left-hand side, you can see a sample page from the report here, and it just has all manner of enrollment data as well as the condition and adequacy benchmarks that are in there.

We look at the trend and in migration out migration of students between schools and all of this adds up to, it's not a formulaic... Data-driven is a term that I don't like to use. I really prefer data-informed, that we have all manner of information sitting down with a bunch of well-intended people in the DPG and shout out to members of the stakeholder advisory group liaisons.

We had a student adult member participate from each of the five and even had a panel with the students to share their perspectives that really helped inform the sorts of draft option criteria that we'll be bringing to you shortly.

On the left-hand side is, or excuse me, right-hand side, it's kind of a preview, future tense, what it might look like. It's just like the pronounce we're going to have on the table with the community members, but there's also a booklet where people can go through and see in each of the 24 planning areas that there's a slate of options for every grade configuration level.

So do the math, that's a lot of pages and a lot of content to take in. So, we've got a structured, normalized way to be able to present it and have people understand it. So, imagine a case where option A means status quo. It does not mean do nothing, but it means don't change anything structurally to the number of schools, the grade configurations, or programs, but it's more about taking care of the buildings.

You have a lot of areas where that's going to be the only option and the certain outcome is just taking care of the buildings, because you have newer facilities and change really isn't on the horizon. However, in many areas there are opportunities that we'll put out in options B, C, and on the way, but we always like to present to the community the opportunity with a blank column.

It's like, "Look, these are draft options. This is an iterative process. We need to hear from you," and we have people have agency and opportunity to share their ideas that might be alternatives to options that are presented. Does that make sense?

And finally, all of this information is stored on the FMP portion of CCSD.net and it has all manner of access to the dashboarding and data information, documents posted, and calendar events that are future

Paul Mills:

forward. That concludes the presentation part of this. We'd love to entertain any sorts of questions you might have.

Trustee Bustamante Adams:

Mr. McLaughlin, do you have anything you want to add before we turn to questions?

Brandon McLaughlin:

Nope.

Trustee Bustamante Adams:

Okay. So, I will ask trustees to start. Like I said, we're going to alternate between us and the committee, but before I open it up to trustee questions, Trustee Stevens as the member representative of this group, would you like to say anything?

Trustee Stevens:

Not really. Just proud of the team. This is a huge document. There's a lot of information in here. I went through the master plan update. It's not quite a plan yet. It's a lot of data.

So far, there's still a lot of steps that we're doing in terms of getting feedback from the community, but I think we're off to a really good start with all the information that we have and appreciate all the hard work that everybody's put into this. It's awesome, and appreciate the Bond Oversight Committee for being here and being so involved and committed to this. So, I think we're on the right track with all this. It's great. Thank you.

Trustee Bustamante Adams:

Thank you. Trustee Esparza-Stoffregan as our member representative on the Oversight Panel for School Facilities, I would like to ask if you'd like to say anything.

Trustee Esparza-Stoffregan:

No, I'll reserve my questions, but thank you.

Trustee Bustamante Adams:

Thank you. So, trustees, if there's not any questions, I'm going to turn it over to Chair Blackman Taylor. Trustee Dominguez, actually.

Trustee Dominguez:

Trustees [inaudible 01:01:35] questions.

Trustee Bustamante Adams:

Yes, this is... We're going to alternate. So, I see Trustee Dominguez, I also see Trustee Esparza-Stoffregan, but I'll take Trustee Dominguez first and then others and then we'll alternate. So, Trustee Dominguez, please go ahead.

Trustee Dominguez:

Thank you, Madam President. This is awesome. This is great. I love this collaboration. Finally, we have, with AZAC... Being on AZAC for the last few years, it's great to finally have the Bond Oversight Committee collaborating with AZAC.

So, my question was slide 30. When we are looking at where we are in the action plan here, for the stake advisory groups, I see they're going to be starting in November. Ooh, and that's not my phone by the way. My question is more towards where we are in the process and where... I don't know if we're having technical difficulties.

Trustee Bustamante Adams:

One moment. We're having technical difficulties. Just hold on. I don't want to keep interrupting you. Okay, please go ahead.

Trustee Dominguez:

So, I was wondering where we are in the planning. So, if we are in the stakeholder advisory groups, who is that formed of? Who is the stake advisory group meetings? I know we have the district planning group here, but I was wondering who the SAG is?

Brandon McLaughlin:

Brandon McLaughlin for the record. So, if we go to slide five, we walk through the composition of those. Those are students, parents, teachers, principals, community representatives, and how those were nominated was in each of those planning areas, the principals were allocated a nomination of a community member they feel best represents their school community. So, it was appointees of the principals that formed this group. Not saying it's principals only, but they were designees appointed by the principals in those communities.

Trustee Dominguez:

Okay. Do we have every role filled or every position filled?

Brandon McLaughlin:

I believe we do.

Trustee Dominguez:

And how often do they meet?

Paul Mills:

A sequence of four different meetings that we've, and we've had two of those.

Trustee Dominguez:

Great. And so, when we're going forward towards into January and March to the community forums, do we already have... Because I know we have the data and we're collecting now data from the community,

Trustee Dominguez:

do we already have the option basis? Because I know we went through all the options, but per school, do we already have those laid out per school or is it just open-ended?

Brandon McLaughlin:

Brandon McLaughlin for the record, those have been developed, but they've also been continuing to be workshopped by the district planning group and working through with executive leadership of the district. So those will be coming at a future meeting.

Trustee Dominguez:

Yeah. Great. And then I guess another thing that I noticed too during the community engagement meetings was the breakout sessions. Maybe we need to find a balance because I noticed a lot of people had the same questions, but now they were all split up into different meetings.

And so even though they were asking almost verbatim the same question, they were in different groups now and everybody was getting a different answer. So, have we looked at how we can maybe do a group questionnaire opening and then maybe break out into sessions or how we can make sure we're giving everybody the same information?

Brandon McLaughlin:

Yeah, Brandon McLaughlin for the record. That's something we can explore as we prime what those activities are in the spring engagement. I don't think anything's locked in, but that's something we can raise awareness to. We'll try to address it.

Trustee Dominguez:

Thank you. As we move forward, how do you see... I'm so sorry. My last question.

Trustee Bustamante Adams:

This will be the last one and then I'll switch to other people. But go ahead.

Trustee Dominguez:

I promise. As we move forward, how do you see AZAC and the Bond Oversight collaborating together?

Brandon McLaughlin:

Brandon McLaughlin for the record. There are two board committees that I facilitate and support on behalf of the district for you guys. So, I see them continuing to merge quite a bit.

I think option on the table two, which is attendance zoning, that doesn't happen as a result of this. It happens as a result of them assisting you guys to take action. So, they'll continue to do that. And then the Bond Oversight of how we allocate our dollars, they'll continue to recommend how those dollars are spent across the other options on the table there.

Brandon McLaughlin:

So, they're complimentary. I would love for some joint opportunities for them into the future, and that's all really I can commit to at this point. But there is abundant opportunities for them to continue to collaborate.

Trustee Dominguez:

Awesome. Thank you.

Trustee Bustamante Adams:

Thank you. Chair Blackman.

Jeana Blackman Taylor:

Thank you. Nakia Jackson-Hale, member.

Nakia Jackson-Hale:

Nakia Jackson-Hale for the record, and it's more of a comment so for our partners from Cannon. I just want to make sure as we move into this next round of community forums and participation that we really think collaboratively about it. So, including our SOTs, our PTAs, making sure that those forums at the locations that they're at, whether it's Spanish, English appropriate, so that we can maximize the participation.

So, looking at also the times maybe that those sessions are offered for the demographics that are in those areas because I know that we didn't have the greatest attendance the first time around that we did these. And then also maybe if we can post the full schedule of all of the forums so that people can see it and then make a choice of whether and when they can participate for those, I think that would be helpful.

So, I think we're going to need a lot of collaboration from the district on the communication side so that we're really spreading the word far and wide so that we have a better participation this time.

And then just my second comment from experience, we talked about the different options for the schools and I just kind of want to speak to the renovation part of it. I worked closely with the board and Brandon on Lundy, and Lundy came in at over \$9 million and we built a new school for probably six and a half million. So sometimes the renovation option is not always the best; building, new might be. So that's just something to keep in mind too as we move forward. Thank you.

Jeana Blackman Taylor:

Thank you. Back to you.

Trustee Bustamante Adams:

Okay. Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

Thank you. Maybe not. Thank you so much for the presentation. I've been just waiting for this. I want to thank Cannon Design because I see that you did make some changes and addressing that the future

Trustee Esparza-Stoffregan:

meetings will meet the needs of the communities that they're in. So, for example, you're making sure that we will have translation in parts of our community that are more representative of me needing that assistance. So, thank you for that.

