

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

Thursday, October 09, 2025

5:02 p.m.

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

Jhone Ebert, Superintendent of Schools

Trustee Bustamante Adams:

Welcome everyone today. I am President Irene Bustamante Adams and we'll call this regular board meeting of October 9th, 2025 to order. The time is 5:02 p.m. I would like to remind everyone to silence your electronic devices. We acknowledge that the land on which we gather is a territorial homeland of the Nuwu-the Moapa Band of Paiutes and the Las Vegas Band of Paiutes. I'd like to ask Vice President Zamora to share a statement.

Flag Salute

Trustee Zamora:

Madam President, we will actually do the flag salute as our team is doing it now.

Trustee Bustamante Adams:

Thank you.

Trustee Zamora:

Trustee Henry, can you please lead the Pledge of Allegiance?

Trustee Henry:

Yes. 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.

Cheyenne High School ROTC:

[inaudible 00:22:11] Forward, march. March. Forward, march, left.

Trustee Zamora:

Madam President, we are ready for the land acknowledgement.

Trustee Bustamante Adams:

Thank you. Before we do that, I wanted to let the audience and the trustees know due to my work, I am traveling today. However, our board policy stipulates that if I participate remotely, I still preside over the meeting. And so, I just want to thank Vice President Zamora for her help. She's going to be my eyes and ears and she will also help me to navigate through this process. Vice President Zamora, I want to make sure that Trustee Stevens is on the line.

Trustee Stevens:

I am here.

Trustee Bustamante Adams:

Thank you. Vice President Zamora, is anybody else on the line?

Trustee Zamora:

No, Madam President.

Trustee Bustamante Adams:

Thank you. Since we did go through the land acknowledgement, did you want to make the statement now?

Trustee Zamora:

Yes. Thank you, Madam President. It has been a very heavy week for our district this week. At this moment, I would like to take a moment of silence for our two students, Cristofer and Haylee, who we have lost. Sorry, just bear with me. Thank you. Thank you, Madam President. Thank you, everyone.

Trustee Bustamante Adams:

Thank you.

Adoption of the Agenda

Motion to adopt the agenda with the following changes: reference material is provided for item 3.04, Employment Agreement – Chief Information Officer.

*Motion: Barron Second: Cavazos Vote: Unanimous
Motion passed*

Trustee Bustamante Adams:

I'd like to then move to the adoption of the agenda, item 1.02. Before I open that item, is there anyone who did not get a chance to complete a public speaker card? Madam Vice Chair.

Trustee Zamora:

We will have our team check in with some folks who have raised their hand. One second, Madam President. [inaudible 00:24:46] Read the whole thing. Is it for item one point...? Okay. We can move on, Madam President.

Trustee Bustamante Adams:

Thank you. Trustee Barron, I will entertain a motion to approve the agenda.

Trustee Barron:

Thank you, Madam President. I'd like to make a motion to adopt the agenda with the following change. Reference material has been provided for item 3.04, employment agreement chief information officer.

Trustee Zamora:

And we have Trustee Cavazos in the queue.

Trustee Cavazos:

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

Trustee Bustamante Adams:

Thank you, trustees. I have a first and a second. Please cast your votes. Trustee Stevens.

Trustee Stevens:

Aye.

Trustee Bustamante Adams:

And I am also an aye Vice President Zamora, what is the vote count?

Trustee Zamora:

Seven to zero.

Trustee Bustamante Adams:

Thank you.

2.01 Student Reports.

Report by students from Las Vegas High School and Western High School. (Ref. 2.01)

Trustee Bustamante Adams:

We will now move on to 2.01, student reports. And if I understand it correctly, Madam Vice President, these students are from Las Vegas High School and Western High School.

Trustee Zamora:

Yes. We're passing it over to our CCSD team who will do the introduction. Thank you.

Trustee Bustamante Adams:

Thank you.

Kirsten Searer:

Good evening, trustees. Madam President and members of the board, Kirsten Searer for the record. Tonight, I'm proud to continue a tradition that has made its return to the board of trustees meeting's student board reports. Each meeting two high school students from schools across the district will tell you what makes their school special and share the great things happening on their campuses directly with you. Tonight, we are pleased to welcome our next two student presenters, one from Las Vegas High School, representing Trustee Linda Cavazos's district and Trustee Lisa Satory's district and one from Western High School representing Trustee Tameka Henry's district and Trustee Adam Johnson's district. These students are excited to share a few highlights about their school communities. Please join me in welcoming our student speakers and we will start with Sophia.

Sophia Alvarenga:

Yeah, good evening, everyone. I am Sophia Alvarenga, a senior member of Las Vegas High School's AP Scholars Academy, a member of the varsity flag football team and serve as this year's senior class president. At Vegas we take pride in the various student-led events that happen on our campus. This includes but is not limited to student sections for sporting events hosted by our student council and our first annual mental health game night. That was a collaborative event hosted by several cultural organizations on campus, including our Black student union and our student organization of Latinx. This year Las Vegas High School has introduced a fire science program where firefighters visit campus with their trucks and equipment, giving students hands-on experience and insight into fire service careers.

Sophia Alvarenga:

Additionally, thanks to our administrator's efforts, chronic absenteeism has dropped significantly from 36.6% in the last quarter of last year to 21% at the end of first quarter this year, which is a decrease of 15.6%. Beyond the classroom, our Wildcats are killing it on the field and on the court. Our girls' volleyball program is ranked number one in our division and our boys' football program is currently undefeated for the first time in six years. Our close-knit Eastside community plays a huge role in our success. Their support fuels our spirit and it's because of them that Las Vegas High School continues to overflow with Wildcat Pride. Thank you.

Kirsten Searer:

Thank you, Sophia. And I want to say the superintendent and I had a chance to meet Sophia and get to know her a little bit more when we made a presentation to different philanthropic partners and she wowed everybody. She's amazing. And I want to recognize too that Raymond Ortiz from Las Vegas High School also here tonight. Next, we are going to go to Kalissa.

Kalissa Sotelo Garcia:

Hi, everyone. My name's Kalissa Sotelo Garcia and so I'm honored to serve as a student body president at Western High School and I'm a proud member of the Superintendent Student Advisory Council and I'm very excited to speak with you today. To start, I want to share what makes our student council and school community so special. At Western, our council is completely student-led and we take pride in our strong commitment to service and leadership. For the past two years and going into our third, we have partnered up with the Make-A-Wish Foundation and together we've helped grant two incredible wishes, one for a young boy named Hayden who dreamed of going to Legoland and another for Ari who dreamed to visit Disney World. This year we already raised \$1,000 for our new Make-A-Wish kid, Romeo. And alongside service we've seen a huge rise in student engagement. Just as one example, our senior crown decorating event had just 85 participants in 2022 and this year that number jumped to a whopping 219 seniors, proof of the growing school spirit and involvement on our campus.

We're also expanding student opportunities in meaningful ways. This year we proudly introduced two new programs, HOSA, Health Occupation Students of America and FBLA, Future Business Leaders of America. These additions are helping students explore career pathways in healthcare and business, empowering them to build real-world skills and take their learning beyond the classroom. Academically, we're taking big strides too. Our MAP testing scores and AP testing scores have improved overall showing that our students are growing and achieving at higher levels. Our ACT scores have also gone up. Thanks in a large part to our principal who provided us with a study program that helps students stay focused and build key skills. We also introduced Warrior Opportunity Wednesdays, which gives students targeted support and enrichment opportunities right in the middle of school week. One accomplishment I'm especially proud of is the revival of our fine arts program.

After more than a decade without having a theater program or marching band, both are back and thriving. In the past two years, we've staged two successful musicals and our marching band has grown to over 100 students. Our dance team was even selected to perform at the UNLV Dance

Kalissa Sotelo Garcia:

festival. Athletics are another huge point of pride for us. Western athletes made playoffs in 14 sports and 7 of those teams advanced to state. Our cheer team recently won Nationals. Our wrestling program has produced multiple state champions and our JROCT are five-time physical fitness champions. Our boys' soccer team reached five-way semifinals. Beyond academics and extracurriculars, what truly sets Western apart is our evolving school climate and school culture.

We're building stronger connections, not just between students but between families and the wider community. Our principal listens to the students and brings in programs that respond to our needs and elevates our experience. There's a real sense of unity growing on our campus and every day we're seeing that positive culture shift in action. All these achievements come back to our school saying, "Why not us?" Our principal challenges us to compete at the same level as any other school and every day we're rising to that challenge proving that at Western we can achieve anything.

Kirsten Searer:

Great job, Kalyssa. And Kalissa's principal, Mr. Antonio Rael is here to support her. We'll turn it back over to you. Thank you.

Trustee Bustamante Adams:

Thank you, Kirsten. Let's give a round of applause, trustees, to the students and their principals.

Trustee Bustamante Adams:

Madam Vice President, are we ready to move forward?

Trustee Zamora:

Yes, Madam President.

Adoption of Consent Agenda

Motion to adopt the consent agenda.

Motion: Cavazos Second: Esparza-Stoffregan Vote: Unanimous
Motion passed

3.01 Approval of the Minutes.

Discussion and possible action on the approval of the minutes from the regular meetings of August 14, 2025, and August 28, 2025, and the special meeting of August 19, 2025, is recommended. (For Possible Action) (Ref. 3.01)

3.02 Warrants.

Discussion and possible action on ratification of the warrants as listed in the Bills Payable Transmittal and the Board Memorandum to be presented at the Board meeting, is recommended. **(For Possible Action)** [Contact Person: Justin Dayhoff] (Ref. 3.02)

3.03 Licensed Personnel Employment.

Discussion and possible action on approval to employ licensed personnel, as listed, is recommended. **(For Possible Action)** [Contact Person: RoAnn Triana] (Ref. 3.03)

3.04 Employment Agreement - Chief Information Officer

Discussion and possible action on approval of an employment agreement with Mugunth Vaithyalingam, assigned as Chief Information Officer. **(For Possible Action)** [Contact Person: Jhone Ebert] (Reference material will be provided)

3.05 Purchase Orders.

Discussion and possible action on ratification of the purchase orders in the total amount of \$ 2,952,090.48 as listed, is recommended. **(For Possible Action)** [Contact Person: Mike Casey] (Ref. 3.05)

3.06 Purchasing Awards.

Discussion and possible action on approval to purchase goods or services in the estimated total amount of \$5,457,317.50 in compliance with Nevada Revised Statutes (NRS) 332, as listed, is recommended. **(For Possible Action)** [Contact Person: Mike Casey] (Ref. 3.06)

Trustee Bustamante Adams:

Therefore, then we will go to consent agenda item before I open 2.0. Is there anyone that did not get a chance to complete a public speaker card for this agenda item?

Trustee Zamora:

I have no one moving in the room, Madam President, but I do have someone who signed up in advance.

Trustee Bustamante Adams:

Okay, thank you. And I think that from our list, Mr. Leither was on the list. Is he present?

Trustee Zamora:

Yes, he is, Madam President.

Trustee Bustamante Adams:

Please let him know when he can proceed.

Public Hearing

Lenny Lither:

Should I start? Okay. Sorry, I don't have the actual agenda items specifically listed out, but there's two topics on this I want to talk on. First, one of it is the approval of hiring teachers from outside the district, which you guys obviously do. But I just wanted to highlight the need to actually retro pay, not necessarily retro pay, but at least correct the pay scale for all teachers in the district because the new hires are being paid based on experience and education and the people that are working in the district are not. Now I know in the budget there's 10 million to fix that, but it's not going to be enough and there were some unfortunate posts from CCA saying, "Tough luck if you're not in the union." I know the district has taken some action but more needs to be done. The main one I wanted to talk about was the chief information officer, not resume, but a job offer that you guys have here, employment offer and honestly it frustrates me a little bit because recently you talked to all-

Theodore Parker:

I'm sorry, I don't want to take much of your time up. Could you just start, you don't have to start all over, but could you say your name on the record? We introduced you but as a formality you have to say your name for the record.

Lenny Lither:

Lenny Leither.

Theodore Parker:

Thank you.

Lenny Lither:

No problem.

Theodore Parker:

Continue.

