

MINUTES  
CLARK COUNTY SCHOOL DISTRICT  
SPECIAL MEETING OF THE BOARD OF SCHOOL TRUSTEES  
EDWARD A. GREER EDUCATION CENTER, BOARD ROOM  
2832 E. FLAMINGO ROAD, LAS VEGAS, NV 89121

WORK SESSION

Wednesday, October 7, 2009

9:00 a.m.

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Roll Call: Members Present

Terri Janison, President  
Carolyn Edwards, Vice President  
Sheila R. Moulton, Clerk  
Chris Garvey, Member  
Deanna L. Wright, Member  
Dr. Linda E. Young, Member

Member Absent

Larry P. Mason, Member

Dr. Walt Rulffes, Superintendent of Schools

Also present were: Mark Wood, Board Counsel, District Attorney's Office; Bill Hoffman, General Counsel, Legal Department; Dr. Lauren Kohut-Rost, Deputy Superintendent, Instruction Unit; Jeffrey Weiler, Chief Financial Officer, Operations Support Unit; Paul Gerner, Associate Superintendent, Facilities Division; Dr. Jolene Wallace, Associate Superintendent, Area Service Center 3; Robert Alfaro, Associate Superintendent, Area Service Center 2; Billie Rayford, Associate Superintendent, Superintendent's Schools; Dr. Patrice Johnson, Associate Superintendent, Area Service Center 4; Bramby Tollen, Director, Purchasing and Warehousing, Operations Support Unit; Ruth Joseph, Director, Student Data Services, Assessment Accountability, Research, and School Improvement Division; Jeremy Hauser, Academic Assistant, Superintendent's Schools; Elizabeth Carrero, Secretary to the Superintendent, Office of the Superintendent; Cindy Krohn, Executive Assistant, Board Office; Lisa Chrapcynski, Administrative Secretary II, Board Office; and Stephanie Gatlin, Transcriber/Recording Secretary, Board Office.

**ADOPT AGENDA**

*Adopt agenda, except move Item 3.02 to precede Item 3.01.*

*Motion: Edwards Second: Young Vote: Unanimous*

**PUBLIC HEARINGS ON AGENDA ITEMS/RESPONSE TO PUBLIC COMMENT**

Trustee Janison read the public speaking guidance.

**PUBLIC HEARINGS ON AGENDA ITEMS/RESPONSE TO PUBLIC COMMENT (continued)**

Dropout Prevention and Programs, Superintendent Employment Agreement – Karen Gray  
Mrs. Gray requested that all backup documents are provided to the public as the Board members receive those materials. In relation to Item 3.05, she asked to be provided with the amendment if one was available.

Update on Empowerment Schools Program – Ruben Murillo

Mr. Murillo, speaking on behalf of the Clark County Education Association (CCEA), expressed support of the empowerment schools concept and model. He stated the District and CCEA need to work together and communicate to ensure the success of the empowerment schools.

Trustee Janison recognized CCEA's involvement in the empowerment schools' collaborative effort. She stated one reason an update on the empowerment program was placed on today's agenda was to encourage communication. In response to Mrs. Gray's comments, she stated staff would make an effort to insure that the information is made available as early as possible.

Trustee Young supported comments made by Mrs. Gray, and she agreed with Mr. Murillo and stated she supports his request to be involved in the empowerment schools program.

**APPROVE UPDATE ON EMPOWERMENT SCHOOLS PROGRAM**

Approval on the Empowerment Schools program.

Mr. Hauser provided an update on the empowerment schools program. His presentation included the following topics: empowerment goals, empowerment beliefs, implementation for 2006-2007, Criterion Referenced Test (CRT) trend data for English language arts and mathematics for year one schools, implementation for 2007-2008, CRT trend data for English language arts and mathematics for year two schools, implementation for 2008-2009, CRT trend data for English language arts and mathematics for year three schools, implementation for 2009-2010, teaching and learning conditions (TLC) survey results, 2008-2009 district-wide survey results, per pupil allocations, budget plan, and 2010-2011 empowerment recommendations.