I do want to reference just because I'm that person on record that anyone that's interested can go to the dashboard. It is in the presentation, but those that might be listening, at [fmp.ccsd.net](http://fmp.ccsd.net), and I am actually looking at the dashboard right now where it breaks it down by each school.

It kind of gives you the facility's age, it talks about some other data points. It's very fascinating to see. And I would encourage anyone and everyone out there to please go there now prior to going to a meeting, not just for your school, but maybe even for a feeder alignment, looking at elementary, middle, and high. Okay, here are my questions. It's a three parter President Bustamante Adams.

Trustee Bustamante Adams:

Go ahead.

Trustee Esparza-Stoffregan:

I believe Trustee Dominguez had-

Trustee Bustamante Adams:

Yes.

Trustee Esparza-Stoffregan:

... three questions.

Trustee Bustamante Adams:

Go ahead.

Trustee Esparza-Stoffregan:

Here we go. So, we are excited because Trustee Cavazos and I hosted the second community engagement meeting last night and facilities did come up. And one of the questions, and you guys alluded to, it is the slide for repurposing.

In the future, are we having conversations now with some of our partners, potential future partners, municipality and such to explain to them that there are possibilities? And I'm just trying to think forward-thinking. I love the suggestions on that slide of looking at options, right? So, I'll stop at that question.

Brandon McLaughlin:

So, Brandon McLaughlin for the record. Yes, we have primed our municipal partners in particular that there is opportunities and they can start thinking of some of those options.

Brandon McLaughlin:

Now, is the time to have those discussions, not down the road necessarily. So yeah, they're aware of it and they're actually... Some of their staff members are part of various groups throughout the process.

Trustee Esparza-Stoffregan:

Thank you for that. I appreciate that. Just like we're tonight, having everyone hear this at the same time is so crucial and it makes it more efficient with everyone's time. The second part too, and I wanted to say a community member asked it last night, they were asking specifically about...

I mean I'm going to frame it in a way that it's a little bit broader. They were asking specifically about solar, but I'm asking more about efficiency and savings, utilizing green energy. So, are we looking at all of those aspects and options with that and what is the sustainability for that potential option?

Brandon McLaughlin:

Brandon McLaughlin for the record. Yes, we are doing solar. That's been an issue or an initiative we've been addressing since about 2022. All the new construction stuff that's been coming on has had solar.

I think that's one of a portfolio of sustainable features we can point to that we've talked about here at this dais and table. You guys approved over a hundred million dollars for lighting retrofit. We're already seeing payback savings on those and that was framed and state charter procured through an operational cost savings efficiency procurement method. And that's already paying back... Our electricity savings is going down to that.

Also, you see some of our zero escape conversion projects, we're already seeing water reductions and the two and a half to \$5 million range already, depending upon what that feature is. But we've been seeing those since 2021 and we started doing some of those results of those projects. So yes, operational efficiency is baked into this inherently because that's what we have to do.

Trustee Esparza-Stoffregan:

Thank you. And then my final question. You mentioned one of the challenges is transportation. So, as we're moving forward and thinking about what we might redesign or consider, I'm just wondering when are they going to be a part of the conversation?

Brandon McLaughlin:

Brandon McLaughlin for the record. So, they have been a part of the conversation, but if you look... The closest example I can give is, there's a phenomenal individual staff member that's on Attendance Zone Advisory Commission. He's a staff member that supports and he gets down to the nickel of the transportation impact on any certain zoning address.

And at one point we do intend for him to, when we get to those draft options, be able to have that degree of precision. Where are we trading operational dollars of running this school for this cost versus the increased transportation costs? What are those differences? And that's where we hope to get to as the options start to roll out.

Trustee Esparza-Stoffregan:

Thank you for all of that. My questions are done. Here's my comment. We want to offer... I know that our attendance was well attended last night, and I think the difference was the communication with municipality of Henderson and they really promoted and we are willing to do that. And I think all municipalities would be willing. I think we would have a higher range if we involve them to get it out sooner. Thank you.

Trustee Bustamante Adams:

Thank you so much. Chairman Blackman.

Jeana Blackman Taylor:

Thank you so much. Member Williams.

Yvette Williams:

Thank you, Madam Chair and Madam President.

I am the community outreach liaison person for Bond Oversight Committee. And so, this is an issue very concerning around what our plan is to make sure... And I love the suggestion of having the municipalities help, but in that point, I guess, what I'd like to learn a little bit more about is how the subcontractors that are hired to do that, that outreach, what is their plan to build capacity for these meetings? Still haven't really gotten a grasp on understanding how we're outreaching.

My other concern around opportunities for community participation is having one meeting, say for example, in an area like Historic West Side or on the east side where there may be barriers to transportation or access to transportation is going to really impact the participation. And so, I think there needs to be more than just a location.

Going to Spring Valley, for example, Spring Valley's population is as large as the city of Henderson. And so, to have one location when Spring Valley is so spread out, I think is a disservice to that community and may be impacting why people aren't showing. So, I just wanted to bring your attention to that. And then I wanted to...

And this'll be no surprise to my fellow members on the Bond Oversight Committee, when we're looking at a plan, a master plan, one of the things that we have or I've been talking about for some time, is looking into the possibility, the financial savings of actually changing our CTAs into regional hubs to better serve more students, including after hours.

Because a lot of our CTAs are sitting empty and a lot of the CTAs are only serving a couple of thousand kids when we could be serving 6, 7,000 kids in those CTAs. So that's something that I would love for our consultant to put on the table, as well to look at that as an option so that more kids are able to earn their CCR diploma and be prepared for the workforce, and provide more equity around access to these kinds of opportunities.



Yvette Williams:

We know that there's limited access to vocational and technical instructors, so there is no way we're going to be able to provide the kind of instruction to prepare them for the workforce in our schools. We need to look at how we can better serve that. I know it will be an increase to our transportation costs, but I would love for a consultant to give us an opinion on that and at least look at that as an option. And then lastly... I folded my pages over so I wouldn't... Hold up folks. Brandon, you want to help me?

Brandon McLaughlin:  
[inaudible 01:17:23]

Yvette Williams:  
Here it is. Let's see.

Brandon McLaughlin:  
Which page number?

Yvette Williams:  
No, I folded it over. Hold on. Oh, Brandon, help me. Okay, let's see.

Brandon McLaughlin:  
You're doing good.

Yvette Williams:  
Oh, going back to slide seven of 35. When we're talking about the option of the CTAs, we're looking at... We know that the community feedback was all around guiding principles service foundation on which FMP is built.

And when we look at the possibility of using the CTAs as hubs where the schools in that area are taking buses over to take their career and technical education courses of their choice and then bus back to their school, that would impact expanded choice, universal access, educational innovation, and opportunity trade-up. So, I just want to put that out there to my trustees as well, that I think we're missing a real opportunity if we don't consider that as an option. Thank you.

Jeana Blackman Taylor:  
Thank you, Member Williams.

Trustee Bustamante Adams:  
Thank you. Trustee Cavazos.

Trustee Cavazos:  
Thank you, Madam President. And I will concur with my colleagues that is so good to see all of our board, Bond Oversight Committee, positions filled. I know Brandon smile at me because I was a real pain as far

Trustee Cavazos:

as recruiting, and I want to thank all of the board members that are here today that responded to that plea.

So going on with this, more thanks to Trustee Esparza-Stoffregan for taking a couple of my questions from our meeting last night. But we work as a team and so the questions on repurposing and on transportation have been answered.

So, I wanted to go to slide 16, page 16, where we have expansion of choice. And you did speak briefly on that, Mr. Mills, and thank you for the detailed presentation. Building on success, providing families new alternatives and delivering choices on par with charters. Could you expand a little bit on specifically what we're referring to on par with charters?

Paul Mills:

Paul Mills, Cannon Design. Thank you for the question. It's about being able to create different choices. You do have a choice by policy here within the district, but expanding those choices that might be more proximate to schools to be able to create different grade configuration, different themes, different educational programs and pathways, that might not exist currently.

Trustee Cavazos:

Okay. So basically, being able to take the temperature or look and see what maybe we're not offering that's being offered in the charters and be able to make that more equitable, is what we're talking about?

Paul Mills:

Precisely.

Trustee Cavazos:

Okay. Thank you so much for that. Can I... Madam President, yeah, since she already had those answered, I'll just make this as brief as possible.

On page 20, if we could look at that for a moment. And we're talking about the conversion concept here, classrooms resource, restrooms, learning hub, display wall roll-up door. I had some questions from my colleague, Trustee Dominguez's district that had to do... where they had looked at this and asked if this was something that had had anything to do with the way that the new Indian Springs School was being planned where they were going to have multipurpose functions and activities taking part in one room. That's how they worded it to me, Brandon. So, I'm just saying I wanted to find out for them.