Lenny Lither:

Okay. Recently all the schools were basically had to do budget cuts. Part of it was because of drop in enrollment, but part of it was also mismanagement of some funds or budget errors, there's a lot of issues why. But final explanation, old schools had to cut the budgets. I know my son's; Teddy is back there. Wave Teddy hi. His school lost an assistant principal, two teachers, one support staff and they cut another position that they hadn't filled yet. Principal over there does an amazing job. My point that I'm trying to get to is for the chief information officer, I don't know why you guys always start off with the almost maximum job offer you can. Like, "Oh wow, okay. The pay's going

Lenny Lither:

to be between here and here. Well, let's start here." Every single time. You're offering 215,000 a year and it does seem like a really large contract when we just told every school that you have to cut staff.

Next thing, and it's been in almost every single contract I've seen and maybe again you guys can say, "Well, this is just the way it is," and I'm sorry, that's not good enough. It has the same clause that the last superintendent used a lot. Thankfully I don't believe the new superintendent has used, that they can give a pay raise whenever they want, however much they want. The last guy did 20, 30%, I think one time maybe 40% pay raises and it does not need school board approval. If she wants to give a bonus, she has to get the school board approval. If she just wants to say, "Okay, you know what? I'm not going to give him a \$30,000 bonus, I'm going to give him a \$30,000 pay raise," it doesn't need school board approval. That is insane, honestly. I believe I said last time you guys were looking at some hires. I said, "The superintendent should be allowed to give a 5% pay raise per year," anything over that should get school board approval.

She needs the ability to modify contracts within reason, but the idea that she could give 25, 35% pay raise bonus, not bonus, I'm sorry, pay raise increase anytime she wants for any reason she wants with no accountability is just ridiculous. So those are the two main things on the agenda item I want to talk on. Hopefully guys will address it. This guy looked a little bit at his resume. He seems very well qualified, but without those adjustments for the contract, I really hope every school board trustee vote no. That's not against him, it's against the way the contract's written right now. Thank you.

Trustee Bustamante Adams:

Thank you. Madam Vice President, just confirming there was no other public comment person coming forth, correct?

Trustee Zamora:

Correct.

Trustee Bustamante Adams:

Thank you. Therefore, I will entertain a motion to adopt the consent agenda.

Trustee Zamora:

We have Trustee Cavazos, then Trustee Esparza-Stoffregen in the queue.

Trustee Cavazos:

Thank you, Madam Vice President and Madam President. At this time, I would like to make motion to approve the consent agenda as presented.

Trustee Zamora:

Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Second.

Trustee Bustamante Adams:

Thank you, trustees. I have a first and a second. Please cast your votes. Trustee Stevens.

Trustee Stevens:

Aye.

Trustee Bustamante Adams:

I am also an aye. Vice President Zamora, what is the vote count?

Trustee Zamora:

That's a seven to zero.

Trustee Bustamante Adams:

Thank you. That motion passes. We will now move on to Trustee Henry, can you please read the warrants?

Trustee Henry:

Thank you, Madam President. The ratified warrants is listed in the bills payable transmittal and board memorandum number 6-25-26 in the total amount of \$193,239,026.11 cents.

Trustee Bustamante Adams:

Thank you.

4.01 Nevada Educator Performance Framework (NEPF).

Presentation and discussion on the 2024–2025 Nevada Educator Performance Framework evaluations. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 4.01)

Motion to adopt item 4.01 Nevad educator Performance Framework.

Motion: Biassotti Second: Johnson Vote: Unanimous

Motion passed

Trustee Bustamante Adams:

We will now move on to item 4.0, trustee and superintendent business items. Before I open that, Madam Vice President, was there anyone that did not get an opportunity to complete a public speaker card?

Trustee Zamora:

No one is moving in the room.

Trustee Bustamante Adams:

All right. On my list, I don't have anyone listed to speak on this item. Is that correct, from the public?

Trustee Zamora:

Correct.

Trustee Bustamante Adams:

Okay. Then I'm going to turn it over to Chief Triana for the presentation for the Nevada Educator Performance Framework. Please let her know when she can proceed.

RoAnn Triana:

Good evening, Madam President, members of the board, Superintendent Ebert, RoAnn Triana for the record. This evening I am joined with Dr. Erik Skramstad to provide you a report that we provide every year, so it's great to be back. This is the NEPF Framework from 2024, 2025. And now I'd like to hand it over to Dr. Skramstad.

Erik Skramstad:

Good evening, Madam President, members of the board, Superintendent Ebert. For the record, my name is Erik Skramstad, director of the PGS and NEPF Department and CCSD NEPF liaison to the Nevada Department of Education. In accordance with NRS 391485-2, the board of trustees of each school district shall annually review teacher and administrator evaluation implementation pursuant to the statewide performance evaluation system. The implementation review of the '24, '25 Nevada Educator Performance Framework, otherwise known as NEPF, evaluation system is being presented this evening. The NEPF history is provided here, notably the implementation of and updates to the NEPF in each legislative session. The NEPF is revised based upon teachers and leader council, otherwise known as TLC, recommendations to the State Board of Education and through legislative actions. CCSD implementation monitoring of the NEPF by NDE is based on compliance to NRS and implementation data provided at the end of each school year and reporting cycle.

There were significant changes to the NEPF made during the 2025 legislative session with a passage of Senate Bill 460. These changes are anticipated to be implemented in July of 2027, after state work groups have been organized and the processes developed, work that will include

Erik Skramstad:

all school districts in the state and/or pending action. There is no additional information related to these pending changes available at this time. Implementation of the NEPF evaluation cycle is prescribed by the NDE NEPF protocols. The evaluation cycle is a five-step process for both teachers and administrators. The NEPF implementation timeline is aligned to the district's school year and instructional days as per NRS and the NDE NEPF protocols. The first observation cycle is comprised of the first 40 days of instruction with students. The second observation cycle occurs between 41 and 80 days of instruction. The third observation cycle occurs between 81 and 120 days of instruction.

The NEPF for both teachers and school administrators was comprised of three domains that include standards and indicators for the '24, '25 school year. The teacher instructional practice standards and indicators measure teacher parameters while delivering instruction in the classroom and monitoring student engagement. The professional responsibility standards and indicators address what a teacher does outside of instruction to influence and prepare for student learning and to promote the effectiveness of the school community. The student performance domain is comprised of the student learning goal. For administrators, the instructional leadership standards and indicators set parameters for measuring administrator instructional leadership attributes while monitoring teacher performance. The professional responsibility standards and indicators address administrator responsibilities for supporting or improving teacher's practice as well as providing the instructional supports to ensure teacher success. The student performance domain is comprised of the student learning goal. The teacher instructional practices domain is assessed through five standards. Standards one, two and three are measured through four supporting indicators. Standard four is measured through three supporting indicators. Standard five is measured through four supporting indicators. In total, there are 19 indicators that assess the instructional practice domain for teachers. The teacher professional responsibilities domain is assessed through five standards. All five standards are measured through three indicators each. In total, there are 15 indicators that assess the professional responsibilities domain for teachers. The school administrator instructional leadership domain is assessed through four. Standards one, two and three are measured through four indicators each, standard four is measured through three indicators. In total, there are 15 indicators that assess the instructional practice domain for school administrators. The school administrator professional responsibilities domain is assessed through four standards. Standards one and three are measured through four indicators. Standards two and four are measured through three indicators. In total, there are 14 indicators that assess the professional responsibilities domain for school administrators.

The student performance domain is centered upon the development and assessment of a student learning goal, otherwise known as an SLG. The SLG is focused on alignment to NVACS, which is the Nevada Academic Content Standards and represents student learning over time. SLG scores are determined by the evaluator and educator based upon a scoring rubric of one to four, with one being the lowest score where insufficient impact is demonstrated on student learning and four being the highest score with evidence of high growth and high impact for identified students. The teacher and administrators' summative evaluation ratings are weighted the same teachers and school administrators in years two and three of probationary status and those in post-probationary

Erik Skramstad:

status receive the summative evaluation rating tool. The student performance domain for '24, '25 was weighted at 15%. Teachers and administrators in their initial year of probation received the education practice only summative. Summative evaluation. The weighting of instructional practices and leadership standards is significantly higher than professional responsibilities.

The summative evaluation rating weightings have varied throughout the NEPF implementation history. The domain weightings are at times adjusted based upon the outcomes of legislative sessions and are outside the control of local education agencies such as CCSD. The final score ranges used to determine the final rating for educators in the '24, '25 school year were recommended by the Nevada Department of Education Teachers Leader Council and approved by the State Board of Education during the '24, '25 school year, a total of 14,085 teachers were evaluated on the NEPF. Of those 630 were exempt from receiving the full summative evaluation per NRS 391.0690. This statute states that in any educator being evaluated on the NEPF who received a highly effective evaluation for two consecutive years prior while also being post probationary will be exempt from receiving a full summative evaluation the following year. Additionally, there was 2,298 teachers that were rated highly effective, 11,084, effective, 63 developing and 10 ineffective.

I'd also like to make note of the percentages for these employees only because the percentages when we look at the administrators will be relatively the same even though the employee group size is different. Trend data for teachers is provided on this slide. During the '24, '25 school year, there were a total of 820 administrators evaluated on the NEPF. Of those, 14 were exempt from receiving the full summative evaluation per NRS 391.0690. There were 116 that were highly effective, 690 that were effective, zero developing and zero ineffective. Three-year trend data for school administrator NEPF evaluation ratings are provided here. In comparison, non-NEPF administrator ratings are provided here. Of note, there were two central office administrators who were rated unsatisfactory in the '24, '25 evaluation year and had their contracts non-renewed. This concludes the implementation presentation of the NEPF '24, '25 evaluation system here in CCSD.

Trustee Bustamante Adams:

Vice President Zamora, does that conclude the presentation?

Trustee Zamora:

Yes, Madam President. And we have folks in the queue and I can lead in this section. We have Trustee Johnson.

Trustee Johnson:

Perfect. I'm already on. Thanks for the presentation. I appreciate you all going through the data. I want to make sure I'm better trying to ask my question in a way that I can understand the process. First, I'll ask as it relates to other districts, do you know how we compare? I mean, I'm looking at it and 95% of our teachers are either effective or highly effective and 98.3% of our administrators are

Trustee Johnson:

effective or highly effective. How does that stack up against other large urban or just large districts across the country?

Erik Skramstad:

Trustee Johnson, thank you for the question. This is not a countrywide evaluation implementation. It's really based upon Nevada Department of Education stipulations for the NEPF. In regards to other districts in the state, we actually tend to score our employees a little bit lower than other districts. So, we may be at let's say 98% effective, highly effective. Other districts tend to be closer to 99%. It's a small minor difference, but the other districts tend to be slightly higher than what we rate our employees.

Trustee Johnson:

I guess my concern, I'll say concern, is throughout any organization... Or maybe I'll take this back and I'll start with a different thing. Do we know how we frame developing and ineffective to teachers? I'm asking that question because if we frame it as punitive, and I'm not saying that we do, if we frame it as punitive, I would imagine I wouldn't want to call somebody ineffective or developing. If we framed it as growth mindset or as a growth set, people might be more inclined to say, "You are developing," especially as a first year teacher, it is really hard to be incredibly effective as a first year teacher just because of all that you're learning and you have a lot to learn. And I know we brought in at least 1,500 teachers, so to say that 95% of our teachers were effective or highly effective. It makes me think the way we might be framing it as it relates to what developing and what ineffective might mean might be where we're getting the large bit of how we grade people. So, can you describe how we frame this to principals or to principal supervisors so that I can understand how we got to this place?

Erik Skramstad:

Trustee Johnson, thank you again for the question. In regards to developing an ineffective evaluation ratings, there's two ways that we should look at it. First off, it's for probationary employees. So probationary employees that are rated developing, there's no negative impact to their employment, status, anything along those lines. They can progress through probationary statuses when they're developing and become post-probationary. If a probationary employee is ineffective, they have the opportunity to be non-renewed by their supervisor based upon ineffective evaluation performance. When we look at post-probationary educators that are rated developing, they are put at a warning year status. So for probationary employees, it's not punitive, for post-probationary employees it could be considered punitive.

Because if they are developing, they'll be on a T-zero warning status indefinitely until they get off the developing rating. So if they're perpetually rated as developing their warning year. There is a NRS statute that states if they're rated developing ineffective or a combination of the two in two consecutive years, then that post-probationary employee can get reverted back to probationary status and then potentially removed from the district. So the conversation's somewhat split and

Erik Skramstad:

differ based upon their probationary status. For probationary status, not a problem. Post-probationary, it can become a punitive issue.