Trustee Janison expressed her support of the empowerment philosophy, and stated she would like to see this way of thinking applied throughout the education system. She stated there needs to be a commitment to train all individuals that become part of the empowerment schools' communities.

Trustee Edwards agreed that training is critical and stated she would like to have all principals informed about the empowerment program concept. She asked what the limitations of empowerment schools are.

Mr. Hauser guided the Board to a document titled "The Operational Keys," which outlines what is allowed in terms of expending resources. He pointed out that here are still Board policies, District regulations, and state and federal requirements and laws that must be adhered to. He stated in the instance where there is an option to depart from those rules, it would be addressed in The Operational Keys along with the protocol for doing so, such as applying for waivers or seeking permission from the state.

### **APPROVE UPDATE ON EMPOWERMENT SCHOOLS PROGRAM (continued)**

Trustee Edwards stated it needs to be made clear what the consequences would be for not achieving results. She stated a one-year timeframe is not long enough to determine results, but if schools are not showing some progress over an established length of time, there needs to be a process in place for addressing that. She said all unions need to be completely involved in this program. She stated the programs and procedures that work for empowerment schools should be continually evaluated to see if they could work for the entire system as well. She broached the idea of possibly enlisting the services of Dr. Karlene Lee, former CCSD employee, as a consultant to help move this program forward as it expands. She mentioned that the Office of Innovation and Improvement (OII) of the U.S. Department of Education has the Investing in Innovation Fund (i3) with \$650 million available, categorized in three different programs that could be aligned to the empowerment program, and the District should be looking at acquiring those funds.

Trustee Young congratulated the empowerment principals. She asked if any national, state, and local comparative analyses are available in terms of empowerment.

Mr. Hauser stated that type of data is not available.

Trustee Young spoke about the impact of teacher and principal leadership in all programs. She recommended that the District should look at enlisting the leadership and expertise of teachers and principals, rather than going outside of the District, who can provide a model in their school and demonstrate the success of the program. She commented that in the presentation there was no reference to the response from the parents for the 2008-2009 district-wide survey results for schools at the middle school or high school levels.

Mr. Hauser explained that the survey results are overall and not broken down between the three different grade levels.

Trustee Moulton expressed appreciation Trustee Edwards' comments and requests for limitations of empowerment schools and clearly outlined consequences for lack of results. She asked if there were any funds built into the per-pupil allocation for English language learners (ELL) and free and reduced lunch (FRL).

Mr. Hauser stated yes, and he explained the process by which they consider how additional dollars provided to schools would be distributed to support those students.

Trustee Moulton asked if that was a difficult process.

Mr. Hauser stated it is very difficult and very time consuming because of the many factors that need to be considered along with decisions that must be addressed in terms of the level of need versus the allocation of funds to provide the greatest impact.

## **APPROVE UPDATE ON EMPOWERMENT SCHOOLS PROGRAM (continued)**

Trustee Moulton commented that with the transiency issues in some areas, the students that are consistently present for the two to four years should be looked at.

Trustee Janison asked if the Superintendent was moving toward having the dollars follow the student not only in the empowerment schools but throughout the District.

Dr. Rulfes stated he would address that issue momentarily.

Dr. Kohut-Rost introduced the empowerment schools' principals and community partners. She recognized Dr. Greg Halopoff, Director IV, Technology & Information Systems Services (TISS) Division, for creating the budget worksheet shown in the presentation. She suggested that it may be interesting to include, if it was the Board's desire, decisions and processes that empowerment school administrators chose in terms of their flexibility in working with their budget. She explained that in the past, staff developed a region-differentiated budget based on the needs of the students being served in the particular region, and it is now the area-differentiated budget, based on student's needs, age of building, and Adequate Yearly Progress (AYP) movement. She stated with a new budget system in place, it may be time to bring this topic back to the Board. She recognized and thanked all those involved in the central design team.