Brandon McLaughlin:

Brandon McLaughlin for the record. This slide has nothing to do with Indian Springs, but I will say this thought process where we provide the spaces that are most applicable for today's learners is on the table for any district project. So yes and, is this [inaudible 01:21:19].

Trustee Cavazos:

Yes. Okay. And I didn't think that it specifically had anything to do with Indian Springs, but I promised them that I would ask. And my last question is on slide 22 and I had a couple of questions and people always wait until the day of, after they had a couple of days that it's been posted.

On the grade reconfiguration, this is something that's been out there for a bit. I was doing a little bit of research on other districts. Do we have any at present comparative analysis of how this has worked in other districts as far as any student achievement outcomes?

Brandon McLaughlin:

Brandon McLaughlin for the record. I don't have that at my fingertips. I'm merely an operational guy, but I know the resources in the district that would be able to research that and we can present it at a later date.

Trustee Cavazos:

Okay, thank you. And that again was a constituent question from an educator, so I thank you for that. I think that's all I had except for wanting to give you guys' praise on page 27 for that, having to do with the repurposing for the partners. Very excited about that and I think we're really going in the right direction there. Thanks so much.

Trustee Bustamante Adams:

Thank you so much. Chairman Blackman.

Jeana Blackman Taylor:

Thank you. And may I have member Jessica Allen.

Jessica Allen:

Hello. So, a couple of the things that I had noted have been mentioned already. Ms. Jackson and Ms. Williams both mentioned concerns about saturation of data from community engagement, making sure that there's a threshold that we're going to meet and not just taking the bare minimum so that we can push forward with plans that we think are best from an administrative perspective. So that's still a concern, because that was something that we deeply or discussed at length in previous Bond Oversight meetings.

And I would just like to note that SOT meetings have low attendance as well. A lot of these outreach meetings have low attendance. We have to figure out something more creative than what we're already doing if we actually want to hear from people.

And then my other question or concern kind of had to do more with, are we talking to teachers about some of these suggestions in terms of the layouts and all that? Because in theory, that sounds great, but as someone who has experience working for CCSD, I know that oftentimes we have these creative ideas that we think would be for the best interest of students, but we don't think about our teacher or faculty and staff buy-in.

Jessica Allen:

And I think that's super important if we're talking about changing the way that we're operating inside of schools. Not saying it's a bad thing, I think it sounds really exciting and possibilities are always great, but we want to preserve our assets in terms of our teaching faculty as well.

And we already know that working conditions are not ideal right now in terms of how teachers feel about behavior and things. And I think that that's something that we need to keep in mind and everything we're doing and what teachers might be interested in needing.

And again, also just wondering what data says about grade band changes in terms of consolidating grades in schools and things. We just really have to make sure that we're actually hearing from the people that are going to be taking on these changes. So that's what my main concerns are. So, thank you.

Jeana Blackman Taylor:

Thank you, Member Allen. Back to you President.

Trustee Bustamante Adams:

Great. Thank you. Vice President Zamora?

Trustee Zamora:

Thank you, Madam President. My first question is a little bit about outreach and it seems like a lot of folks have covered it, but I kind of want to go a little bit deeper. So, one thing that I'm hearing a lot is that we have families who pull their kids out for K through eight. And then when it's time for high school, they kind of bring them back in. Have we figured out or thought about how we can possibly talk to those parents with the younger kids? Because I think that will really affect the data for high school students.

If we have a big group of people going to charter or private or at home and then in high school, it's kind of unexpected numbers, I think that would kind of say a lot for how we plan in the future. So, I guess that was a comment, not a question. The other... Or unless you all might have an answer, yes, no?

The other part was data. So, I know we're past the data part, but I know there's some laws that have changed. For example, open enrollment. I know it's very similar to COSA, but there's some differences to it. Do you think that there's going to be any data that changes with new open enrollment laws coming in?

Brandon McLaughlin:

Brandon McLaughlin for the record. I'll say yes, AB533 will change the capacity figures because it clearly stipulates how we count capacity. But in lieu of confusing the process, we're not there yet, but we will see when we can roll that into it, made it all numerically go down consistently. So, it won't change the recommendation of anything I believe, but it will have impact, for sure.

Trustee Zamora:

Okay. And I think that's all I had. Thank you.

Trustee Bustamante Adams:  
Thank you. Chairman Blackman.

Jeana Blackman Taylor:  
Thank you, President. And then we have member Walter Jones.

Walter Jones:  
Good afternoon. Good afternoon, trustees, superintendent. So, a couple of questions I have. I notice in here that you said you talked about rezoning and every time it comes to rezoning it hurts our area, District C. Our kids are not walking to school like they used to, there've been bused.

Schools that have been re-modified is turned into schools where the kids that live in our area are not allowed to go there anymore. So, I want to make sure when you talk about rezoning, we need to start making it where our kids quit being bused from our area where it's taking them 40, 50 minutes a day from school, back home. So now we need to find out a way.

Then when you say that you're getting data, are you getting data from local schools or you're just pulling up data? We need to start looking at what we have locally for Nevada for local data.

Then we also need to find out a way, the best way to start making it to where... Things that we don't have in our District C, we never had a high school. We finally got a middle school. When they done West Prep school, then Agassi came in from K to 12. Mr. Johnson, was it K to 12?

So now we've got to look at a way where we have residents that's not happy with our district because it's not schools that's adequate for our district. So everywhere that they're going there, they're getting bused or now they're going off to charter schools. So now that's eliminating the schools that we have and the things that we have in our district. So, I would like to see if we can look more into that.

And even on the remodels, when we're doing remodels in the school... We just did... The last school you guys just remodeled was Mabel Hoggard.

So, we still have Kit Carson, I think we got... Matt Kelly is in the progress, right? That's coming up. And Tobler, it's going to be named Tobler. I'm sorry. So, if we can find a way to see where we can start keeping our kids in the neighborhood and in the community, other than being bused out for 45, 50 minutes a day... That's to and from. You talk about an hour and 10 minutes.

I know because I'm a product of the school district. I got bused from Valley View to Woodbury and that was before the freeway was built. So, I mean, I'm not old, but I'm just saying. Appreciate you guys' time. Thank you.

Jeana Blackman Taylor:  
Thank you, Member Jones. President Bustamante Adams.

Trustee Bustamante Adams:  
Mr. McLaughlin, do you want to respond?

Brandon McLaughlin:  
Yeah, the only thing I wanted to clarify within that, the data that's included in here is a hundred percent Clark County residents based upon survey data. That's the adequacies that you see, that's the people directly living here in Nevada. And all the data you see in the toolkit is a hundred percent our schools, nowhere else. So just wanted to clarify that.

Trustee Bustamante Adams:  
Thank you so much Trustee Satory?

Trustee Satory:  
Thank you very much. Thank you for the presentation, and my apologies for my disruption. My seven-year-old was missing. So anyway, she's been located so all as well, so I was in a bit of a panic there as well. So, my apologies.

And the member prior to me did hit it on the head of one of the questions I had, was about the staff input as well of what are the ways... In addition to just asking our staff to attend meetings or attend surveys, we thought about, because the staff is the ones who see how the kids are interacting, they hear the feedback year after year from the kids, from the families as well, so I want to make sure we're getting their voice.

My thought was of going to those schools, particularly the ones that are going to be the most impacted and the most movement of staff meetings before or after school, to going to them to just ensure that instead of asking them to come after the day, those types of things when they're tired, to just make sure that we get as much staff input from our campuses as possible.

Brandon McLaughlin:  
Yeah. Brandon McLaughlin for the record. That's a great emphasis that the member made and so I think we'll find a way to deliberately have more teacher voice within this. I think that's maybe a voice that's missing within some of this.

There's administrators and others that have been teachers, but not necessarily building classroom teachers in any of the work we're highlighting here today. So that's an area we can find to as we roll the options out at a later date.

Trustee Satory:  
Okay, thank you.

Brandon McLaughlin:  
Yeah, the SAGs. Yeah, so there's limited but not like a teacher specific pipeline is what I'm hearing. Yeah.

Trustee Bustamante Adams:  
Thank you. Chairman Blackman.

Jeana Blackman Taylor:  
Thank you. We had Member Williams for a quick follow up.

Yvette Williams:  
Walter got me thinking. So, going to my colleagues' remarks regarding the historical West Side and the bussing, so my question then would be: then on this advisory committee who is on that committee representing that community? Because a lot of them are being bused over to my neighborhood in Spring Valley and in my neighborhood most of those parents are white, but you have a large black population being bused.

Who's on that advisory council committee representing that community, that student population? Which then makes me question, does minority voice... how is their voice being weighed in these decisions?

Because if an administrator is saying, "I'm going to pick those who best represent the community or the neighborhood," you're leaving out that minority voice. And so, then that really makes me feel like certain student groups and families' voices being left out and not being represented in what their needs are. Thank you. I don't know if you want to answer me or not, but...