Trustee Johnson:

It sounds like it's set at the state level is in terms of developing. And so, the status around punitive versus growth isn't what we've determined. It sounds like we have to follow a set of rules that then put us there. And I'm asking that line of question because I want to make sure we can get true data on are you effective, are you ineffective, are you developing? And so, we can continue to work with you and I'm sure principals continue to work regardless of the rating, but I just don't want it to be an inflated status so that I as an employee don't know my true status of am I effective versus like am I truly developing? Again, a first-year teacher, it's a long way to go to be highly effective, and I think we all know that that's a really hard job and I'd want to have really clear feedback, something that is documented around growing these spaces and you will be effective, et cetera. So I appreciate you walking me through that thinking. It's very helpful for me.

Trustee Zamora:

Thank you, Trustee Johnson. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Thank you, Dr. Skramstad and Ms. Triana for this presentation. I would really appreciate that we saw this a year ago, some of us that were here and there were some requests that were made and there were adjustments made. So, thank you for that. I really want to put it in context for people because what is on the slide are some raw numbers and the percentage, so approximately we have maybe over 13,000 teachers and perhaps 820 admin. That's a big difference in a gap with what we're showing. My question is, and I forewarned you all, that in our briefing I asked how many for each category were non-renewed? That's a part one. And then a part two is for those non-renewals, what were some circumstances for non-renewal?

Erik Skramstad:

Trustee Esparza-Stoffregan, thank you for the question. I'll start off with the second part of your question for whether the circumstances, I can only speak for evaluation based on renewals. So, if the employees that I mentioned the numbers, it is strictly evaluation based. I do not know anything behind behavior or anything that was like an egregious offense where they'd be removed through other processes. So, for evaluation-based non-renewals, there were 11 licensed employees that were put forward for non-renewal, 9 of them resigned prior to being non-renewed, and then 2 of them were non-renewed. For administrators there were two that were changed bargaining unit back to licensed employee before they received their evaluation for '24, '25. So, it was two and two.

Trustee Esparza-Stoffregan:

So, two by choice chose to go back to a classroom environment?

Erik Skramstad:

That is correct.

Trustee Esparza-Stoffregan:

Thank you for that. I mean, I think that's important for us to look at because those are numbers that are not always shared and I think there's a lot of layers to the process for them to get to that space. So, my second question, if I may, Vice President, Madam President is what we don't see in the presentation, it's not required by the state. But what is our systemic practice because we have long-term substitutes? So, what kind of feedback is our traditional interaction? And maybe it's an HR response for our long-term substitutes. What kind of coaching and supports do they receive because some of them are with us for an entire year?

RoAnn Triana:

Thank you for the question, Trustee Esparza-Stoffregan, RoAnn Triana for the record. I think really the kind of support is offered at the school level, meaning as a principal they would have

RoAnn Triana:

strategists come in, give feedback, mentoring. We as a principal, former, we would try to also go through the typical observation cycles with our long-term substitutes because they are a part of our community serving our kids. And so while we don't hold them accountable to the same NEPF document required by the state, the great practice is to in fact invest in our long-term subs because that's how as a principal, we would see the benefit for our kids.

Trustee Esparza-Stoffregan:

And I appreciate that because that's a question sometimes that we do receive by parents and saying, "Well, what kind of supports and resources and what kind of feedback to make them whether improve or even understand the systems?" So, thank you for that. That is our expectation and belief.

Trustee Zamora:

Thank you, Trustee Esparza-Stoffregan. I have Trustee Barron, but before you go Trustee Barron, can I have Trustee Biassotti please mute yourself. Thank you. Trustee Barron.

Trustee Barron:

Thank you, Madam Vice President. Hey, as a guy who started teaching over 30 years ago, I really appreciate the evolution that this entire framework has brought us. Just for members of the public to know, again, when I first started 30 years ago, well, I was still teaching with chalk and I thought it was cool they had colored chalk, right? And then when we had whiteboards, I was amazed by that. But the very first evaluations system that we had here there was using Nevada, even though my very first evaluations were in Humboldt County, they were much different from this. It really sucked because basically there you only had one year of probation and if you didn't make it, you were out. And that's very difficult because when you're a beginning teacher, very few teachers are fantastic.

Trustee Barron:

Well, there's a few teachers who are fantastic right at the chute, but most of us had to learn our craft.

And it takes several years. It takes several years. And I would like just to point out that this gives an opportunity for someone to actually learn the ropes, go through and not be panicking about your job. This actually gives a person a chance to be brought along to actually be coached in. And so, this is so much a better job. And I think the other form of teachers here on this board and out there in the audience will probably agree with me, especially if you've been around this.

Again, you could have an administrator say, "I just get this feeling that you still haven't got this thing down here yet." And having a feeling versus data, because what people need to understand is there's actually data that's included in this, right? There's substantive meters that you can make and document and as the employee, you can provide documentation to your growing career. So, I just have to say I'm very impressed with this, right? And I'm really enthusiastic the way we're going as we're furthering the profession and quantifying things on data rather than just on arbitrary feelings. I think that's enough from me.

Trustee Zamora:

Thank you, Trustee Barron. Trustee Biassotti.

Trustee Biassotti:

Thank you, Madam Vice President. Regarding the educators scoring highly effective, NRS 391 allows an exemption from full summative evaluation, correct?

Erik Skramstad:

Trustee Biassotti, that is correct.

Trustee Biassotti:

During the briefing, I expressed concerns about educators knowing a whole year ahead of time that they would receive an evaluation at the end of the year. The concern being that this could potentially impact their performance if they knew they wouldn't be evaluated at the end of the year. My question is, does the NRS state when this evaluation should take place?

Erik Skramstad:

Trustee Biassotti, thank you for the question. The exemption is an opportunity for the post-probationary educator that was rated highly effective for the two prior years at the discretion of the supervising administrator. It is not an employee right. So, at the discretion of the supervising administrator, if they decide to provide the exemption of the employee, it's typically known at the beginning of that contract year, not the year prior. Part of that is simply due to the employee may transfer over the summer to a different school site or there might be a different administrator at the school site like if there were internal transfers, hiring, things along those lines. So, if there's a new administrator at school site, they may not want to provide the exemption only because they want to

Erik Skramstad:

be able to fully evaluate the employee to make sure they're fully aware of their instructional acumen in the classroom. So, it's really based at the supervisor's discretion, if the employee is eligible and they want to provide that opportunity.

Trustee Biassotti:

Thank you for that. I would like to see an adjustment in the future where our educators were not given that information ahead of time. Thank you.

Trustee Zamora:

Thank you, Trustee Biassotti. Trustee Dominguez.

Trustee Dominguez:

Thank you, Madam Vice President. I really appreciated the briefing that we got because we went through a lot of things. One thing that I wanted to review, I think it's important for the public, was about discipline. And I know there's several levels of discipline. Can you explain what you explained to me was how the discipline does and does not follow with the teacher's evaluation?

Erik Skramstad:

Thank you, Trustee Dominguez for the question in regards to let's say egregious behavior that an employee may have and it goes through EMR, things along those lines, the directives that are provided at the outcome of that discipline, it's at the discretion of the supervising administrator, whether they want to include that on the employee's evaluation or not, to negatively impact the scoring on that person's evaluation. So, if the supervising administrator determines that the discipline itself was punishment enough, we may not see those directives again, we may not see it impacting the employee's evaluation.

If it is something that they want to include, then we might start seeing what's known as directives where it specifically identifies the areas of concern and which components of the employee's evaluation are being negatively impact for that conduct. Not only is that just for egregious behaviors, it can also be for what is witnessed in the classroom during observation cycles by that supervising administrator. So, whether it's how well they're integrating instructional concepts in the classroom with their students, things along those lines, those can also be included as directives. But the discipline itself may not follow the employee from place to place per se, and be tracked on the evaluation.

Trustee Dominguez:

Got it. And then thank you for reviewing that. I was hoping you'd clarify just for the public, the page 12. For student performance, what does that mean? Yes.

Erik Skramstad:

So, in relation to student performance, this is the SLG score. This is the weighting of how the SLG score is going to impact the final evaluation. So, if an employee, let's say, is highly effective with their SLG, they've had incredible growth with the students that are identified, that are targeted for this, let's say intervention to make sure that they have high growth. If there is high growth in their score of 4, then that 4 is actually only 15% of their overall evaluation. So, the student performance component is only 15% of the employee's total evaluation if they're post probationary or if they're using the SLG.

Trustee Dominguez:

Got it. And then for people that don't know what SLG is and for just kind of I am talking more for parents that are out there, is it more towards the testing scores, their grades?

Erik Skramstad:

It would be more the student testing scores over time, not just a snapshot but a continuation throughout the year, multiple times throughout the year.

Trustee Dominguez:

Perfect. Thank you.

RoAnn Triana:

Trustee Dominguez, if I could please add also those student learning goals are created between the administrator and the instructor and so it's very collaborative and it's revisited multiple times a year, so it's not something that's directed at the employee, but it's something that's co-constructed.

Trustee Dominguez:

Thank you for that clarification. I think sometimes people think it's a hard line and so I appreciate that. And I did have one last question if that was okay, Madam Vice President. For the exemption portion, I forgot what slide that was. Slide 15. Is there a limit to how many exemptions a teacher can receive?

Erik Skramstad:

Thank you, Trustee Dominguez for the question. There is not a limit per se, but the soonest they could do it is every three years. If they're highly effective, the entire time. So, it's every three years they have the opportunity. They can't have it year after year after year after year.

Trustee Dominguez:

Okay, got it. Thank you.

Trustee Zamora:

Thank you, Trustee Dominguez. Trustee Stevens, do you have any questions?

Trustee Stevens:

I do not. Thank you.

Trustee Zamora:

Trustee Johnson.

Trustee Johnson:

Yeah, I forgot to ask this last time. I apologize for my oversight. Do we have a process for calibrating how we will score? So, in other spaces where there may be some ways, some things that might be subjective, we want to make sure that all people who are going to evaluate if they see X behavior, they all know X behavior means Y. So, do we do that for our principals and in turn do that for our principal supervisors so that we know everybody's been on a baseline and that we can feel confident that when they go out to evaluate in the field during the school year, everybody kind of sees this? Even if they see different things, they know what lens to look through to be able to provide the evaluation.

Erik Skramstad:

Trustee Johnson, thank you for the question. Yes, both. Well, the state training agency known as RPDP, Regional Professional Development and also CCSD have provided Interrater Reliability trainings for those supervisors that are working through the NEPF processes to try to ensure consistency in the implementation. This also brings up a very good point in relation to the SB 460 changes that occurred during the 2025 legislative session whereby July of 2027, the intention is that there will be a certification process for supervisors to actually be certified to be an evaluator on the NEPF. What that process looks like at this time, we do not know, the work has not been done, but we are excited to participate and also see what the final outcomes are for them.

Trustee Johnson:

Yes, thank you.

Trustee Zamora:

Thank you. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Thank you. Ms. Triana, you brought up some clarification for the student learning goal, so I want to ask you to also clarify. Could a teacher, because it's very much them working collaboratively with their administrator that's evaluating them, could they look at a Nevada State standard and maybe decide, "I'm going to use some formative assessments and I want to see some growth in my students based on the needs that I currently have with the kids in front of me instead of just waiting

Trustee Esparza-Stoffregan:

till the end of year assessments?" It's not always an end of year, it could be an ongoing targeting progress. So that's very kind of personalized and customized to the kids they're serving.

RoAnn Triana:

Trustee Esparza-Stoffregan, thank you so much for the question. I'm going to pull on my experience as a reading superintendent and principal. You are absolutely right. Those goals are definitely tailored to the kids that are right in front of the instructor at that time. Like I said, those goals are also revisited throughout the year. Sometimes when you get to the middle of the year, you see that your kids have surpassed it. So, you can even at that time work with your supervising administrator say, "Hey, my kids have knocked it out of the park. I want to shoot for here by the end of the year." So yes, these goals are ongoing, they're changeable. It's not something fixed, but it is over time. Thank you.

Trustee Zamora:

Thank you, Trustee Esparza-Stoffregan. Madam President, we are done with the queue.

Trustee Bustamante Adams:

Thank you. And I don't have any questions, therefore want to thank the presenters and then entertain a motion to approve the presentation of the Nevada Educator Performance Framework Evaluations.

Trustee Zamora:

Madam President, I would just like to remind folks that we had no public comment, so we're good with the motion.

Trustee Bustamante Adams:

Thank you.