Trustee Wright asked how the financial support from the Lincy Foundation impacts the community partners' contributions.

Mr. Duncan Lee, C. T. Sewell Elementary School community partner, stated he and his wife work directly with Carrie Larson, Principal at C.T. Sewell, regarding allocation of their funds for the schools that they are partnered with, which is independent of the CCSD budget and the Lincy Foundation funds.

Trustee Garvey agreed that communication is very important. She stated she would like to see a clear leadership line in the empowerment schools program.

Mr. Hauser stated while the empowerment program involves a team of individuals, ultimately, it would be the principals who are held accountable.

Trustee Janison asked for clarification of what a design team is for each school.

Mr. Hauser stated the school design teams consist of community members, parents, and teaching and support staff who work together to form decisions as a team with the principal being accountable for the outcomes.

## **APPROVE UPDATE ON EMPOWERMENT SCHOOLS PROGRAM (continued)**

Dr. Rulfes suggested a summit should be held with unions and others involved in order to increase communication. He stated the empowerment model needs to be proven on its success, and he would like to look at 10 percent of the CCSD school population, which is a sample sufficient to draw conclusions, before moving forward with a district-wide program. He pointed out that as a reflection of the empowerment concept, last year was the first year that schools were allowed to make their decisions regarding cuts. In terms of the weighted per-pupil funding, he stated he viewed that as a type of "test run" for broader-based applications. He stated he believed the state should be funding the empowerment schools, so he would hope to have a successful model to take forward to the state and ask for those funds. He stated in the current economic climate, it is difficult to recruit community partners for these schools, and he asked for everyone's assistance in that endeavor, and he acknowledged the Public Education Foundation for their assistance.

Dr. Rulfes stated he believed the three options the Board is faced with are: approve moving forward based on what the design team brings forward, contingent on federal funding; approve moving ahead, assuming federal funding but moving forward with or without funding; or approve moving forward with the assurance of funding, being federal funding or a backup funding plan, estimated to be \$2 million.

Trustee Edwards asked for clarification of the timeline for recommendation since the recommendations in the presentation are for the 2010-2011 school year only.

Dr. Rulfes stated he believes the commitment for an empowerment school should be three years.

Trustee Edwards clarified then that the recommendations for 2010-2011 school year do not limit the efforts of the empowerment schools' programs for expansion.

Dr. Rulfes added there are some longer-term implications built into the 2010-2011 school year recommendations.

Trustee Edwards expressed caution with option three, and she stated she would like to see what a backup plan would entail for funding.

Dr. Rulfes stated at this point he believed the funding would be similar to what is currently available to the schools.

*Motion to move forward with the 5 and the 15 as outlined with a three-year plan and with funding.  
Motion: Edwards    Second: Moulton*

Trustee Moulton agreed with Trustee Edwards that she would need to see where those funds would be pulled from and what other areas of the District would be affected. In terms of large class sizes, she suggested asking the state for a waiver and recuperating those funds already being used for class-size reduction, and she suggesting considering differentiation of funds connected to the number of ELL students in a classroom and in terms of the experience of the teacher.

**APPROVE UPDATE ON EMPOWERMENT SCHOOLS PROGRAM (continued)**

Trustee Moulton suggested that as an informal process, the empowerment schools could possibly share what they are doing with the schools they are feeder aligned with. She stated she would be hesitantly in favor of the motion.

Dr. Rulfes stated in terms of the funding, there should be some future anticipation included in the Trustees' consideration for expansion of the model.

Trustee Janison expressed belief in the process with enforcement of the consequences outlined in writing, the success of the program, and the ability to continue to be able to provide the funding.

Trustee Garvey asked if money that has already been applied to existing schools could be reconfigured and placed in areas that would have the greatest impact.

Dr. Rulfes stated he believed that would be possible.

Trustee Garvey stated that given Dr. Rulfes's response and that the expectations are clearly expressed in writing to everyone, she would be in support of the motion.