Brandon McLaughlin:  
No. Brandon McLaughlin for the record. I'll invite Mr. Mills to walk through who the intended participants are in the community forums.

Paul Mills:  
Thank you. Paul Mills, Cannon Design. There's a lot of intentionality put into the design of nominating and soliciting volunteers to participate on the SAGs. We first wanted geographical diversity, first and foremost, but we had kind of a big grid.

And maybe at the risk of sounding like we were checking boxes, but we were checking heads and making sure that we had different perspectives at the table and related to all manner of diversity, whether it's racial, whether it's interest in specific grade levels, interest in specific content areas, extracurriculars, et cetera. So, we did have a lot of rigor put into how we solicited input for nominations on the SAGs.

Brandon McLaughlin:  
I want to make sure we clarify the difference between... Stakeholder advisory groups are the nominees by the principals. The community forums are open to anyone in the community, whether it's your community or not, they're open to anyone that shows up that morning or that afternoon.

Trustee Bustamante Adams:  
Thank you.

Jeana Blackman Taylor:  
Thank you. Back to you.

Trustee Bustamante Adams:  
Okay, Trustee Stevens?

Trustee Stevens:  
Hello. So, if you look at page 27, I kind of wanted to hear from you guys like a little discussion on this. When we talk about repurpose facilities, I see the idea of district use. Super cool, love that.

But then when we start to scroll down and we see maybe community-based organizations, direct sale, okay, that's fine, or public private partnership, there's a part of me that's like, "Yes, let's do this," but there's another part of me that gets a little concerned over the idea that CCSD would become like a landlord or a commercial property manager. And so obviously that's not our role, that's not our specialty. So, when you start making these types of proposals, how do you look at that?

Brandon McLaughlin:  
Brandon McLaughlin for the record. It's going to be a case by case. I mean, you have to put your best developer hat on any of this. It's, where does something like that make sense? But also, do we have capacity as a district and is it congruent with what we as a district want to be offering?

We wouldn't offer something that's incongruent, right? We don't want us to be supporting and having to manage that, but it's going to be case by case, and I say that... I can think of another example from our partners in the north where they're just now going through this where they're small pilots of other social services along with their internal district teams utilizing a now vacant elementary school and it's been successful. That's one.

But I venture to guess our counterparts if there are not interested in property management either. And so, we can solicit some of the feedback of how is it going and what are some landmines to avoid.

Trustee Stevens:  
Okay. Again, I love the ideas. It's just that there's unintended consequences sometimes when we try to do really cool things, and in this case, I start to think about the money. So, the school district is funded by tax dollars for education and we follow it per pupil. So obviously we want that money to the students. Would the school district then utilize any funding to support programs that are maybe partnered with these community organizations? Or are we just providing the facility and letting those...

I know I'm getting in the weeds and I'm sorry. I just want to have this discussion as we are looking at this and thinking about what this could look like and being fiscally responsible. Would we just be providing facility and then that organization comes in and they spend the funds that... like with the county or whatnot in that case, social service or whatnot?



Brandon McLaughlin:

Yeah, it's going to be contextual to each deal, call it. But really, if the kid isn't there, the dollars aren't funding to that school, and so you'd start to weigh like, "Yes, do we have to use district dollars on it? But we're going to..."

I mean, you think of the real estate investment within any property we have, right? There's a minimum cost to operate a school, whether two kids are there or whether a thousand kids are there. And then we get more scaled as more kids attend that school. You can be more efficient with that. And so that's where, yeah, we might be spending...

This is a way understated value, but say we spend a hundred dollars to maintain a school site. While one of our partners utilizes the space within it, that's still better than us having to spend a hundred thousand dollars to equip it for a hundred students to be there.

Trustee Stevens:

Okay.

Brandon McLaughlin:

So, it's going to be contextual upon each and then it depends on who the partner is, what level of rigor they're executing within our school building, and what we arrange as that arrangement with them.

Trustee Stevens:

Okay. All right. Thank you.

Trustee Bustamante Adams:

Thank you. Chair Blackman?

Jeana Blackman Taylor:

Thank you. I'll be turning it over to our first vice chair.

Chris Giunchigliani:

Thank you. I have two sets of questions, maybe more. One just on the communication that everybody's been touching on. I see Spanish and English, but principals should know whether or not they need Tagala, whether or not they need Mandarin. There's other languages that need to be accommodated. I would say for those of us that are ancient, maybe we go back to look at Bob... When Superintendent Wentz was hired and... Jhone were you here when we did the master plan 2000?

Jhone Ebert:

[inaudible 01:38:45]

Chris Giunchigliani:

Okay. There was a wonderful model. The outreach was phenomenal in this valley. I had not witnessed it as a school teacher myself, let alone... They did businesses. They actually went on site of campuses and

Chris Giunchigliani:

did a presentation during their helps hall. There's just different things because we're a 24-hour town and it just makes it very difficult for families in the long run. So, I just throw that out there. There may be something still on the books on how they went out and outreached and what that programming was because it was very well attended.

I would say that in the rural areas some of the conversations might be different for what their needs may be. Mesquite may need something completely different than what we're looking at in your repurposed facility thing. So hopefully that kind of conversation's occurring within that.

I just want to clarify. The enrollment decline is really due to birth rate changes and that's internationally, I believe, going on right now. So, we're just going to have to look at how our facilities are used, maintained, and I do think repurposed.

I think Parks and Rec could always be a partner, senior citizen services instead of the county building something, then there could be use that's there. Now, that may not always be your school day.

I'm kind of crazy this way. I've been saying this for years. We are a 24-hour town. Part of what we ought to look at is double scheduling or double shifts. Not saying four shifts or early bird and all that, but really looking at how your facility...

Because some parents never get to see their children in the morning because they're on an early shift. Maybe if there was a way to use your facility and have staggered early, later in the day, and then overlapping for early birds and tutoring and other programming that could come in. Just something down the road that we might want to entertain thinking about.

As you look at the school start times, I try that legislation at '93, '95, '97, '99. Maybe this year it'll happen. But that said, you have to look at what benefits that family and that child. And some are not morning kids and some kids are. And so just looking at facility usage in that part of it.

I would say programming-wise, as you look at, don't go back to the old school days when we had the open... We didn't have them here, but they did in Kansas and a few places where I taught, where they had the open classroom concept, it was crazy.

But there can be pullout programming that comes in that you can do multi-purpose uses within that facility. And I think programming-wise, as you look at possibly repurposing in some areas, make sure you do the Pre-K component. But why are we not reincorporating, I call it, the trade studies.

Go back to some shop and Home EC for some kids because they may not even know what they could ask for that's really needed for that particular neighborhood or family. And so, if you look at that, as you're looking at your programming, I agree with what Yvette said, you don't need any more gazillion dollar magnet schools, use those facilities in a different way to hub them out or to bring kids in and out or

Chris Giunchigliani:

parents or unions. You can do an apprenticeship program on some of these campuses that could be in conjunction with individuals.

I would say that on the privatization you need to be very careful and I think Trustee Stevens is correct. I think NRS 393 still has language that you cannot do certain things. So maybe that's just a refresher course that maybe people might want to take a look at, is what's already prohibited so you don't go down that path and get into a whole mix of getting into an argument about that part of it.

And then, let's see, shifts. Oh, childcare. Childcare is probably the biggest impediment. I also tried this in the '90s. We may look at... As you look at repurposing, there may be a component or a way to co-locate childcare facilities on your campuses, especially before you get rid of portables. That could be a component that's there.

You can do a training program for youth that want to go into the childcare field. So, let's not forget that that's the biggest hindrance to parents and kids and faculty and support personnel and everybody else's having that access. That to me should be a programming area that could be considered down the road. So, I just throw that out there. Thank you.

Jeana Blackman Taylor:

Thank you, first vice chair. President Bustamante Adams.

Trustee Bustamante Adams:

Thank you. Trustee Johnson?

Trustee Johnson:

Thanks, [inaudible]. I really appreciate just the innovative thinking to put a variety of options on the table. It is really helpful to be able to see we are not going to be constrained by traditional thinking, so that's always really helpful.

And then the other part I think you mentioned, somebody mentioned, is there a way to think about what K-8 does and how we have a balloon in high school? There are certain... I was just in a district yesterday and they were saying how they have similar problems. So that's not a unique thing and I think there are ways that we can figure out how to navigate through that. That's, not that it's common but it's not significantly uncommon.

But I had a couple questions I was hoping that you can... They are quick. The first is on the data sheet, are those data points weighted equally in the document? So, for example, when you have the five-year growth and then the growth percentages, are those all equally weighted? So, when you are coming out with a score, every single one has the same level of weight or is one thing more important than another?