Trustee Zamora:

I have Trustee Biassotti.

Trustee Biassotti:

Thank you, Madam President. I would like to make a motion to adopt 4.01 Nevada Educator Performance Framework.

Trustee Zamora:

Trustee Johnson.

Trustee Johnson:

I'll second.

Trustee Bustamante Adams:

Thank you, trustees. Please cast your votes. Trustee Stevens.

Trustee Stevens:

Aye.

Trustee Bustamante Adams:

I am also an aye. What is the vote count?

Trustee Zamora:

Seven, zero.

Trustee Bustamante Adams:

Thank you, that motion passes.

4.02 Notice of Intent – Clark County School District Policy 5112.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Policy 5112, Change of School Assignment, prior to submission to the Board of School Trustees for approval on Thursday, November 13, 2025, is recommended. (For Possible Action) [Contact Person: Dustin Mancl] (Ref. 4.02)

Motion to approve Item 4.02, Notice of Intent, Clark County School District Policy 5112 as presented.

*Motion: Esparza-Stoffregan Second: Biassotti Vote: Unanimous
Motion passed*

Trustee Bustamante Adams:

We will now move on to 4.02. Madam Vice President, did we have anyone that did not get a chance to complete a public speaker card?

Trustee Zamora:

I don't see anyone moving in the room.

Trustee Bustamante Adams:

Okay, then we would like to invite Dr. Mancl and his team for notice of intent for district Policy 5112.

Trustee Zamora:

And Madam President, as a reminder, we are closing the public comment section now.

Trustee Bustamante Adams:

Thank you.

Dustin Mancl:

Great. Madam President, members of the board, Superintendent Ebert, for the record, Dustin Mancl, Chief Academic Officer. I'm joined by Gia Moore, our assistant Superintendent of the College and Career Readiness and School Choice Division, along with Roni Stolworthy, our coordinator of the Change of School Assignment Department. Today we are here to provide a notice of intent to amend Clark County School District Policy 5112 titled Change a School Assignment. Policy 5112 was last revised by the Board of School Trustees in 2021. Before we begin, we would like to take a quick moment to thank our principal working group, region leadership and members of the Clark County School District extended leadership team for their continued collaboration and support in developing and refining these recommendations. Madam President, with your permission, I will hand over the presentation to Mrs. Moore who will provide the proposed amendments regarding Clark County School District Policy 5112, Change a School Assignment.

Gia Moore:

Thank you. Dr. Mancl, Madam President, members of the board, Superintendent Ebert. For the record, Gia Moore. The reference material for item 4.02 Notice of Intent Clark County School District Policy 5112 outlines the proposed deletions and additions to the policy. The policy was updated from Change of School Assignment to enrollment in a school outside assigned attendance zone to align with Assembly Bill 533 and to reinforce the district's commitment to expanding school choice through open enrollment. The proposed amendments to section one include minor formatting updates in section two we will again see minor formatting updates with the addition of attendance zone to provide greater clarity. In section three, we broaden the scope to include enrollment outside the established attendance zone rather than simply stating a Change of School Assignment. Greater details regarding each of these items will be provided in the proposed amendments to regulation 5112. Thank you for the opportunity to share the proposed amendments regarding Clark County School District Policy 5112, Change of School Assignment. And at this time, we will pause and take any questions.

Trustee Bustamante Adams:

Thank you. Madam Vice President, can you please manage the questions?

Trustee Henry:

This is Trustee Henry. I'll do that. She stepped away for a moment.

Trustee Bustamante Adams:

Okay. Do you have anybody in the queue, Trustee Henry?

Trustee Henry:

No, not yet. Anyone have anything? Trustee Dominguez.

Trustee Dominguez:

Thank you, Trustee Henry. I just want to thank the team for briefing us. So, we did a really good job briefing us during all our questions and I know this is due to NRS so this is not just CCSD. So, I really appreciate that.

Trustee Bustamante Adams:

Trustee Henry, is there any other questions from the dais?

Trustee Zamora:

Madam President, we have Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

No questions but I'm ready to make a motion if there are no further questions.

Trustee Zamora:

Trustee Biassotti.

Trustee Biassotti:

No questions. Ready to second it.

Trustee Zamora:

And as a reminder-

Trustee Bustamante Adams:

Trustee Vice President, can I check with Trustee Stevens to see if she has any questions?

Trustee Zamora:

I apologize, Madam President.

Trustee Stevens:

No questions, guys.

Trustee Bustamante Adams:

Okay. None for me.

Trustee Zamora:

We have Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Thank you, Madam President, Vice President, like to make a motion to approve 4.02, notice of intent. Clark County School District Policy 5112 as presented.

Trustee Zamora:

Trustee Biassotti.

Trustee Biassotti:

I will second that motion.

Trustee Bustamante Adams:

Thank you, trustees. I have a first and a second. Please cast your votes. Trustee Stevens.

Trustee Stevens:

Aye.

Trustee Bustamante Adams:

I am also an aye. Madam Vice President, what is the vote count?

Trustee Zamora:

That is seven to zero.

Trustee Bustamante Adams:

Thank you. That motion passes.

4.03 Notice of Intent – Clark County School District Regulation 5112.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Regulation 5112, Change of School Assignment, prior to submission to the Board of School Trustees for approval on Thursday, November 13, 2025, is recommended. (For Possible Action) [Contact Person: Dustin Mancl] (Ref. 4.03)

Motion to approve Item 4.03, Notice of Intent, Clark County School District Regulation 5112 as presented.

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

Trustee Bustamante Adams:

Thank you Dr. Mancl. We will now then move on to 4.03, notice of intent for district regulation. Am I on the right one, Madam Vice President? It's the regulation portion for...

Trustee Zamora:
5112.

Trustee Bustamante Adams:
5112, right?

Trustee Zamora:
Correct.

Trustee Bustamante Adams:
Okay. Dr. Mancl still up there probably. And is there anyone who did not get a chance to complete a public speaker card, Madam Vice President?

Trustee Zamora:
I have no one moving in the room and I have no yellow cards.

Trustee Bustamante Adams:
Okay, then we will close it. Dr. Mancl, if you can please proceed.

Dustin Mancl:
Thank you, Madam President. Again, Madam President, members of the board, Superintendent Ebert. For the record, Dustin Mancl, Chief Academic Officer, again joined by Gia Moore, assistant superintendent of the College and Career Readiness and School Choice Division and Roni Stolworthy, our coordinator of Change of School Assignment department. Today we are here to

Dustin Mancl:

provide a notice of intent to amend Clark County School District Regulation 5112, title Change of School Assignment. Regulation 5112 was also revised by the school board of trustees in 2021 and we would also like to continue to thank our working group region leadership and members of the Clark County School District executive leadership team for their continued collaboration and support in these revisions. Madam President, with your permission I will hand over the presentation to both Mrs. Moore and Mrs. Stolworthy who will provide the proposed amendments regarding Clark County School District Regulation 5112, Change of School Assignment.

Gia Moore:

All right, Thank you, Madam President, members of the board, Superintendent Ebert for the record, Gia Moore. The reference material for item 4.03, notice of intent Clark County School District Regulation 5112 outlines the proposed deletions and additions to the regulation. The title of the regulation was changed from Change of School Assignment to Enrollment in a school outside assigned attendance zone to align with Policy 5112, Assembly Bill 533 and to reinforce the district's commitment to expanding school choice through open enrollment. Section one now states, the superintendent of schools shall designate a central services office with the responsibility of administering this regulation. This designated office is within the College and Career Readiness and School choice division. Section one, letters A through D have either been deleted or updated and moved to later sections. For example, former section one, letter B has been revised and relocated to section two, aligning the language with the Nevada revised statutes, chapter 392, pupils.

Section two, letter A was updated and moved to section three and section two, letter B was moved to section one. In section three we outline how a student may be authorized to enroll in a school outside the assigned attendance zone, including A, accepted into a school choice option, B, accepted a school choice option for a student of a district employee where the employee is assigned full-time as long as the employee provides verified proof of the parent/guardian rights of the student, C, if the student is assigned to another school pursuant to an individualized education program, D, assigned to an alternative school, E, attends a Prime 6 school option, F, determined homeless or in foster care and assisted through the existing process while retaining school of origin rights, G, granted an administrative school assignment under district approved criteria and is considered throughout the year. We also included all authorizations for a student to enroll in a school outside the signed attendance zone must be in writing. No open enrollment request will be accepted for any magnet school program.

Roni Stolworthy:

Madam President, members of the board, Superintendent Ebert. For the record, Roni Stolworthy. In section four we outline the process for submitting a request to enroll outside the assigned attendance zone. In section four letter A, parents/guardians may submit a school choice option request through an online application and school choice options include one, open enrollment, two magnet, three, career and technical academy, excuse me, and four district approved school choice options. In section four, letter B, one and two, we outline that there will be two opportunities each

Roni Stolworthy:

year for a parent/guardian to submit an online application for school choice. In section four, letter C, one and two, we outline that parents/guardian shall receive written notice as to whether a school choice request is granted or denied and when parents/guardians will be notified. In section four, letter D, we outline how parents must respond that they are accepting the offered school choice seat.

In section four, letter E, we outline that if the student does not enroll in the newly assigned school by the specified deadline, the offered school choice seat will be revoked and the student will be required to attend the student's assigned attendance zone school. Section five of the proposed amendments to regulation 5112 outline the conditions, procedures and rules. You will find minor language updates to section five, letters A and B. Section five, letter C was added for more clarity around length of the approved school choice enrollment and the process for withdrawing to attend another school. Section five, letter D was updated to note that an accepted school choice enrollment does not grant the student a seat at the next level of school from elementary school to middle school or from middle school to high school. A new request must be made for the next level of school if the parent/guardian would like their student to attend a school other than the assigned attendance zone school.

Section five, letter E was updated to include that if a family changes residence in which the student's legal guardian resides during the school year, the student may remain enrolled at the current school until the end of that school year. At the start of the following school year, the student must attend the assigned attendance zone school unless otherwise approved through an option in accordance with this regulation. Section five, letter F was updated to ensure parents/guardians are aware that transportation services are not available for students who enroll in a school through open enrollment or other non-magnet choice options. Section five, letter G was updated to include that rules concerning student athletic eligibility are outlined in district regulation 5135.1, student activities and athletics participation for secondary schools. And as you can see section six was moved to section one. Thank you for this opportunity to share the proposed amendments regarding Clark County School District Regulation 5112, Change of School Assignment. At this time, we'll pause and take any questions from the board.

Trustee Bustamante Adams:

Thank you. Madam Vice President, would you like to manage the questions from the dais?

Trustee Zamora:

Thank you, Madam President. I would like to start with Trustee Stevens.

Trustee Stevens:

Thank you. I actually have two questions. If you look at page four under section A1, it refers to open enrollment and then under A4 it says district approved school choice options. I was just wondering if you could clarify the difference between the terms, open enrollment and school choice.

Gia Moore:

Thank you for the question, Trustee Stevens. So, the open enrollment process is what is formerly known as a Change of School Assignment process. So that is just essentially a name change with some other key changes. However, we wanted to leave some room in there for anything that may be to come in the future. So, for example, we have Central Technical Training Academy, that's deemed as a school choice option. And so, we wanted to allow for some space within the regulation to account for any sort of schools in the future that we may open that fit into that sort of category.

Trustee Stevens:

Okay. Just wanting clarification. And then my last question on this is actually for Linda because she is our liaison for the NIAA. And down on the last page it mentions that student activities and athletics are governed by the NIAA. And I was just wondering from Linda if there has been any talk knowing that this is now NRS, has there been any talk about them creating policy that aligns more with school choice open enrollment? Because as of right now, if a student were to change schools, let's say a high school athletic person, student, if they did that, they have to sit out a year of their program. And so I'm just wondering, has there been any conversation about that possibly changing in the future because of this new statute?

Trustee Cavazos:

Do you want me to go ahead and take that [inaudible 01:24:12] instead of going through 5135? All right. Trustee Stevens, thank you for the question. Yes, there are always conversations about this because there are a lot of questions from the parent constituents and the students themselves. I, however cannot speak for the executive director and the president of the NIAA as far as the specific conversations regarding policy. Without having to go into our minutes, I will have to admit that right now because our agendas are about 200 pages long and we have extensive public comment. But I would be happy to follow up with you offline on 5135 because I'm sure that you and the rest of our trustees are getting a lot of questions on that.