Trustee Young expressed concern regarding the funding, and she asked what the options would be if the program was not federally-funded.

Dr. Rulfes expressed that if the District were to decide to continue to fund the empowerment program, it would be a higher priority than something else the District was doing, and the District would be faced with some difficult decisions. He suggested the design team could consider this discussion and have some dialogue concerning the issue.

Trustee Young asked who the design team is made up of.

Mr. Hauser stated the design team was created with the original schools, and after the upcoming meeting, the membership list would be reviewed.

Dr. Kohut-Rost added that the design team membership – the various organizations that would be represented – was specified in the original Memorandum of Understanding (MOU) between the District and the Education Support Employees Association (ESEA), and the list of individuals was developed at a later time.

Trustee Wright expressed hesitancy in supporting the motion with leaving the funding open and the District undertaking the responsibility of coming up with the funding.

Trustee Janison reiterated her support of and belief of success of the program and the process.

**APPROVE UPDATE ON EMPOWERMENT SCHOOLS PROGRAM (continued)**

Trustee Edwards stated the District is making an effort in this state to show legislators what can be achieved with more funding.

*Trustee Edwards amended her motion to move forward with the 5 and 15 – to be adjusted as necessary – and take the concerns to the design team to come back to the Board with a model of what the plan would look like with the funding and without the funding.*

*Trustee Moulton agreed with the amendment.*

Trustee Young asked that the design team take the Trustees' concerns into consideration. She stated she could comfortably support the motion with the design team taking into account the Trustees' concerns regarding funding.

Trustee Moulton stated she would like to add the stipulation that the funding would not result from increased class sizes.

*Trustee Janison suggested that it should be clarified in the motion that the timeline for the call for applications of October 15, 2009, would still be adhered to.*

Trustees Edwards and Moulton agreed to the amendment suggested by Trustee Janison.

Dr. Rulfes added that he views the decision to move forward with or without federal funding as a show of commitment to the partners, and he stated he believes there is a good chance the District would receive the needed funding.

Trustee Edwards stated she would like the District to try and secure the i3 money, and she clarified that the approximate \$2 million that was mentioned would be for the 5 schools only, and the 15 would be more.

*Vote on trustee Edwards' motion was unanimous.*

**APPROVE REVIEW OF REQUIREMENTS FOR BOARD APPROVAL OF CLARK COUNTY SCHOOL DISTRICT PURCHASES**

Approval regarding requirements for Board of Trustees approval of Clark County School District purchases, including, but not limited to, a review of Nevada Revised Statutes, Clark County School District regulations, and EL-8: Asset Protection, as recommended in Reference 3.03.

Ms. Tollen gave a presentation outlining the approval process for purchases. Her presentation included: Definitions; Reporting Categories; Approval Thresholds for Purchase Orders; Approval Thresholds for Change Orders; Consultant Requirements; Purchasing Requirements; Facilities Requirements; Total FY09 Purchases, Board Approved versus Board Ratified; Total FY09 Purchases, Instructional Consultants; Total FY09 Purchases, Operational/Administrative Consultants; Total FY09 Purchases, Commodities; and Total FY09 Purchases, Facilities.

**APPROVE REVIEW OF REQUIREMENTS FOR BOARD APPROVAL OF CLARK COUNTY SCHOOL DISTRICT PURCHASES (continued)**

Trustee Edwards stated that she asked for this presentation because she felt it was important for the entire Board to understand the three approval levels. She asked why the \$25,000 for instructional out-of-district consultants per event was not aggregate.

Ms. Tollen explained that it was aggregate in the past but was changed for manageability.

Trustee Edwards stated it is important to be informed in some way when a consultant is being hired by more than one District office and why the consultants are not being coordinated in such a way that maximizes the cost.

Ms. Tollen assured Trustee Edwards that through the direction of Mr. Weiler, staff is negotiating that very issue.