Brandon McLaughlin:

Brandon McLaughlin for the record. I'll invite Paul Mills and Rick Baldwin to elaborate.

Paul Mills:

I'll take the first round. Paul Mills with Cannon. When we aggregate data for anything that's related to the facilities, we weight it by square feet.

Trustee Johnson:

Okay.

Paul Mills:

So, we're looking at facility condition. A larger building that's in worse condition averaged out with a smaller building that's in great condition will be closer to that larger building.

Trustee Johnson:

Okay. So, there is a weight to it. So, it's not-

Paul Mills:

Well, that's specific to building sorts of things. When we're talking about student enrollment and capacities, that's an aggregation. A seat is a seat regardless of where it is. It's not weighted to where a larger school's seat has more prevalence over a seat in another school.

Trustee Johnson:

All right, that's helpful. And then when we're thinking about the plan, and I just talked about the innovative thinking, but are we looking at this as one large district meaning? So even if a school hadn't been considered, we're thinking about what capacity that school could bring if in fact we had to do...

So, for example, if school A wasn't on the list but it's in our district, school B is on the list, are we thinking about how we might leverage some of the capacity from school A to ensure that we're effectively using all buildings to create equal amounts of seats and so that it's reducing cost and just making sure we're using all the buildings in our district as part of the plan?

Brandon McLaughlin:

Brandon McLaughlin for the record. And I can start it. That's something the Attendance Zone Advisory Commission looks at each and every year we try to balance those. That's just the year in, year out thing. But if you look at page three on reference B within this, it shows out the planning regions.

So, we try to think locally because if I'm a family in Centennial, I don't really give much about the families in Green Valley as it's about my school, what my family experience is going to be.

And so, there's a degree of locality to this. But then there's also a macro where after we went planning region by planning region, we looked at what's the neighboring's... And then even we looked at some, where we said, "Hey, there's some middle school stuff across a whole series of regions where options could be developed." So, there's macro but there's micro within all of the options that we're looking at.

Trustee Johnson:

So, the macro level thought is... Okay, we have 700 buildings and I'm making that number up. We have 700 buildings to figure out our plan with and then we go micro to say, okay, within those 700 in Quad A, we have to do this maneuvering. But we still recognize that across the whole system we have this number of schools that we could use if possible.

Brandon McLaughlin:

Yeah. And I think there was a slide in April that was presented that we have a surplus of seats or in eventuality we will have a surplus of seats, but they're just not geographically located. It's unreasonable to think a family from Centennial would go visit Green Valley, but Green Valley could be the one that has... That's just two examples, not [inaudible 01:47:21].

Trustee Johnson:

So, then it will require some more of that creative thinking because they're like, "We know we have capacity in the system and we don't want to spend any more money. How do we still get creative?"

Brandon McLaughlin:

Right.

Trustee Johnson:

Okay. And then the last question is we've talked about outreach consistently. How can we be supportive with the outreach? We talked about the municipalities being support. Are there tasks you can give us that would allow for us to be a leverage, a use to you?

Brandon McLaughlin:

Brandon McLaughlin for the record. I'd say you guys did a phenomenal job of promoting it back in the spring, so continue to do that. And I know many of you attended those events, so continue to attend some of those.

But really you hired the Cannon team and their subconsultants to push some of this. So, there'll be things you can do. Like I just mentioned there's things that they also need to do to make sure this is properly advertised and everything both.

Trustee Johnson:

And while I don't think I'm speaking out of turn, I know we're supposed to be speakers one board, we all see partners as teammates and so teammates pull their weight. And so, if we can be helpful, because I know we know things that you may not and we know people in the community you may not be able to reach, it'd be very helpful to make sure you're leveraging us as a conduit to make sure we get as many people in the building as possible.

Trustee Bustamante Adams:

Thank you. Chair Blackman.

Jeana Blackman Taylor:

Thank you so much. We had Member Jones with a follow-up.

Walter Jones:

Thank you again. Walter Jones, the youngest one in the crowd. So, one of my questions, you've done community outreach. To let them know what's going on in District C, we have schools on H, we have schools on J, we have a school on Tonopah, we have Jo Mackey. Other than the schools that's out towards Lone Mountain, but we haven't heard anything about the schools on the inner side.

Now when you say community outreach, I can actually say my superintendent does community outreach. She's been to our NAND meetings. Tamika Henry's been to our NAND meeting. So, if we're going to say community outreach, what areas are you coming to in District C?

So, I think you need to look into coming into the areas in District C, not off of Lone Mountain, not off of Rainbow, but in the inner city because you have individuals over there that don't have transportation. They need to find out what's going on with the school district, what's going on with the community, what's going on with the schools, what's going to happen. So, if that'd be a good thing to bring it to our community.

And when our trustee was at the NAND meeting, it was after hours. She wasn't afraid. Went out there, and walked back to a car in the dark by herself. So, we're going to do community outreach, let's make sure we go into the areas that really do need it, that really needs to know what's going on because a lot of times we get left out in our community because we don't know what's going on with the school system. Thank you.

Jeana Blackman Taylor:

Thank you, Member Jones. President Bustamante Adams.

Trustee Bustamante Adams:

Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

I'm back. Thank you. So, I love the discussion because it spurs more conversation, deeper thinking, and hopefully reimagining for all of us. Technical thing is when we... I mentioned the website got some real-time feedback that perhaps we need to review it because some of the clicking for people is saying access denied on the folders. I know. I am able to access but maybe because I have permissions. So, it's just a little look back and check.

The second thing I wanted to ask, and it was from member Chris Giunchigliani, thinking about the start time survey that we're doing right now, it's interesting because we're getting feedback from community members via email and in person. And I know the conversation is about setting it back for half an hour, but we're getting real strong feedback about really flipping it completely.

Trustee Esparza-Stoffregan:

So, I just wanted to kind of put that as a comment that I know that does change this conversation with transportation, but I just wanted to put that out there that we are getting interesting feedback on potentially having high school start much later than the 7:30. And so that's always something that I think people are looking at. So, I don't know. It's not for us, but it will impact if we're going to repurpose and do those types of things.

I'm sorry, Mr. Mills, that's... He's like, "Don't bring that up," but it is something that has been brought to our attention and I think everything is on the table and that's what we were told.

The one thing I do want to ask is on this slide where it talks about the private-public partnership. I'm curious, Mr. Mills, could you work across districts? And I know and I brought it up before in Colorado, they did do a staff housing situation. It was very creative and very innovative.

So, I'm curious in your experience, can you expound on some of that where the mixed housing use, the staff housing use, what does that look like in other districts and other states? What are they doing?

Paul Mills:

Paul Mills, Cannon Design. Great question and we're always looking for those great examples so we can share these great ideas and help them propagate. The one specifically that I would want to refer you to is San Diego Unified, your peers out west have turned over a... I think it's a repurposed elementary school site and it wasn't taking the building and renovating it into housing.

They actually demolished it and started over, but they turned it over to a public-private developer that brought capital money to the table and the contracts were intentionally laid out with stipulations that gave the district amenities that they were looking for such as access to affordable housing for staff members, et cetera. But there's definitely a tried-and-true example that I know of from there.

I do know a lot of other districts are thinking about it, looking at it, and to the point earlier, very well posited that core business of a school district is not to be a landlord.

And that's why so often in those cases it's more exploring to outsource that and to create concessions, so there's a revenue stream that actually you can capitalize on. Reinvest those dollars into either your capital program or even operational dollars, which particularly in Nevada where the dollars per pupil are so low that channeling it into operational streams that are sustainable is definitely a good way to go.

Trustee Esparza-Stoffregan:

That is exactly what I wanted to hear. As a follow-up, when you come back to us again, I would really like to see what are the models that are being done in other districts that we are not considering. And I think we need to explore all things that are working and that are effective like that. So, thank you.

Trustee Bustamante Adams:

Turning it over to you, Chair Blackman.

Jeana Blackman Taylor:

Thank you. We have first vice chair, Chris G., with a follow-up.

Chris Giunchigliani:

Thank you, Madam Chair. Just a follow-up. Where are legislators being prepped on any of this? We probably ought to have that conversation with some of them or having a point person possibly.

You have a lot of non-profits but also active organizations like NAACP, ACLU making sure because their parents and their... Just outreach-wise, how do you talk with other folks about that? Retired...

On your school survey for the start times, you don't even have retired teacher. I have to be a community member. I can't be a former employee to respond to the thing. So, as you look at surveying, that might be some places to take a look at where you can actually do some additional outreach.

AZAC, I want to reiterate what Walter's talking about. I used to call it rezone the kids back to where they live, not where they've been bused to. And this might be an opportunity to give you a time.