Trustee Stevens:

Thanks, Linda. Appreciate it.

Trustee Cavazos:

Sure.

Trustee Zamora:

Thank you, Trustee Cavazos and thank you Trustee Stevens. Madam President, there is no one else in the queue on our end.

Trustee Bustamante Adams:

Thank you. And I don't have any questions and I believe that you said we have no public comment. Is that accurate?

Trustee Zamora:

That is accurate.

Trustee Bustamante Adams:

Thank you. Therefore, I will entertain a motion for approval for-

Trustee Zamora:

Trustee Cavazos. Sorry.

Trustee Bustamante Adams:

Go ahead. For district regulation 5112.

Trustee Cavazos:

Thank you, Madam President and Madam Vice President. At this time I'd like to make a motion to approve agenda item 4.03, notice of intent, Clark County School District Regulation 5112.

Trustee Zamora:

Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Second the motion.

Trustee Bustamante Adams:

Thank you, trustees. Since I have a first and a second, please cast your votes. Trustee Stevens.

Trustee Stevens:

Aye.

Trustee Bustamante Adams:

I am also an aye. Madam Vice President, what is the vote count?

Trustee Zamora:

Seven to zero.

Trustee Bustamante Adams:
That motion passes. Thank you.

4.04 Notice of Intent – Clark County School District Policy 6121.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Policy 6121, Instructional Program Design Development, prior to submission to the Board of School Trustees for approval on Thursday, November 13, 2025, is recommended. (For Possible Action) [Contact Person: Dustin Mancl] (Ref. 4.04)

Motion to approve Item 4.04, Notice of Intent, Clark County School District Policy 6121 as presented.

*Motion: Barron Second: Biassotti Vote: Unanimous
Motion passed*

Trustee Bustamante Adams:

Dr. Mancl, I think you're still up. So, 4.04, notice of intent, Clark County School District Policy 6121. And before I open that item, is there anyone, Madam Vice President, who has not had a chance to complete a public speaker card?

Trustee Zamora:

We don't have anyone in the room and we have no public speakers in the queue.

Trustee Bustamante Adams:

Thank you. Therefore, we will close that and then ask Dr. Mancl to please proceed.

Dustin Mancl:

Great. Thank you, Madam President, members of the board, Superintendent Ebert. Again, for the record, Dustin Mancl, Chief Academic Officer. This time I am joined by Alaina Criner-Wilson, our assistant Superintendent of the Curriculum and Instruction Division, and Robert Jones, Director of the Curriculum and Instruction Division. Today we are here to provide a notice of intent to amend Clark County School District Policy 6121 titled Instructional Program Design Development. Policy 6121 was last revised by the school Board of Trustees in 1981. The proposed amendments to policy 6121 Instructional Program Design Development will provide clarity regarding the procedures for developing secondary course offerings, including the addition, revision and retirement for secondary courses and the work of the Clark County School District Curriculum Commission on these procedures. Again, I would like to thank our curriculum commission central working team, our secondary school-based curriculum commissioners, region leadership and members of our executive leadership team. Madam President, with your

Dustin Mancl:

permission, I will hand over the presentation to Mrs. Criner-Wilson, who provide the proposed amendments regarding Clark County School District Policy 6121, Instructional Program Design.

Alaina Criner-Wilson:

Thank you. Madam President, members of the board, Superintendent Ebert. For the record, Alaina Criner-Wilson. The reference material for item 4.04 notice of intent, Clark County School District Policy 6121 outlines the proposed deletions and additions to the policy. The title of the policy was updated to read as Secondary Course Offerings to better align the process for how secondary courses are approved through a formal system. In section one, we updated the language too, the district recognizes that a formal system of curriculum design and implementation shall be developed to establish secondary course offerings and that standards and goals shall provide the basis for secondary course offerings. This clarification provides the removal of section one, letters A through D. In section two, we note that the district will form a curriculum commission that will ensure the continuous development, revision and retirement of secondary courses through a formal system.

In section three, we updated the language to read, the curriculum commission will ensure the secondary courses submitted for approval are related to the constantly changing needs of the community and serve the students of the district. We remove section four as this information is not aligned with the development, revision and retirement of secondary course offerings. Additional details of how the policies enacted will be provided in the proposed amendments to regulation 6121. Thank you for this opportunity to share the proposed amendments regarding Clark County School District Policy 6121, Instructional Program Design Development. At this time, we'll pause and take any questions from the board.

Trustee Bustamante Adams:

Thank you, both. Madam Vice President, are there any questions from trustees on the dais?

Trustee Zamora:

Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

So, thank you, 1981. Let's do the math about that. How did this, and this isn't even just for this particular policy, how did this one come to us at this time? And then I have a follow-up question to that.

Alaina Criner-Wilson:

As we work with the curriculum commission, we wanted to ensure that the work that that team does, in addition to our content area department to recommend courses in our schools really reflect the actual work. The current way the policy and regulation is delineated is not reflective of the

Alaina Criner-Wilson:

current practice. So, it's really about ensuring that we're current in our practices. To your point, over 40 plus years ago, the last time this policy was revised.

Trustee Esparza-Stoffregan:

Thank you for that. And in our briefing, I just kind of want to share because I do have questions that I've kind of come up with after. I want to go to the curriculum commission itself that there's going to be potentially 18 members on the commission and they will serve a two-year term and then it will be comprised of admin, teachers, potentially counselors. Can you go more in depth to the process and is it open to apply or are there going to be recommendations? Give us all of that. I think we want to know essentially how can people sign up for that.

Robert Jones:

Trustee Esparza-Stoffregan, thank you for the question. Robert Jones for the record. So we currently have 18 curriculum commissioners already in place at this time, 9 secondary school-based administrators as well as 9 licensed teachers or counselors that serve in that capacity. So every year we do an interest form through the CCSD wire, providing that opportunity for our school personnel to express interest in serving as a curriculum commissioner. And then we have what we call a curriculum commission working group who takes in those interests and looks through it and looking really for that leadership skill, understanding of content area, standards, graduation requirements. And then of course we're looking at our whole school district, trustee districts as well as regions to ensure that we have that lens from each of those areas involved in the curriculum commission.

Trustee Zamora:

Madam President, I don't see any other members in the queue, so I'll ask Trustee Stevens.

Trustee Stevens:

Actually, I'd like to follow up on what Ramona just asked. She had asked about what it was comprised of and how people could get involved and you explained that. But my question about the commission is more so about because it's regarding curriculum, is there a way or is there any plan in the future to at some point maybe involve parents and/or students in the process?

Robert Jones:

Trustee Stevens, thank you for the question. So yes, we highly encourage parent to be involved. For example, speaking with the school about the courses that are offered at their students' schools and encouraging whether it be revisions of courses or asking for new courses. And we do have a process, we send it out every April for schools to have the opportunity to revise or develop a new course and then create a task force, a content, or excuse me, a course development task force in which we encourage parents to be involved in that and they can contribute voice into that course. And then that group works together to create the application for the course as well as the scope

Robert Jones:

and goal documents that serve as the basis for that course. And so that's an opportunity for parents to serve in that capacity there.

Trustee Stevens:

And then just a quick follow-up to that. How do families get that information so that they know that they can be involved in that?

Robert Jones:

Trustee Stevens, thank you for the question. So we again, highly encourage that the parents', guardians, families, they go to the school express interest to their site administration, to teachers and we can certainly help. I do need to say also from the curriculum instruction division and whatever content area they're looking at for that course, we always ensure that we include a content area expert to help that school with that process in creating a new course or suggesting revision to courses that already exist.

Trustee Stevens:

Okay. Thank you.

Trustee Zamora:

Thank you, Trustee Stevens. Trustee Esparza-Stoffregan. Trustee Barron.

Trustee Barron:

Oh, okay. Well, thank you very much, Madam Vice President. I have a quick question. What would be a process for, I look back, for, I'm not sure if it would actually be under this regulation, like for instance, when about Ballet Folklórico, which is a wonderful program, we have a course scope and goals, but for a while there was some discussion as to whether it should count for PE or not, PE credit now. Of course, anyone who's been in any sort of a dance program, maybe even members of the public here, they can attest to how physically challenging it could be to be in a course like that. Matter of fact, we give an exemption for P.E for students who are in ROTC. Would this regulation cover I guess the credit evaluation or is there another mechanism?

Alaina Criner-Wilson:

Trustee Barron, thank you for the question. If there is an adjustment to the course, the course would follow through the curriculum commission. If there is an adjustment to graduation requirements, then that's actually covered in Regulation 5127 on core graduation requirements where we find that exemption for PE including Ballet Folklórico.

Trustee Barron:

Okay, thank you very much. I appreciate you answering.

Trustee Zamora:

Thank you, Trustee Barron. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

I just had a follow-up question. Because of the fact that you have existing members reviewing and it's been some time and it seems like it's been ongoing iterations for the courses, if courses are retired, where is that posted for maybe public viewing to see that and maybe the justification for it?

Robert Jones:

Trustee Esparza-Stoffregan, thank you for the question. So we share via the CCSD wire after each curriculum commission. They're held in April and usually September, October. In other words a spring and a fall commission. Following those commissions, there's a posting of all of the courses that were addressed, approved for whatever revision or new course or retirement was issued. And then in addition to that, we share at the curriculum Administrator meetings, we share that same document and go over those courses where content areas can chime in and provide more information for those curriculum APs as to what those changes are. And certainly, school counselors will also would get that information at that time to be able to work with their students and parents and ensure that those changes are made as needed to any of those students' coursework that they're working through.

Trustee Zamora:

Thank you. Trustee Henry.

Trustee Henry:

Thank you so much. Thank you for sharing the process for developing a new course. Over the past, even the past school year, how many times has that been enacted? Have parents come to you all to develop a new course?

Robert Jones:

Trustee Henry, thank you for the question. So just as an example, in our commission in spring 2025, there were 28 new courses, 36 revisions and 67 retirements. And then in fall 2025 there were 12 new courses, 49 revised courses and then 96 retired courses. It's more common for the content area experts to really evaluate courses, work with the schools. For example, some of these courses are site-based, site-specific, I'm sorry. So they would work with those schools to ensure we're not going to make that decision or take it to commission without having that communication and understanding, for example, pulling through infinite campus how many students are taking these courses. So there's a process there that our content area experts work through and submit those applications for those courses. But there are a lot of revisions and retirements that come in each commission.

Trustee Henry:

Thank you. And I know that you say that there are 18 members, how diverse is this committee?

Robert Jones:

Trustee Henry, thank you for the question. So this committee again is a make-up of commissioners from across the district and trustee districts as well, regions. And we're also looking at the different content area perspectives, so their experiences in teaching or leading curriculum development in different areas. That's certainly part of that process when we're looking at those interest forms that come in.

Trustee Henry:

Thank you.

Trustee Zamora:

Trustee Biassotti.

Trustee Biassotti:

Thank you, Madam Vice President. Regarding those changes to the curriculum that you mentioned, how can parents access that information?

Robert Jones:

Trustee Biassotti, thank you for the question. So again, encouraging that they are working with their schools and their school counselors. When their students are in, again, mostly this is focused on secondary course development so that work in the secondary schools and working towards graduation requirements and then it's posted in, of course we see the graduation requirements each year, the brochure that provides any updates that would come along there too. So just looking at that literature and then working with the school counselors and the site administrators.

Trustee Zamora:

Thank you. And I see our superintendent in the queue.

Jhone Ebert:

Thank you. I think what several of the trustees have asked is, is there a specific, is there one location that I'm a parent and I want to participate in a course development, is there one location that I can go to and offer my support?

Dustin Mancl:

Thank you for that clarification, superintendent. Currently there is not, but as I was listening to Trustee Esparza-Stoffregan, I had a couple ideas where within our own curriculum and instruction website we could be posting those revisions, retirements, and new courses alongside anything else

Dustin Mancl:

that we're updating and that would be a very easy fix. I made note of that and we will ensure we add that to our next commission.

Trustee Zamora:

Thank you. Trustee Barron.