Trustee Edwards asked how the Board and District would know whether or not different schools are bringing in the same consultants several times over a period of time, under the \$25,000 Threshold. She stated measures need to be taken to gain control of this issue, either through policy or operationally.

Mr. Weiler stated something could be done operationally, but it would slow down the process, possibly interfering with a grant timeline.

Trustee Edwards stated the Board would not necessarily need to approve the item but to receive a report on the consultants to be able to recognize patterns and address any issues that need attention.

Trustee Janison agreed with the request made by Trustee Edwards. She stated it would encourage collaborative efforts within the District.

Trustee Garvey expressed concern with the cost of the consultants, and she stated she would like to see a report, triggered by a certain dollar amount, that shows some accountability to insure that the consultants are delivering what was agreed to.

Mr. Weiler stated one point of consideration is that 100 percent of the fees are subject to available monies.

Trustee Garvey asked if the 3 percent for Public Works – New Construction and the 5 percent for Public Works – Modernization as shown on page 5 of the presentation comes to the District by event.

**APPROVE REVIEW OF REQUIREMENTS FOR BOARD APPROVAL OF CLARK COUNTY SCHOOL DISTRICT PURCHASES (continued)**

Mr. Gerner answered that is an accumulative total so when the 3 percent for construction or the 5 percent for modernization is reached, all changes beyond that are reported.

Trustee Young asked about oversight from the different departments monitoring when the consultants are reaching established thresholds.

**BOARD MEMBER LEAVES**

Trustee Garvey left the Board meeting at 11:24 a.m.

**APPROVE REVIEW OF REQUIREMENTS FOR BOARD APPROVAL OF CLARK COUNTY SCHOOL DISTRICT PURCHASES (continued)**

Ms. Tollen responded that type of monitoring has changed from per aggregate amount to per event because the aggregate was so difficult to manage.

Trustee Young noted that there is no feedback or follow-up regarding consultants' progress and completion of projects. Regarding the 3 percent and the 5 percent for public works, she asked if the percentages are taken on an average of all contracts.

Mr. Gerner stated on a per contract basis, staff reports all changes and makes those changes up to a 3-percent or a 5-percent limit without going to the Board and beyond that, all subsequent changes are brought before the Board.

Dr. Kohut-Rost offered that if federal dollars are used to purchase consulting services, there are measureable objectives, and specific information must be provided. She stated that if consulting services are purchased by a school with school-generated funds, and the same consultant services are purchased by numerous schools, there is no formal evaluation, but the approvals would have been sought through the school-generated funds committee and a report would go back to that committee.

**DROPOUT PREVENTION AND PROGRAMS**

Discussion on Clark County School District dropout data, prevention, and associated programs.

Dr. Kohut-Rost explained that this discussion would focus on dropout prevention efforts throughout the District. She provided a brief history of past dropout prevention efforts presentations, one of which was a report provided by Dr. Lee on May 12, 2008, titled "Market Trends and District Planning" with much of the report devoted to dropout trends and prevention efforts. She stated the other presentation was conducted by her and Sue Daellenbach, Assistant Superintendent, Assessment Accountability, Research, and School Improvement (AARSI), on May 8, 2009, and focused on graduation rates and dropout rates. She stated as of the most current information, which is for 2007-2008, the dropout rate has been calculated at 5.8 percent, which is down from 11.8 percent in the 1997-1998 school year. She noted that in that time period, the District has seen unparalleled growth, increasing diversity, an increasing student population with language barriers, and mobility of students and staff.

## **DROPOUT PREVENTION AND PROGRAMS (continued)**

Trustee Moulton asked if there had been a change in the reporting of the dropout rate.

Ms. Joseph stated there had been a change in the way the dropout rate was calculated and which students are reported as dropouts.

Dr. Kohut-Rost stated the change occurred circa 1997-1998.

Trustee Janison asked about the change of the types of students reported as dropouts.

Ms. Joseph stated students that leave the District whose parents do not request a transcript and the District does not know the student's whereabouts are counted as dropouts simply because the District was not made aware of where the student had moved to.