You'll tick everybody off. Sorry AZAC, but maybe you do it the right way so that they're back where their home school is before you start closing, tearing down, and modify. And that just might be something demographically, Brandon, that maybe they could take a look at to see what percentage in this school that's only at 52% utilization, how many actually are coming from outside of the neighborhood, but there was availability within the neighborhood. So maybe trying to play with those numbers a little bit.

And then I would say RTC should maybe at some point be part of this as they do their urban planning. So maybe you already are, but that would be another organization that would reflect on you can use school money because I did that in law in '99 where you can buy school bus passes to be able to assist. So, there's other avenues there where you can relocate people. But it just dawned on me, many of our school properties are still BLM land, aren't they? Do they turn that land over to the school district or are they still the property owner?

Rick Baldwin:

They're still the property owner.

Chris Giunchigliani:

So, they are-

Rick Baldwin:

It's a lease.

Chris Giunchigliani:

So, it's a lease. So, a lot of things you won't be able to do because BLM, it'll fall back to the original lease. I was just popped into my head that BLM has a lot of the property that we have within the school district.



Brandon McLaughlin:

Right. But a lot of those leases are RMPP leases. So as long as it's a public purpose, it still would serve the purpose.

Chris Giunchigliani:

Yeah, you could do like a community center or a parks and rec program or something along those lines. Probably not get into the public-private part of what they have up there with the mixed use or something on restrictions on that. Thank you.

Jeana Blackman Taylor:

Thank you. President.

Trustee Bustamante Adams:

Thank you. Trustee Dominguez. And then I think we will end with Trustee Henry after that.

Trustee Dominguez:

Thank you, Madam President, and I appreciate the conversation because it really did get my gears turning here. When we're talking about these facilities, I guess, I'm going back to my time on AZAC. When you're looking at the district as a whole and the enrollment rates, some schools are at 40%. I implore all of you to look at the AZAC website to go look at those maps, the hot spots and to go look at the schools that are at 40% enrollment rates.

When we're thinking about shutting down a school, like I said, it's not something that's done with urgency, it's done because we have to have a lot of thought in our community and how we use our resources. And you have to balance...

And I've had this conversation at our community engagement meeting, which was really great. A lot of parents were bringing this question to me was, "What do we do? We are losing teachers, our budgets are going down, the enrollment rates are going down."

Well, how else can a community be part of this decision making, is by doing these surveys and being part of this decision. These are our children and so we want to make sure we utilize these buildings at the most it can be used, but at the same time we don't want to lose teachers. So, we kind of have to balance. If we have to collaborate schools together, we need to go in this with an open heart as far as making sure that we are doing the best decisions we can for our community. And I'll go back to my question.

I know that was more of a comment and I just reverted back to my AZAC years of looking at these maps and thinking how are we going to do this with zoning. So, my question was, so if we did utilize, if we did select one school or even a few schools to partake in this partnership of commercial, residential or even with government use in these facilities, would we have to hire an office or a team to CCSD to do the rental part of it, to do the contracts, or would that stay in... would we be able to absorb that workload?

Brandon McLaughlin:

Brandon McLaughlin for the record. I mean, I can't answer that at this point. It would be subjective to how fast, what else our project managers and others district personnel are working on at the time, but we'd have to figure that out as it goes.

Trustee Dominguez:

Got it.

Brandon McLaughlin:

But it'd be consideration within it.

Trustee Dominguez:

Perfect. Thank you. That was all. Thanks.

Trustee Bustamante Adams:

Chair Blackman.

Jeana Blackman Taylor:

Thank you. I just have a couple of questions, but one, I would really appreciate a joint BOC-AZAC meeting. As we have discussed many occasions in Bond Oversight Committee, we have facilities under our purview, but as we know, programming affects facilities, facilities affects programming, transportation is involved.

There are these other elements that make it very difficult to discuss only in that silo. So, while being very mindful of what our charge is, the more information that we have from where those things come into direct play, with decisions that we're making become helpful. So, I think that is a universally supported concept as well as, again, this meeting.

I did have a question because we have in Bond Oversight have spent a few years going over Regulation 7112, which is a specific regulation that is about when we renovate, when we updo schools.

And my curiosity is one that has to do with FCI numbers, which at this point schools are done on a rotating basis. So, we do 20% of the schools a year. How much has Regulation 7112 factored into where some of this data is right now or if at all?

Brandon McLaughlin:

It's Brandon McLaughlin for the record. That's a relatively older policy that I know we've discussed updating quite a bit, but the 7112 works when it's fully funded. What we're trying to achieve here is that because we built two-thirds of our inventory that currently our students and staff are occupying, I would say if we acted upon the top 15 or \$3.7 billion of schools on that listing, we wouldn't get to the probably most problematic schools.

Brandon McLaughlin:

That's why we're trying to say, "Okay, in lieu of just saying the next one up on the list, how do you be targeted and strategic within that listing of 374 lines to say which ones will have the biggest impact with the limited dollars we have?"

And the ones that don't, we maybe just need a compressor fixed or a pipe replaced, that's going to suffice them for now. They don't need to be registered against the 0.6 or the 50-year metric. So, it will weigh into it, but again, 7112 is predicated on a fully fund within it.

Jeana Blackman Taylor:

Thank you. And then to Trustee Esparza-Stoffregans, question about the toolkit website, what data is available now to the public and when will that data be updated?

Brandon McLaughlin:

Brandon McLaughlin for the record. So, the toolkit is reference B, that's all of the data that's available. I believe all of that is what's on fmp.ccsd.net. And that's the enrollment figures, the five-year projected enrollments, the program capacity including portables, the utilization of those campuses, the transference in and out, as well as the year design, the prototype that it is, the facility condition index, and the facility adequacy score of each campus.

Jeana Blackman Taylor:

Okay, thank you. There was that reference to charters. I don't exactly remember what page that was. I don't know if you remember, but the question became about... there are a lot of parents that choose charters because of the size and yet we often see larger sizes being able to access more programmatic aspects of it.

So, at what size is too big? What are we looking at as sort of the parameters of that versus that sort of community feel of a smaller school? I know that it definitely comes with its disadvantages, but I also think that there is something... Is there an outer limit of where a school size is actually becomes problematic?

Brandon McLaughlin:

Brandon McLaughlin for the record. I know that's a slide we covered and that Mr. Mills spoke to in his June presentation. So, I'll invite him, if there's any regurgitation of that you want to recite.

Paul Mills:

Paul Mills, Cannon Design. Make sure I understand your question is relative to optimal school sizes that are kind of the default with exceptions in cases of geographical remoteness, et cetera, there's definitely a point where a school is too large for its grade level and certainly a point where a school is too small.

We had conversations around that with the DPG and having opportunities to kind of benchmark is that let's try to get the great majority of schools into a range that offers the most opportunity to students without being unwieldy and unmanageable.

Jeana Blackman Taylor:

So, then this is somewhat related, bless you, to these design options. You had the thing where it was flexible spending. At what point do the design options get involved in this conversation? Especially as we're starting to look at dollars, because if we have an option for a redesign that is cheaper than a renovation of a school, we'll need to know that prior to that decision-making process. So, at what point are design options being explored on a financial level?

Paul Mills:

Paul Mills, Cannon Design. A little bit further into the process. At this point we're looking at it from a higher altitude, looking at the exploring the different operational models and the sorts of facility implications for them without getting to the specificity of design solutions.

However, part of the master planning process is to really start to estimate what the capital exposure is on these different options. And once we get more details and direction in terms of where the preferences lie, we'll get to the point of getting a little bit more specific about those options.

Jeana Blackman Taylor:

So, then it's the general feeling that a design change wouldn't necessarily be so impactful that it would change some of that higher level decision-making, if we're talking about cost? Does that question make sense? Will we be able to make those higher-level decision-making choices without knowing how smaller design budget might have an impact?

Brandon McLaughlin:

Yeah. Brandon McLaughlin, if I can. For the record, yeah, like Mr. Mills said, it's probably two in the weeds, but yes, there is a degree of specificity. I think where we're going to have the granularity, we're going to be able to get to in this macro effort is going to be, "Hey, an option is rebuild ex-middle school. Ex-middle school doesn't need the four plans you saw necessarily in the slide deck, but we need to know if it's going to be say 500 seats versus 2000 seats." 2000 seats probably breaches on the part of a large middle school.

But we would be able to say, "Hey, most middle schools are in the 15 to 1750 range of the district. Those are underutilized. Why would we rebuild that same scale?" So, we know a generalized range.

I think in the draft options that'll be presented, is like, "Hey, it's going to be a middle school of this particular scale and that has to take into a few context issues of how much space is available on that site.

We don't want to say, "Yeah, let's go build that school," but then the team goes in to deliver that project and we're like, "We can't do that." So, there's context that'll need to be addressed in each of those.