Trustee Barron:

Yes, thank you very much. I do have just one little functional question. How flexible and how nimble will this process be? Just to relate something. When I was working for an outstanding principal, Mr. Bob Chesto, if he's out there listening sometime, I still appreciate him. Mr. Chesto had seen one of our club's presentations. We did a Ballet Folklorico for the school. He liked it so much, this was in May, by the time the school started again, he had found a teacher he brought in from Arizona and we had a Ballet Folklorico program. They're the first one in the district and he's had since its inception, there have been thousands, probably tens of thousands of kids who have been in Ballet Folklorico programs from all over the district, right? So, can you maybe explain the process, will it be a very difficult process? Will it be something nimble that will allow for creative changes? Something that could actually be even implemented over summer? If you have a motivated principal or someone who's motivated enough to bring a new course that will actually flower an entire program.

Unknown Speaker:

Nimble.

Trustee Barron:

Nimble.

Robert Jones:

Trustee Barron, thank you for the question. So the letter that comes out to schools, or excuse me, the directions for submitting for new courses or revision of courses, it's a one-pager that explains the process really simply, but essentially they're convening a group of at their school that task force, asking for that help from the content area experts at central office and there's a Google form where they can just submit an application that just speaks to what they're trying to do at the course and then they would develop a scope and goal document guide that goes with it. So it's really those two things, the application, scope and goal guide that goes with it and we have a template filled out, templates and examples to help them with that process. Those are already readily available. So I think it's a nimble process, simple process for submitting those applications.

Trustee Barron:

Wow. When I've all done this I might go back and teach. I'm thinking of a whole bunch of things. It sounds like an easy form. I have a whole bunch of courses here just waiting to explode. Thank you.

Trustee Zamora:

Thank you, Trustee Barron. I do have a comment, not a question and I appreciate the presentation. But the conversation about getting more parents/guardians involved is a hot topic and Dr. Mancl, it sounds like you have an idea. I also want to just add, I recently attended the Family Engagement Summit with the Nevada Department of Education and they had really good workshops that I think maybe at the end of that and we can do, we are in partnership with them on that, but if we can also remind folks if there was anything here that can trigger a course idea, here's the ways to submit something to your school and how to get involved with your school because we did have parents, we had teachers involved in that. So just other ideas and I know we have our own family engagement, some might come in at the beginning of next year. So just kind of in those places where I think where we are talking to the community and doing these workshops, we just tie it together. And then oh I have Trustee Cavazos in the queue.

Trustee Cavazos:

Thank you, Madam Vice President. Just a very quick question. Question from an educator. They want to confirm that when your team was talking about, thank you for the presentation, about the content specialist that we're talking about teachers, it's teacher's input.

Alaina Criner-Wilson:

Trustee Cavazos, thank you for the question. Yes, licensed teachers and licensed school counselors.

Trustee Cavazos:

I told them so but they wanted to hear it from you. Thank you.

Trustee Zamora:

And Madam President, that is everyone in the queue on our end.

Trustee Bustamante Adams:

Thank you so much. Trustee Stevens, did you have any questions? I know we started with you but...

Trustee Stevens:

No, I'm good to go.

Trustee Bustamante Adams:

Okay.

Trustee Stevens:

Thank you.

Trustee Bustamante Adams:

All right. Okay then, since we have no one in the queue for public comment, then I will entertain a motion for 4.04.

Trustee Zamora:

Madam President, we have Trustee Barron.

Trustee Barron:

I'd like to make a motion to approve policy 6121.

Trustee Zamora:

Trustee Biassotti.

Trustee Biassotti:

I will second that motion.

Trustee Bustamante Adams:

Thank you, trustees. Please cast your votes. Trustee Stevens.

Trustee Stevens:

Aye.

Trustee Bustamante Adams:

I am also an aye. Madam Vice President, what is the vote count?

Trustee Zamora:

That is seven to zero.

Trustee Bustamante Adams:

That motion passes.

4.05 Notice of Intent – Clark County School District Regulation 6121.

Discussion and possible action on approval of the Notice of Intent to Adopt, Repeal, or Amend Clark County School District Regulation 6121, Instructional Program Design Development, prior to submission to the Board of School Trustees for approval on Thursday, November 13, 2025, is recommended. (For Possible Action) [Contact Person: Dustin Mancl] (Ref. 4.05)

Motion to adopt Item 4.05, Notice of Intent, Clark County School District Regulation 6121 as presented.

*Motion: Biasotti Second: Dominguez Vote: Unanimous
Motion passed*

Trustee Bustamante Adams:

Now I think we're in the home stretch. Dr. Mancl, you're up for 4.05...

Dustin Mancl:

Thank you.

Trustee Bustamante Adams:

... notice of intent for district regulation 6121.

Dustin Mancl:

Thank you, Madam President, members of the board, Superintendent Ebert. Again, Dustin Mancl, chief Academic Officer. I am again joined by Alaina Criner-Wilson, our assistant superintendent of the curriculum and instruction division and Robert Jones, director of the curriculum instruction division. Now we are here to provide a notice of intent to amend Clark School District Regulation 6121 titled Instructional Program Design Development. As with policy 6121 Clark County School District Regulation 6121 was last revised by the board of school trustees in 1981. The proposed amendments will align with those in policy 6121, instructional program design and also as with policy 6121, we would like to thank our curriculum commission central working team and our secondary school-based curriculum commissioners along with our region leadership and our executive leadership team. So Madam President, with your permission I will hand over the presentation to Mr. Jones who will provide the proposed amendments regarding Clark County School District Regulation 6121, Instructional Program Design Development.

Robert Jones:

Thank you, Dr. Mancl. Madam President, members of the board, Superintendent Ebert, for the record, Robert Jones. The reference material from item 4.05, notice of intent, Clark County School District Regulation 6121 outlines the proposed deletions and additions to the regulation. Aligned with the proposed amendment to policy 6121, regulation 6121 has been revised to

Robert Jones:

ensure that the process for how secondary courses are approved through a formal system is established. The title of the regulation was changed from instructional program design and development to secondary course offerings to provide clarity in the intention of this regulation and to align with the proposed amendments to policy 6121. Section one was updated to align with the same proposed language in policy 6121. In section two we included that the district will form a curriculum commission. In section 2A, We define the membership of the commission as the curriculum commission will be composed of secondary school administrators and secondary license educators.

In section three letters A through C, we elaborated on the responsibilities of the curriculum commission which include review applications for new, revised and retired secondary courses, review the course scope and goals that accompany the new and revised course applications and approve and/or deny applications for new, revised and retired secondary courses through parliamentary procedures. Section four provides a statement, the superintendent of schools or designee is responsible for secondary course offerings. This was moved to section four from an earlier section in the regulation. Thank you for this opportunity to share the proposed amendments regarding Clark County School District Regulation 6121, Instructional Program Design Development. At this time we will pause and take any questions from the board.

Trustee Bustamante Adams:

Thank you for your presentations. Madam Vice President, do we have anybody in the queue?

Trustee Zamora:

We have Trustee Stevens.

Trustee Stevens:

I actually asked my question in the last one so I'm good to go.

Trustee Zamora:

Trustee Henry.

Trustee Henry:

Okay, just really quickly, how many members of the curriculum commission, how many males are there and also how many are Black?

Robert Jones:

Trustee Henry, I will have to look back and see and get that back to you on the number for each of those two questions you just asked, both males as well as African-American.

Trustee Henry:

Thank you, I appreciate that.

Trustee Zamora:

Trustee Biassotti.

Trustee Biassotti:

I'm ready to make a motion.

Trustee Zamora:

Any other members with questions? Okay, Madam President, there is no questions in the queue and as a reminder there is no public comment either. So if you are ready-

Trustee Bustamante Adams:

Thank you so much. Yes, we will entertain a motion for 4.05.

Trustee Zamora:

Trustee Biassotti.

Trustee Biassotti:

Thank you, Madam Vice President. I would like to make a motion to adopt agenda item 4.05, notice of intent, Clark County School District Regulation 6121.

Trustee Zamora:

Trustee Dominguez.

Trustee Dominguez:

I would like to second.

Trustee Bustamante Adams:

Thank you. We have a first and a second. Trustees, please cast your votes. Trustee Stevens.

Trustee Stevens:

Aye.

Trustee Bustamante Adams:

I am also an aye. Madam Vice President, what is the vote count?

Trustee Zamora:

That is seven to zero.

Trustee Bustamante Adams:

Thank you. That motion passes seven to zero.

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

Trustee Bustamante Adams:

We will now go to 5.00 public comment on items not listed. Is there anyone, Madam Vice President, that did not get a chance to complete a public speaker card?

Trustee Zamora:

We do have some folks in the room and we have our team reaching out to them to give them a public a yellow card. Madam President, we have two folks filling out their papers now. Maybe we can close it. Just say we'll accept the two and then close it. I see our counsel shaking his head, yes.

Theodore Parker:

Nodding affirmative.

Trustee Zamora:

Nodding yes, sorry.

Trustee Bustamante Adams:

Okay, so then we will close public comment. Madam Vice President, I'm going to ask for your help to manage the process. I know that on our list for those that called in, Mr. Lenny Leither and also Teddy Leither were signed up first I believe, but I'll let you manage the process.

Trustee Zamora:

Thank you, Madam President. And I would like to remind folks that we have two podiums that will be going out simultaneously. And as a reminder, please state your name for the record when you begin. Mr. Lenny, we're ready, and Teddy.

Lenny Lither:

Is it okay if he comes to the mic of the same podium?

Trustee Zamora:

That's fine. So then on the other podium I'll have Nichole Beer.

Lenny Lither:

Okay [inaudible 01:52:19]

Trustee Zamora:

Thank you.

Public Hearing

Lenny Lither:

Okay. Oh, is it three minutes this time? Yay. So for the record, my name is Lenny Leither. I want to touch base on a few topics here. First I'd like to actually give praise to the superintendent because before driving around, taking my son to the audiologist, I got actually a phone call reaching out for people that have signed up to try to get additional information to try to get some of the community involvement a little bit more engaged and to take those concerns to the people that might be able to help address them. I actually want to highlight the areas that the district does good things.

Saying that though, my next one is a slight criticism, so I get one, take one back. At the end of last school year, a student got killed at a high school. It was in the news, I forgot the student's name.

And a couple weeks after that there was a press conference where the main message that I heard at least as a parent was that the main thing we can do is leave 10 minutes early. And I criticized that publicly because I just felt that wasn't sufficient. We needed real solutions, real answers. I've been saying for a long time I believe we need at least 20 more police officers that just focus on traffic patrol. We need more crossing guards. Thankfully they got that addressed. But then if parents are concerned about who should we reach out to, we're told, "Well, reach out to your neighborhood, your community reach out to the area." But there's Clark County, there's Las Vegas City, there's Henderson, there's too many sections. And wouldn't it be nice if I as a parent of a student could at least call one person, say, "Okay, here's who you should specifically reach out to." That little thing could help in this area.

And last, I also want to comment, I know at my son's school the principal has reached out and said, "Hey, we need some crossing guards on Grand Canyon. That's a busy street." And that was last year and still nothing happened. And yet again, we know kids are still getting hit. Record number 84 students hit this year to two deaths. And look, unfortunately I know some kids are going to get hit no matter what, but that number's way too high. Next, I want to comment on those social media posts. And yes, I know some action might've been taken against those teachers, we don't know. But I know the community is still really upset about the way that's been handled. And I know there's limited information that you can tell the community because again, they're still employees. But I was driving past Sig Rogich last Friday and there was still protests.

And I understand some of the protests because we always talk about diversity and inclusion and reaching out, but if you're a strong conservative and you see teachers highlighting the death of somebody that they held in such high esteem, you're thinking, "My kid's not safe with that teacher at that school." So that's my main thing. And in fact, I asked my son, I said, "Son, I can't take you to the audiologist and still make it to the school board. But because of the contract that was being

Lenny Lither:

offered, I really want to make come down here." And so I said, "Did you want to speak?" And he said, "Yes." And actually, he's going to speak slightly on that issue. So thank you for your time. And just kind of read this answer questions how you want and then say your name, okay?

Teddy Leither:

Hi, my name is Teddy. So the only question my dad asked me was, "Would I want that person as a teacher?" Honestly no because I don't want person wont have the feelings of a mortal like it would make sense if it was a video game character or something like that, but if the real life person, you don't actually want to see a person get killed many times over and for more than 50 times. The second thing my dad asked me was, "Do I see known people post things like that or think something be wrong with the way that person think?" Honestly, yeah, since probably I might watch it maybe once but probably will not and probably look disgusting probably and don't think a normal person will post anything about that online.