Dr. Kohut-Rost discussed some of the recommendations outlined in the presentation, which are based on the document titled "Dropout Prevention" from the What Works Clearinghouse of the U.S. Department of Education. In her discussion of those recommendations, she also gave examples of District applications and efforts in line with the specific recommendation to combat the dropout problem. Those recommendations were as follows: Recommendation 1: Data System, which included OnTRACK and student data monitoring; and Recommendation 2: Adult Advocates, which included graduation advocates

Trustee Young expressed a desire to go back to a formalized dropout prevention program and tracking system previously in place to find students who have dropped out to bring them back and to engage those students in school.

Dr. Kohut-Rost stated there is more accountability in each school than ever before, and this is becoming the formalized plan throughout the District, and with this plan comes a framework that insures all these programs are in place throughout the school system to target the needs and produce results.

Trustee Young stated she would like to see a formal, district-wide committee formed.

Dr. Kohut-Rost agreed that a district-wide committee needs to be formed to look at the data and the framework, and she would like to involve Trustee Young in that process. She stated staff would be coming back to the Board in the near future with information concerning a change with the Nevada State Board of Education in terms of how the District could matriculate students.

Dr. Wallace discussed Recommendation 3: Academic Support and Enrichment, which encompassed online courses for credit retrieval and enrichment, tutoring for remediation and enrichment, core curriculum prep buyouts, summer and intersession language camps, data monitoring, response to instruction, summer school, and virtual high school.

## **DROPOUT PREVENTION AND PROGRAMS (continued)**

Mr. Alfaro discussed Recommendation 4: Classroom Behavior and Social Skills, which encompassed individual academic plans for grades 6 through 8 and grades 9 through 12, student recognition programs, wraparound services provided, community partnerships, and school-wide behavioral programs.

Trustee Janison asked for a list of community organizations and wraparound services for children and families experiencing severe behavioral issues that contribute to students dropping out of school.

Dr. Kohut-Rost stated that information could be provided to the Board.

Trustee Young recalled a document that provided information and support regarding human services available to students and their families with needs and issues outside of their school community. She suggested pulling this type of information in as a resource.

Dr. Kohut-Rost stated the District is looking to hire social workers, targeting schools that have high special education needs to provide further support and services to students through IDEA ARRA (Individuals with Disabilities Education Act – American Recovery and Reinvestment Act of 2009) funds.

Trustee Wright stated with regard to the online credit retrieval and College of Southern Nevada (CSN) online courses, there are limitations and restrictions placed on the availability, and it needs to be accessible to all students. Regarding the classroom behavior and the social skills, she stated she had not seen an individual academic plan. She stated the District needs to ensure that all students are provided with information regarding any type of assistance, programs, and activities that they can take advantage of because many times students are simply not aware that it exists.

Dr. Kohut-Rost said she would have Kim Boyle, Director, Guidance and Counseling, Curriculum and Professional Development (CPD), contact Trustee Wright regarding the individual academic plan and the CSN online courses. She stated that also through IDEA ARRA funds, every high school is provided the funding to offer online enrichment courses on their site without restrictions.

Ms. Rayford discussed Recommendation 5: Personalize Learning Environment and Instructional Process, which encompassed freshman academy, middle school academy, teaming, mentoring programs, participation in extracurricular activities, and *Moving On* transitional planning guides. She introduced the transition guides and other resources provided to students at each grade level to help guide the students and their families in planning for the student's future.

Dr. Johnson discussed Recommendation 6: Rigorous and Relevant Instruction, which encompassed components of an effective lesson, curriculum essentials framework and secondary course syllabi with accompanying benchmarks/pacing guides/cultural connections, 21<sup>st</sup> Century Course of Study, common semester exams in mathematics, College Board plan of action, dual credit, career days, college scholarship nights, and Keep Your Eye On the CAP.