Jeana Blackman Taylor:

Okay, thank you. And the last thing are just two comments. Given some of the comments that committee members have made, I think it might be useful if we have this map. I understand why it was broken down into the departments that it was broken down in, but if we can overlay the district map on top of that, especially as we start talking about communication and outreach, knowing what districts these kinds of

Jeana Blackman Taylor:

areas cover so that if we're talking about NW2, that the community also knows that that might be District D, E, whichever. I know that's not accurate. I'm just giving this example.

And then also I know this was brought up in a Bond Oversight Committee meeting, I just want to make sure that it's here as well, is that when we are talking about some of those survey options, that we look at the education level of those questions so that we know that we are not confusing... that we're not getting so much in the weeds that the people who are filling out those surveys don't understand what is being asked. And so just as a reminder that that was a part that had come up in our Bond Oversight questions and want to make sure that gets floated here.

Paul Mills:

This is Paul Mills, Cannon Design. If I could specifically address your first point. The back of the options' toolkit that you'll receive at the next presentation will have a kind of cheat sheet, cross-referencing code with an alpha listing of every single school and what section it's in and what page number to turn to so it gets really easy to navigate. And to your second point, thank you for the reminder relative to dialing in on accessible language for communicating with stakeholders.

Jeana Blackman Taylor:

I'd like to turn it back over, but are you willing to tolerate another comment from here and then I think we're done?

Trustee Bustamante Adams:

Let me go to a Trustee and then I'll go back.

Jeana Blackman Taylor:

All right, thank you so much.

Trustee Bustamante Adams:

I do want to say that we do have Trustee Barron on the record. I'm on the phone, sorry. And I'm going to go to Trustee Henry. And then Trustee Barron, I'll ask to see if you have any questions. Trustee Henry?

Trustee Henry:

Thank you, Madam President. I'll be brief because we've had a lot of discussion. So, I know that we were talking about the trade-up and repurpose and those things and you mentioned if three schools are in close proximity and I'm kind of looking for a spoiler alert. I know that you said that... You know that you'll come back to us in the Spring, but are there any examples or areas where you think this narrative will fit?

Brandon McLaughlin:

Brandon McLaughlin for the record. I hate to be a spoiler, so I'd prefer not.

Trustee Henry:

I tried it. The other thing... Because I did get the opportunity to attend a couple of the meetings, some were held at Nevada Partners within our district. I also want to give kudos to some new marketing for getting out in the community and trying to bring as many people as they can. I've seen them canvass neighborhoods passing out this information to invite people, which is something that just getting beyond the internet and emails.

And I wanted to make sure that we're also exploring the community schools' model, is something that has been brought up in our district. I've had several conversations with a couple of constituents and I have to say Dr. Geria is one who continuously brings this up.

Especially as enrollment, we see that it's dropping in some of our schools, but if we can explore that community schools' model, where we are offering those wraparound services to our communities.

I mean, we've been talking about it this entire evening, but I just wanted to make sure that I got on the record to say that constituents are asking, you're already talking about it, and I'm hoping that we're able to bring it to fruition in some of the schools that we know could truly benefit from it. That's all I have.

Trustee Bustamante Adams:

Thank you. Chair Blackman, I'll turn it back over to you.

Jeana Blackman Taylor:

Thank you.

Chris Giunchigliani:

Thank you. Just caused me to think, would repurposing allow for bond money to be utilized or does that go to your general fund for the purposes of maintenance and upgrading? And I'm thinking Rick will tell me, "No, they're separate," but...

Because money is always going to be part of a factor and you have efficiencies as you do some changes, but if not, it's also time to put on the radar maybe some tweaking to the bond rollover language that I wrote in '97.

Or is there some additional revenue stream that could be looked at now for maintenance of facilities that I was not able to get on back in the day and just not lose an opportunity for a legislative session because I think you got the extension to 2035? Is that when the next one-

Brandon McLaughlin:

Yeah, 2035.

Chris Giunchigliani:

Okay. Without having to go back to a vote. And that's going to be contentious again if you've rolled it over again. So just anticipating that to take a look at maybe there's some additional ways where revenue go

Chris Giunchigliani:

back to the convention authority, I'd be happy to help with that and take some of their room tax money again.

So, there may be some things, but to repurpose, you can't fall back on the school bond. So, I think sometimes we have to be cognizant that there's so many different pots of funding that you can only go to in the long run. So just thinking ahead. Bless you.

Trustee Bustamante Adams:

Thank you for that. Trustee Barron, if you're there, is there any questions that you have?

Trustee Barron:

More than anything else, thank you very much Madam Chairwoman, if you can hear me. No, it seems like everybody had most of the questions that I would be asking. These are times when more than anything else, it's a good time to investigate and examine what we do and there are some opportunities to find efficiencies. And I think with that, I think I've said enough. Thank you.

Trustee Bustamante Adams:

Thank you. Chair Blackman, I'll just defer over to you just to make sure there's no one else.

Jeana Blackman Taylor:

Excuse me. We do have Member Goynes, please.

Trustee Bustamante Adams:

Okay.

Walter Jones:

Don't make it longer.

Byron Goynes:

I hear you Walter and Chris G. I'm not going to say my age, but if you want to talk about dinosaurs, you could look at me as that dragon downtown that Tony Hsieh had. I may be a little old, but I got a little fire left to breathe out of me.

So, Madam Superintendent and the board. Just real quick Byron Goynes, director of the Martin Luther King Jr. Senior Center. I remember as I was raising my kids, one of the persons that I relied on a lot was my parents when they retired. And so, as a director of a senior center, there was a senior population that still has a lot of work to do.

So, when you look for outreach and you're looking to folks, I know we talked about principals that are selecting people within the schools to get on these committees, but seniors have a lot of work and a lot of engagement.

Byron Goynes:

At my senior center, a lot of the seniors leave to go pick the kids up at school because mom and dad are at work. When they get home, they're the ones like my parents did that, checked the homework and made sure the quizzes were right and everything. So, when I came to pick up my kids, a lot of that work was done.

But I just wanted to implore that using the senior community, at the Martin Luther King Center, we put that age at 55 and above, and so there are a lot of folks, I was talking to one of our board members here as a retired principal who said she's getting a little bored at home.

So, this is a segment of the population that I think would be engaged because in the long run they have an invested interest because at my center, a lot of the seniors say it's incumbent upon me to put that work in now so that that child is independent and not dependent on me later on. And so, I just wanted to offer that portion of the community that would be a valuable input to this process. Thank you.

Jeana Blackman Taylor:

Thank you, Member Goynes. President.

Trustee Bustamante Adams:

Thank you. So, then that will... I complete our questions. I just want to say thank you once again for this joint effort. I do want to ask the individuals from the AZAC committee to come up front and put your name on the record. I just want to know who you are. I know we're going to meet you later, but don't be shy.

So, I do thank you for the statement about enrollment that it is a national, international issue. I know that some media outlets have pitched that the low enrollment is because students don't want to come to CCSD and that's not accurate. So, thank you for that.

Also, in a recent meeting on the Council of Great City Schools, Mr. Mills, they talked about what other school districts are doing and so I'll give you that information because they did mention San Diego and also Pennsylvania pitched what they're doing to repurpose and rethink. So, thank you.

So, the members from the AZAC, just your name and what area you represent.

David Flatt:

Dave Flatt. I represent the superintendent.

Diane Kinsel:

Diane Kinsel and I represent District G.

Trustee Bustamante Adams:

Thank you so much. Okay. I'm going to turn it over to... Before we go to 3.01, I'm going to turn it over to our superintendent.



Jhone Ebert:

Thank you, Madam President, and thank you all for the wonderful presentation. I'm just popping in this evening. As we all know, the October today, first, the government has shut down and a lot of people have been asking how that affects the Clark County School District.

So, a high flyover, we receive roughly 11% of our funding from the federal government. The majority of that is with our food services, our Title I, and our special education services that we provide for children. At this moment in time with the food service, I do want to lift them up. They serve over 40 million meals a year. I know. So, we're very proud of that team and what they do. We do have state funding that is made available from... I was going to say NDE, from the Department of Agriculture and that funding is available for a few months. We also have the reserves within the Clark County School District. So, we have many months of reserves that we can continue to provide food service for all of our children, breakfast and lunch.

For the IDEA and the Title I funds, those funds are a request for reimbursement at the school district level and at the state level. Those funds were allocated out in the spring. We have not heard that they are asking the state to not allocate those funds, which you know is a practice back on June 30th for July 1st when the federal government directed states not to distribute funds.

So, the states at this moment in time have not been given that direction, which is a good thing. And so, we are tracking those funds. We expect that everyone will move forward over the next few weeks and that everybody will be back in Washington, D.C. and we'll be moving forward. But we will keep you apprised if things change. Thank you.

Trustee Bustamante Adams:  
Thank you so much.