Other thing he asked me a question was, "What should happen when a teacher does post something like that?" I honestly think that they should have someone watching him or just not be a teacher anymore since people who actually watch, see that post and that person as a teacher probably don't want him as a teacher. And the last question my dad gave me is, "Can teachers post anything they want under free speech?" On that opinion I feel like there's always a limit for anyone to say online, but I think that teachers have a bit more, a little bit more. They could still say almost anything but they had only can say not as much as they want since if you see a teacher that said that and see a person died 50 times and he ended the up close one, then you don't want him as a teacher you only...

Lenny Lither:

You might want to stress it's about the one post.

Teddy Leither:

And it is on one single post of a portion which practically said that he loved everything about the video. It was the up-close video. He like every second of it and like the brought violence.

Trustee Zamora:

Thank you. Our next speaker, Nichole Beer and then I have Amber Morrison. You are more than welcome to walk up to the second podium. Thank you. When you're ready.

Nichole Beer:

Okay. Excuse me. Nichole Beer for the record, representing Read Freely Nevada and representing myself as a citizen. I stand here in solidarity with No Racism 1865, the child who was racially abused both physically and verbally at Centennial High School, their family and the historically disenfranchised community in our valley. We know that due to Trump and Lombardo's racially targeted policies, people of color are in more danger than ever. While we know that people of color

Nichole Beer:

have always been victims of institutional racism within CCSD, racially motivated instances are sure to increase as we have several CCSD policies that are under attack at the request of Jhone Ebert. You are going to see whitewashing and non-inclusive language being erased from policy 6150, 6161 and the anti-racism equity inclusion policy 5139. I want to be very clear about this. Under a new president, a new governor, and a new superintendent with new trustees, some of our students don't matter as much, that's what we're saying. In particular of all the inclusionary language is set to be eliminated from policy 6150, it currently states, and I'll just go over the part where it delineates different historically disenfranchised groups.

These materials shall be selected by professional staff and in a matter that is inclusive or responsive to the diversity of persons without discrimination or segregation on the grounds of race, color, creed, a national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age. The proposed changes will change the wording that Dr. Jara and librarians work for years to get included. The proposed language deletes all the inclusionary language to the word simply variety with the lie that that will be more inclusionary. Variety does not let you see yourself and gives no promise of what is included in the word variety. You have a block of votes on the board, so we know it's going to pass.

What we don't have is the courage of our new superintendent or those board members to simply admit as their president does with ease, that they're whitewashing our schools and they support anti-DEI school district policies. Two years ago this month, Dr. Jara signed a promise to ensure that our libraries and curriculum would remain inclusionary. What a terrible decision his replacement has become. Lastly, if you're hearing these words and you and your family are members of a marginalized community, this district should not be your destination. And lastly, was that too political for you?

Trustee Zamora:

After Amber, I have Akiko Cooks. If you can move forward to the podium. Thank you. Amber, whenever you're ready.

Amber Morrison:

Hi, my name is Amber Morrison. I'm formerly known as Amber White. When I was a custodian at the beginning of the year, I was enjoying my job for the district because I'm trying to become a teacher. I am working on my degree in Family and Human Services hoping to go through the ALR program. I was sexually harassed while I was working at the food service warehouse and terminated after reporting it to my immediate supervisor and other comments like colon cancer referring to rusted pipes were made. I have family and friends who have died from cancer, so that hit me a lot. So when I tried to confront them and talk to them about it and tell them how it made me feel, they fired me. I've not been able to make a difference in the classroom as a teacher that I want to make a difference in and I would like the opportunity to be able to bypass through HR to be able to reapply in the district. That's it.

Trustee Zamora:

Thank you, Ms. Morrison for coming tonight. After Akiko Cooks, I have Angela Jinks. Ready when you are.

Akiko Cooks:

Good evening, Superintendent and board of Trustees. My name is Akiko Cooks. I am the executive director of No Racism in Schools 1865, a grassroots organization based in Las Vegas. On October 6th, 2025 at approximately 9:50 a.m., a young Black student at Centennial High School was viciously assaulted. She was charged, she was put in a headlock, she was flipped on her back. She was mounted and she was repeatedly punched in her face while being called the N-word. No student should ever have to question their safety while attending school. Acts of racism are acts of violence. When bias and hate manifest as physical harm, there must be immediate and decisive accountability. Students who attack others, especially on the basis of race, should not remain in our schools. We are calling for a full transparent investigation by the Clark County School District disciplinary action against those responsible and comprehensive support for the student who endured the trauma.

The victim deserves justice, protection in a community that firmly stands behind her. CCSD has a moral and legal obligation to protect Black students and all students of color from racist violence and harassment. Every student deserves an educational environment grounded in safety, equity and respect. Our message is very clear, racism has no place in our schools, violence has no place in our schools and silence is not an option from anyone, especially on this board. We stand in solidarity with the student, her family, and the broader community demanding justice and lasting change. Protect our students, hold predators accountable, dismantle racism starting in our schools. Each and every one of you received a list of demands with pictures of the victim and her injuries as well as the student statement. And I also printed copies for everyone that I will leave for you. Thank you.

Trustee Zamora:

Thank you. Ready when you are. Let me just call for our next speaker. Theresa Yancey Benson.

Angela Jinks:

Good evening. My name is Angela Jinks and I am here today as a grandmother, a woman who loves her family deeply and who trusted that when my granddaughter walked into school she would be safe. I never imagined we would be standing here because she was racially assaulted on campus and even worse, left to feel unprotected, unheard in a place that is supposed to care for her. This isn't just about what happened that day, it's about what happened after. The silence, the confusion, the lack of urgency and the feeling that we as a family have had to fight for basic answers. A child should never have to carry the weight of a trauma that happened at school and a family should never have to beg the system for accountability. I'm here to say that it is not okay.

I want to make it clear what we expect going forward, accountability and transparency. We deserve full and honest explanations of what actions were taken after this assault. Who was notified when

Angela Jinks:

and how this situation was handled. Real safety measures, I want to know what is being done to make sure another child doesn't go through this. What changes are going to be made on the campus to make our children feel safer? Support from my granddaughter. She's a young girl who deserves to feel, seen, believed and protected. She should not have to return to school feeling alone. She deserves counseling, support and assurance that the school stands with her, respectful and timely communication.

Family should not have to chase down answers in moments of crisis. We should be informed, respected, and supported. Real change, not words, we need to see action. We need to know that this board and this school will not sweep this under the rug. This isn't just about my granddaughter, it's about every child who walks through those doors. Our children deserve more than promises. They deserve protection, dignity, and justice. Today I'm asking you to truly see her, to see us as a family, her father and her brother who is here with me. I'm sorry. Today I'm asking you to truly see her, to see us as a family in pain. To take the kind of actions that-

Trustee Zamora:

Thank you, Ms.

Angela Jinks:

[inaudible 02:08:22]

Trustee Zamora:

If you have a copy of your public comment.

Angela Jinks:

Yes, I do.

Trustee Zamora:

Perfect. Thank you. Then after for this podium I have Stephanie Kinsley. Theresa, whenever you're ready.

Theresa Yancy-Benson:

Hello. Oh, thank you. Good evening, Superintendent and school board trustees. My name is Theresa Yancey Benson and I'm here today to talk about October 6th, 2025. A Black female student at Centennial Hills High School was physically attacked and beaten during a class break and what witnesses have identified as a racially motivated incident. This deeply disturbing act of hate underscores an urgent need for accountability, transparency, and systemic change within the Clark County School District. No student should ever experience violence, harassment, or racial intimidation in a school environment. Racism is violence and any act of hate or physical aggression must be met with zero tolerance. The district has a moral and a legal obligation to protect its students, ensure the safety and well-being of the victim and take swift action to prevent future

Theresa Yancy-Benson:

incidents. We are calling for a full transparent investigation and appropriate disciplinary measures for those who are responsible.

Furthermore, CCSD must review its safety and equity protocols, provide trauma-informed support to the victim and demonstrate a clear commitment to racial justice and student protection.

Students who commit acts of racially motivated violence should not remain in our classrooms. "We cannot stay silent when our children are being harmed because of the color of their skin," says Akiko Cooks executive director of No Racism in Schools 1865. Schools must be safe, they must be safe spaces, not places where Black students fear for their safety, accountability and justice are not optional, because they are essential. Our community stands in solidarity with the victim and her family, demanding justice, transparency and a firm stance against racism and violence in all forms. Protect our students, demand accountability, confront racism and violence in our schools because we, grandparents are watching.

Trustee Zamora:

After Stephanie Kinsley I have Anthony Johnson.

Stephanie Kinsley:

Hello, my name is Stephanie Kinsley. I'm one of the parents from my children's advocate. You've obviously lost a lot of faith from parents. I'm speaking mostly to you today Jhone, because you have the most power here. You've lost faith from a lot of parents across this state. You're going door to door knocking, begging people to come back to CCSD and it's like you guys will do anything, you guys' decades of failure but refuse to address what's really wrong. We have an epidemic of violence that all agree with them except it's not just the Black and brown children we need to keep pair of, it's all the children. I think that's where we're going wrong. We're seeing each other's colors instead of remembering we're all made by God and we're all Americans. And I know this might upset one of your trustees who's not a fan of Christianity, but when does things get worse?

When you're scared to introduce kids to Christianity but things only get better when we get Christian values involved. The reason our schools are full of violence is A, we have broken home epidemic. So a lot of these violent kids are coming from a violent home. We got to address that first. So we should be holding the parents accountable for their violent children in the schools. Second, we have some awful teachers in the school that you got to get rid of. People who are openly violent and glorify violence, those aren't people who should be around kids and you know that and you know that if you're out door to door knocking you know these people, we don't want these people around our children and you know that. You wouldn't want these people around your kids. I do have to say thank you to Jhone before my time runs out.

Trustee Zamora:

Stephanie-

Stephanie Kinsley:

Thank you for-

Trustee Zamora:

I paused your time. Just as a reminder, you have to address the whole board, please.

Stephanie Kinsley:

Okay. But thank you to the only person who is able to open up the books. So thank you so that parents can see what the books are in the schools. I guarantee when I am out in the public and I show the hard copies of the books to these parents, they freak out and that's why you're going door to door knocking to beg people to come back. So instead of having the bigotries of low expectations, which we have to address, the fact that we don't punish kids if they're certain colors, the reason we say they can't get to school on time, it's not because of race, it's because of broken homes and it's a broken school system that's allowing this.

So when you see these kids coming in, whether they're violent or trans, we know something's going wrong in the home where these children have a broken home. These broken kids come from broken homes. So get the parents involved, but you have to hold a higher standard at the school. It starts with you guys. You have to get these gross teachers out. We're getting violent teachers and pedophile teachers. If you guys aren't out trying to fight to get rid of them, you're part of it. These are the same people in the red shirts who fought to keep dirty books in schools and they're the same ones who fight to defend glorifying violence. They're not healthy people, they shouldn't be around children. You know none of you would allow these people to babysit.

Trustee Zamora:

Stephanie, as a reminder, the board, not the people in the audience.

Stephanie Kinsley:

I'm saying, you know you would never let these memes watch your kids.

Trustee Zamora:

After Anthony Johnson, I have Kenneth Wilson. If you can come to the other podium, please.

Anthony Johnson:

Hello. My name's Anthony Johnson. I'm an advocate of the Black community. I help kids as much as I can, me and people around the neighborhood. We try to do public programs for the kids, teach kids a little bit more with Black history and a little bit more knowledge of self. So the statement that I'm giving you comes from 40 years of being in Las Vegas. I graduated from Rancho High School '95. And I've been here a long time and I've seen a little bit of racial issues, tensions here in Vegas between all races within each ethnic group. Nobody's really left out, everybody's targeted. But being the person that I am and holding a strong position here in Vegas for the Black community, I received a call early in the morning, October 6th from a person down south who's part of my

Anthony Johnson:

organization who was able to get the information about the young girl that was assaulted at Centennial High School.

That kind of worries me because how come nothing was done that same day? How come no action was taken? It took a call from somebody on the other side of the United States to reach me to be able to address this issue before the board today. And by the way, you guys are doing a good job just to let you guys know that. So I would like to see something done about the second kid that was not detained. I believe he has every right to be detained and arrested for conducting in the assault of the young Black girl. And anytime we're able to address issues like this, we will come here and speak to the board. Like I said, I graduated in '95, so sorry it took me 30 years to get here. I wish I would've came here sooner because I see that this is a professional setting and I will engage myself more. Other than that, that's all I have to say. I'd just like to say I would like the other kid held accountable for his actions. Thank you.