## **DROPOUT PREVENTION AND PROGRAMS (continued)**

Trustee Moulton advised exercising caution in utilizing buyouts. She suggested that students need to be taught to be self motivated, and parents need to be guided on how to help their students.

Trustee Young stated the literacy level of a child in the second or third grade is being used as a determining factor for the number of prison cells needed to house those children as future prisoners. She talked about the importance of every child having a significant adult in their lives and every child being afforded the opportunity to succeed in school and in life.

## **CLARK COUNTY SCHOOL DISTRICT RECENT ORGANIZATIONAL CHANGES**

Presentation on the organizational structure of Clark County School District.

Dr. Rulffes provided a presentation outlining the organizational structure of the District. He specifically discussed the line and staff structure, the four major resources the Superintendent must maintain control over, factors in managing the organization since the introduction of regions, and the recent reorganization's focus.

Trustee Edwards stated the reorganization needs to remain focused on the Board's ends. She pointed to pages 3 of 33 and 12 of 33 to illustrate what she feels are the essentials of the organization of the District.

Trustee Young pointed to page 15 of 33 and suggested that administrators should be provided training in relation to students of different ethnic backgrounds. She encouraged training for parents in addition to the monthly parent meetings as noted on page 16 of 33. Referring to the Board meeting seat assignments chart, she noted that the Deputy Superintendent for Student Support Services Division (SSSD) does not sit on the dais.

Dr. Rulffes stated the attendance of division administrators is based on what divisions receive the most inquiries from the Board.

Trustee Young stated sometimes people feel that students with special services or needs are not in the forefront, and Charlene Green, Deputy Superintendent, SSSD, represents that population of students, and she did not want the perception to be that those students are not represented.

Dr. Kohut-Rost stated the approach has been that all of the division administrators represent all of the students and consider them one student population.

## **APPROVE SUPERINTENDENT EMPLOYMENT AGREEMENT**

Approval of an amendment to the Superintendent's contract to approve a voluntary annual salary reduction through the remainder of the 2009 fiscal year.

*Motion to accept with the recognition of his leadership and his example.*

*Motion: Edwards      Second: Young      Vote: Unanimous*

*Trustee Garvey was not present for the vote.*

## **APPROVE SUPERINTENDENT EMPLOYMENT AGREEMENT (continued)**

Trustee Moulton requested a future agenda item for discussion to consider extension of the Superintendent's contract.

## **EMPLOYEE LABOR RELATIONS**

*Motion to extend the current confidential contracts for a two-year period with the following changes: 1, furlough day – employees' annual salary has been reduced by one day's pay and in exchange, the employees agree to accept one voluntary furlough day as approved by the Superintendent. This provision will be void and the day's annual salary restored in the event the administrators' bargaining unit resolves its contract by obtaining payment of the 2009 PERS cost increase by the District; and two, accumulated sick leave – upon termination of service, any employee will be compensated the employee's daily rate of pay at the rate of one day for each five days of accumulated sick leave and may elect to have the District purchase a health reimbursement account of the employee's choosing or purchase PERS credit. Employee may not participate in any other form of payment for unused sick leave.*

*Motion: Edwards      Second: Moulton      Vote: Unanimous  
Trustee Garvey was not present for the vote.*

## **PUBLIC HEARINGS ON NON-AGENDA ITEMS/RESPONSE TO PUBLIC COMMENT**

Sam King

Ms. King expressed appreciation of the presentations given pertaining to dropout prevention. She requested some information in writing at some time in the future.

Clorinda Fontano

Ms. Fontano talked about her experience teaching students in the District who needed help making the transition from high school math to college math. She stated she currently tutors students in college who are not proficient in basic mathematics skills. She spoke about the importance of collaboration between the CCSD and higher education.

Former Senator Neal

Mr. Neal commented that he attended the meeting to gain knowledge of the intent of the Area Service Centers and was somewhat satisfied with what he learned.

**ADJOURN:** 1:07 p.m.

*Motion: Moulton      Second: Young      Vote: Unanimous  
Trustee Garvey was not present for the vote*