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

Trustee Bustamante Adams:

With that, then we're going to go ahead and move to 3.01. This is public comment on items not listed as action items on the agenda. Is there any... Oh, did you get to fill out a yellow card? Okay. Let us get you one. No worries. Is there anyone else that didn't get to fill out a public comment card? Yes. And Miss Katelyn's going to give you one. After you then I don't see anybody, so we'll close that.

And so, Chair Blackman, do you need to close out your meeting before we finish our business?

Jeana Blackman Taylor:  
No.

Trustee Bustamante Adams:

No, okay. You don't do that. Okay. Then I'm going to thank the presenters. We'll excuse you. I'm going to use that seat where you're sitting Mr. Lopez to have public comment and so we'll make that transition. Don't leave though. Remember, right afterwards we have a brief networking event that we would like to

Trustee Bustamante Adams:

do with you just to show our appreciation for you, the committee members being here. So don't leave. It'll be brief.

Okay. I have Mr. Gomez and Miss Attebery signed up. We have two areas here. So, Mr. Gomez, you're first. Miss Attebery, you could take the one on my left. And then Ms. Katelyn, did you get the third one?

Katelyn Taylor:

She's going to bring-

Trustee Bustamante Adams:

Oh, filling it up. Okay. Mr. Gomez, please proceed.

### Public Hearing

David Gomez:

I don't think that this is fair that I get to talk very shortly, but David Gomez, Nevada Peace Alliance President, also former president of WAAK UP, deputy director, father of seven children. Whole bunch of other titles including City of Las Vegas, Vision Zero. Man, and I'm a SAG member, so I am... I think I'm the only SAG member in here.

Audience:

Mm-hmm.

David Gomez:

No? Okay. So, I wanted to read something to you. The Bible also states that there's people that says to people, "You with fine clothes, sit right here. You with poor clothes, sit right there." Well, if they start picking people that want to look fine and get certificates and get accolades and all this stuff, I've been doing this for a long time. This reminds me of Brian Cram when there was nobody in here. That was a long time ago, and it's kind of moved along during this way.

But I'm black and Hispanic. I was appointed by my principal. I was voted on by the members in that committee when they said, "We want you to be a SAG member." I'm the one that was asking for community engagement. I was held accountable by Rick Baldwin. He held me accountable and I said, "You know what? You're right."

He says, "David..." He goes, "Your responsibility is to be there too and get out there and help." He goes... I said, "Okay, you're right. You're right, Rick. You're absolutely right."

I served on his committee. I was the exec chair. I served with Dave Flatt and Miss Kinsel. I served for many years. So, when I'm talking about some of these things, when they say, "Oh yeah, we need this, or we need that, or we need a certain group to come in," you better be careful because some groups are not there really in the best interest of what's best for all the community or only be interested in what's best for only one part of the community. And I don't like that because I stand up for everybody no matter what.

David Gomez:

Even when I do investigative tours for free, I don't ask for anything. I don't go say, "Oh, I need the union dues. I need some money," or this and that. No, I don't do that. So, you got to remember that when I went and fought for Charles I. West Prep Elementary to get built, I fought. Ruby Duncan stood behind me, and so did Marzett Lewis and I got it built. I fought.

Even when Ms. Henry was on Rise Up, before she was a trustee, a committee that I thought of and committed myself to get done, she was working with the state. I've done a lot of things in this school district. I don't get certificates, I don't get accolades, and then people don't want to talk to me that serves them and their children. You got to be careful when I tell you this, serves them and their children because I don't want to become a member of their group. I don't want to be under their belt. I stand for people. I stand under God. I don't stand under anybody's banner except God's, and then I stand for our country and I stand for our children.

So please, when they talking about, "Oh, we need commitment, we need this, we need that," I'm there. I hold them accountable to show up to every meeting because I went to almost every single of those meetings. Thank you very much.

Trustee Bustamante Adams:

Thank you. Miss Attebery, and then Tara. Did I say it right?

Tara Grant:

Yes.

Trustee Bustamante Adams:

Yes. You could come up here to the right.

Tara Grant:

Oh, me?

Trustee Bustamante Adams:

Yes. Yes ma'am. Miss Attebery, please proceed.

Tanya Atterberry:

All right. Tanya Attebery for the record. A lot calmer and quieter today than it has been in the past. I'm here to bring us all back into Regulation 6150 because I've been talking about that for a long time.

I do want to thank you for opening up the libraries and being transparent. I know that sentence came out and then no one really heard it, but I do thank you for that. That does actually remove one of the steps for Regulation 6150.

Tanya Atterberry:

I know that when everyone was kind of arguing back and forth, Regulation 6161 was brought into fruition, and basically 6160 is just saying that the librarian needs to have a degree so that they can be a librarian teacher. Regulation 6150 is actually the steps in which were put into place on 08/10 of 2023 that said, "Hey, these are the things that you're going to do." And then it was revised in 2024, which added more restrictions.

So basically, I went from talking about opening and having transparency. So, step one is done. Step two now is you're going to request the CCF form. I get that part. Parents put in their information. Step three is where I'm going to be asking you guys to look at, because the school-based Library Media Center committee reviews those CCF-400 behind closed doors to agree, to remove, or keep books that are sexually explicit on the shelves. Books and materials stay on the shelves while they're reviewing process.

Here's the thing, if it is going into a closed committee and then the book is said to be on the shelf and the parent or somebody disagrees, then all of those disagreements to those decisions are going to be appealed to one person, which is the assistant superintendent of the curriculum and instruction division. That person is going to be very busy if you have a lot of appeals.

So, I was trying to bring that to your attention because that's the next part that I'm going to continually, from this point forward, kind of see how we're going to go through that process and how that's going to be figured out, because that's a lot to do for one person.

So basically, that's all I have for you, and I thank you guys for all of your patience and everything over the last two Thursdays. Those were rough, but I do thank you for listening, and that's all I have to say. Thank you.

Trustee Bustamante Adams:

Thank you so much. Ms. Tara, you can take the stand there and then just say your full name for the record.

Tara Grant:

Okay. My full name is Tara Grant. I'm United States Air Force veteran, and I'm also the first graduating class of Green Valley High School in 1993. The cheerleaders at Green Valley High School, along with Nevada Stupak, and three of his friends are having parties where they rape women. And the reason why I know this is because I'm one of the women they raped. There are lots of women at that school that they raped and they have it on videotape.

I informed the principal; I informed all the teachers and the entire school knew. I informed them over years about this tape, and I wanted to get it so I could sue the rapists and informed the... tell them that the cheerleaders and Nevada Stupak and these gentlemen were setting up these sex parties and raping women in the schools, but no one would do anything about it. And I kept asking the school and the principal and everyone to do something about it and no one would.

Tara Grant:

So, I said, over the years, would anybody step, and do it? And for 30 years, I asked you over and over again, principals, teachers, I went to the Department of Justice. I went to anybody who would listen and no one would stand up and do anything. And I've had this on my shoulders for over 30 years.

So, I decided, let me come to the school district and see if somebody would stand up for even me after 30 years and say, maybe my rapist would come to some type of conclusion and give me some kind of solace. But if not, it's okay. I'll just deal with it like I did for the past 30 years.

Then I wanted to answer your question. Do you want to know why people don't come to your meetings? Is because we don't trust you. I'm black. I walk outside this door every day with the fear that I'm going to die. You kill me every day on television. When I walk outside, I'm afraid that I'm going to get murdered by one of you. I don't want to die. I love every single one of you. I never want to hurt you. I just want to live. I just want to get better. I just want to survive.

I just want to meet my maker and then get judged by only him. No one but him and her. No one can judge me but them, but yet I get judged by everyone and no one can help me, but everyone can judge me. At the end of the day, I just ask, if you can't find my rapist, at least do something. Don't allow them to keep raping children in your schools. Don't allow them to keep raping people like me.

Trustee Bustamante Adams:

Thank you so much.

**Upcoming Meeting of the Board of Trustees – Thursday, October 9, 2025, 5:00 p.m.**

Trustee Bustamante Adams:

We're going to go ahead and move on to 4.0. This will be the upcoming meeting announcement. The next meeting of the board of Trustees is Thursday, October 9th, 2025 at 5:00 p.m. here in this boardroom.

**Adjourn:** 6:13 p.m.

*Motion to adjourn.*

*Motion: Cavazos    Second: Zamora    Vote: Unanimous*

*Motion passed.*

Trustee Bustamante Adams:

I will entertain a motion. Trustee Cavazos?

Trustee Cavazos:

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

Trustee Bustamante Adams:

Thank you, Trustee. Vice President Zamora?

Trustee Zamora:

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

Trustee Bustamante Adams:

Thank you. Please cast your votes. That motion passes seven to zero. The time is 6:13.

Trustee Bustamante Adams:

Thank you so much. Bond Oversight Committee members, AZAC committee members, we will meet you here in our large conference room. Thank you.