Trustee Zamora:

Thank you. After Kenneth, I have Dr. Robert Lee Jr. If you can move to the other podium. Ready when you are.

Kenneth Wilson:

Hello, my name is Kenneth Wilson. Superintendent, President, Vice President, trustees, thank you for this forum. We're all grieving over the loss of two children, obviously doing the math I think we're at 110% increase from children going to and from school who've been struck by vehicles. I think in the one case, this poor one little girl that just passed, I think she was hit by a school bus if my information is correct, but I believe I was on school campus, I could be wrong. I realize this is a priority for all of you. Many of you obviously have children that are in school. I have three and I have a suggestion, just a suggestion. Currently there is a two-mile restriction for students. In other words, if the student lives within two miles of the school, school buses are not allowed to pick them up. In other words, they have to make that trip somehow.

My suggestion is this, both of the children who lost their lives were 12 years and younger. So in other words, we're talking about middle school and elementary school aged children, is my suggestion that for parents who express the need via some type of form perhaps, that school buses pick up these children who are sixth grade and under who are within the two-mile restriction. Now that wouldn't apply to everyone. That would apply simply to parents who say maybe they're a single parent who have a need.

I think it's in the best interest of everyone if those children that are that young, if the school somehow was able to facilitate that need. My other suggestion might be when there's so many vehicles on school campuses where parents are now dropping off kids and kids are coming and then a lot of other kids who are in that two mile radius, they have to make their way somehow, a lot of them are riding bikes. And again, that young girl was riding a bike I believe at the time. Perhaps one more school crossing guard, but actually who is on campus can facilitate the egress and ingress of bikes leaving the school campuses.

Kenneth Wilson:

Maybe that's an individual school policy, maybe a letter to the principal perhaps saying, "Look, let's make sure that children who are leaving the school on bikes or some type of other transportation that they're leaving in a safe manner, at least off of the campus just for them to perhaps review their policy." So just a couple of suggestions. I know that there's a cost involved with more buses, but a few more buses or a couple of more stops might be better than a couple of funerals or more hospitals. So it's just my suggestion. Anyway, I love what you all are doing and so God bless you all. Thank you.

Trustee Zamora:

Thank you. And then I have Sarah Comroe. Go ahead, Dr. Robert Lee Jr.

Robert Lee:

Good evening. Thank you for this opportunity. I came here not intending to speak, but the opportunity was offered so I took it and I want to give you a little bit background, so why I'm here. I grew up across state line, Compton, California. Went to school and wanted to be a teacher. Never thought it would happen. I got recruited impromptu to go to Missouri to play football and I wasn't going to do that and I took the card, put it in my pocket. Well, my mom took the card and called the people and said, "You're going to Missouri." So I went from Compton to Missouri and I got back here two Saturdays ago. The reason I'm bringing that up is that my mom who's been inspirational, moved from California here. My mom is now very ill. So since that time I got my bachelor's or master's and taught in Kansas City public schools.

But the people who survey, my mom kind of ran out. So because all I've ever done is education, I love it, I look to come out here. So I start applying and I didn't get much response. So a friend of mine said, "Email the superintendent." I did. And I said, "Well, she's new." She responded and immediately gave my information, which I want to thank you, to Dana Crowley. Your recruitment department is tremendous. They touch base, gives me on video and really met people. So, at Kansas City public schools I left to teach over in Kansas, if you know a little bit about KC, there's KCK KC Mo, right across from each other. I came back to KCPS, which was an unaccredited school district. Our superintendent who has since moved, Dr. Mark Bedell, put me in charge of the alternative schools and he will tell you, wrote me a glowing recommendation about how I was instrumental in us getting our accreditation back and I was then assumed to be the most valuable principal, that's the title I was given.

So, when I applied here, I was given from a Marissa Balba, "Here's the task you need done," and I was assigned and "Here's your fingerprints. It gets your verification." I did that and as I'm traveling here, I get a call. "We're on a hiring freeze." Now I didn't sign a contract, but almost everything up to that point I had done. So that's why I made my journey. So, I'm coming here to try to find out when the hiring freeze will be lifted and I'm still interested in the district. Now the district people have warned me since I've been in Vegas, "Don't go." But that was what was said about KCPS and as far as me, I'm part of what we're going to do to solve the problems and be a part of that community, want to be-

Trustee Zamora:

Thank you. If-

Robert Lee:

You're aware of that.

Trustee Zamora:

Can you just say your name for the record, please?

Robert Lee:

Dr. Robert Lee Jr.

Trustee Zamora:

Thank you. And if you have written public comment, you can give it to our staff over here.

Robert Lee:

Say it again.

Trustee Zamora:

If your public comment is written out, you can give it to our staff.

Robert Lee:

No, I didn't intend on speaking.

Trustee Zamora:

Thank you. And then after Sarah Comroe have Mark Dieffenbacher. Thank you. And you're going to have to help me pronounce that. Sarah, when you're ready.

Sarah Comroe:

Sarah Comroe, for the record. In education, our goal is to have every student in the least restrictive environment possible with appropriate supports. What does that even mean? Well, the least restrictive placement is in the general education classroom with their grade level peers. If a student's needs a little more support than that, the next level would be his student placed in a general education classroom with their grade level peers and they would receive special education service minutes. This is usually in the form of resource, which is either a teacher or instructional assistant pushing into the general education classroom and supporting that student or students being pulled out into a resource classroom for a small group to focus on the area that the student needs support in and has those special education minutes. The most common are reading and math. And finally we have the level that I'm here to talk to you about today, self-contained.

Sarah Comroe:

Self-contained is when students with similar high support needs are placed into a special education classroom with a very low adult to student ratio, usually between 1 to 6 and 1 to 12, I believe. Students are often placed in a self-contained class that is close to the disability that qualifies them to get special education services. This means that a student that has a special education qualification or eligibility of autism that qualifies for a self-contained classroom will more than likely end up in a self-contained autism classroom. Here is where the issue is huge. Students can qualify for special education starting on their third birthday. If a student qualifies on their third birthday for special education services in a self-contained level, the only available full-day self-contained pre-K is called Kids Program and it is an autism program. This means that all children that qualify for a self-contained all-day program get put into the autism self-contained class.

At such a young age, it would be hard to tell which self-contained they truly belong in because all of the skills and struggles might look similar. It doesn't seem like a problem so far, but wait, there's more. When a student reaches the age for kindergarten and it has been determined that a self-contained classroom is still appropriate for their needs, they will be moved to primary. Primary is a label for a self-contained class that has students in grades kinder through second grade. The thing is that there are several classes that are labeled primary, primary autism, primary star, primary life skills for students that need assistance with support with life skills, primary SLD, DHH and so on and so forth. I'm giving you the self-contained program descriptions on a paper that'll be handed out later so that you can see details for yourself. But what happens is every student that is in the kids' program for self-contained pre-K autism is funneled into primary autism, even if that is not where they should be.

Getting a child laterally moved to a different primary program is made to be nearly impossible by the district. But the problem is that they may not belong there. Ask any primary autism teacher in the district then they will tell you that they have at least one kiddo that should be in star or life skills or maybe one of each. These inappropriate placements are detrimental to the success of not only that student that is not getting the appropriate supports for their needs, but also for the other students in the primary autism class that are correctly placed because additional attention, resources and support are required for the student that is essentially a square piece trying to fit into a round hole. I have more, I'm going to put it and I'll come back next week and finish my-

Trustee Zamora:

Thank you, Sarah. Can I get another speaker up, Dutch H? Thank you. Go ahead Mark.

Mark Dieffenbacher:

Hello, board members. My name is Mark Dieffenbacher, member of Surge Las Vegas speaking as an individual. Every child, no matter their race, background or zip code, deserves the freedom to learn in a safe, supportive school that protects their dignity. But that already tenuous freedom is being stolen by a climate of fear and division fueled by politics from the Trump MAGA regime that target our differences to distract from how they allow the wealthy few to rig the rules. The recent racially motivated assault at Centennial Hills High School is not just an isolated act of violence, it's a symptom of that agenda showing up in our schools. By joining together across race and

Mark Dieffenbacher:

background, we can create a first choice district where every child feels safe, valued, and free to thrive. Those here today in the broader community stand with the directly impacted family and with No Racism in Schools 1865 as they call attention to CCSD's responsibility under regulations 5137 and 5139 to ensure student safety and fairness. Thank you.

Trustee Zamora:

Thank you. After Dutch, I have Xander. Go ahead.

Dutch Harbor:

I start? Okay. Hello, my name is Dutch Harbor. I'm here as a veteran, a concerned citizen, and a member of the community. I recently watched the last two of these meetings on YouTube and I found it disturbing, how fast emotion was made to pass a faith-based mobile clinic when there were lingering concerns, concerns regarding how they plan to educate the side effects of vaccines, concerns about what their approach to behavior health would be and concerns about this being a free service while they reserve the right to charge third-party insurance agencies. The lack of pause in patients this board had when asked to table that topic until further definitions had been established was truly gross. It screams agenda, it shows no integrity, and it instills a lack of confidence in any endeavors that this board may pursue to uphold the separation of church and state in the future.

To add insult to injury, I also learned that one of the trustees here feels comfortable enough to wear a shirt idolizing and supporting a dead Nazi. Someone who was a racist, a misogynist, someone who encouraged, sorry, discouraged higher education as a whole. He wasn't a hero. It's crazy to me that a trustee could support that person while being on a board of education. It doesn't make any sense and it's very ironic considering there are teachers who are suffering consequences for making comments about this person, I feel that it is only fair that the trustee should endure consequences as well. And quite honestly, they should resign. Someone like that is a danger to our education as a whole, and it is our duty to keep these kinds of people away from our educational infrastructure. Thank you.

Trustee Zamora:

Thank you. And I do want to remind the public that we do have some rules. It's a business meeting, so no clapping. You can do snaps, I think is what we've done before. And silent jazz hands if you're in agreement. Go ahead, Xander.

Xander Tognoni:

Good evening. My name is Xander Tyoni and I'm 14 years old and an eighth grader at Del Webb Middle School. I'm also my school's SOT student representative. Like many other schools in the district, our school has been affected by drastic budget cuts. And tonight I'm here to make my voice and the voices of students all around the district heard. At Del Webb we're already beginning to feel the weight of these cuts. The district estimated we'd lose around 90 kids due to rezoning and

Xander Tognoni:

registration changes. In reality, our school lost over 200 students. Because of this 10 teachers and staff members are being surplused uncertain of whether they'll be out of a job or not.

Students see the real impact of these cuts on a daily basis and their teachers, our activities and our schools. Class sizes will be growing and resources are going to be become more difficult to access. But behind every number on a budget sheet, there is a student who is missing out on an opportunity to grow, learn, or achieve a slightly larger dream. We understand that decisions are difficult and budgets are complex. However, our request is simple, always keep the students in mind.

Keep in mind that we are the reason schools exist in the first place. Cutting funds has an impact on our future as well as the school's. So tonight, I'm not here as a single student. I'm here for thousands who genuinely care about their education and their community. We don't hope every issue is resolved by tomorrow morning, but we do hope our voices will help shape the decisions that are made. Students will have no say in such decisions, but we do have a voice and our voice matters. Please, when planning your future, plan with us on the included list. Thank you for your time, for your leadership, and for listening to the students you serve.

Trustee Zamora:

Thank you. And Madam President, that concludes our public comment.

Upcoming Meeting of the Board of Trustees

Trustee Bustamante Adams:

Thank you so much, Madam Vice President. With that, we will move on to item 6.01, upcoming meeting announcements. The next meeting of the board of Trustees is on October 30th, 2025 at 5:00 p.m. in the boardroom.

Adjourn: 7:14 p.m.

Motion to Adjourn

Motion: Cavazos Second: Henry Vote: Unanimous
Motion passed

Trustee Bustamante Adams:

We'll move to item 7.0. I will entertain a motion for adjournment.

Trustee Zamora:

I have Trustee Cavazos in the queue.

Trustee Cavazos:

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

Trustee Zamora:

Trustee Henry.

Trustee Henry:

I will second.

Trustee Bustamante Adams:

Thank you. We have a first and a second. Please cast your votes. Madam Vice President, I vote aye. What is the total count?

Trustee Zamora:

That is six to zero.

Trustee Bustamante Adams:

Thank you. With that, the time is 7:14 p.m. The meeting is adjourned.