

Around the Globe in Ten Years

- America officially celebrated Dr. Martin Luther King Day as a national holiday in 1986.
- The space shuttle Challenger exploded seventy-eight seconds into its launch on January 28, 1986, killing all seven astronauts aboard, including teacher Christa McAuliffe.
- The worst nuclear disaster occurred in Chernobyl, USSR, April 1986.
- Communism lost its power in the Soviet Union and the country disintegrated. The world watched as the Berlin Wall fell on November 9, 1989. Later, other communist countries also toppled, signaling a change in world politics.
- The Chinese government squashed the Tiananmen Square protests of 1989. Estimates of those killed during the massacre on June 4, 1989, range from the official Chinese reports of two hundred to three hundred people to well over two thousand dead.
- South Africa saw an end to the longstanding practice of apartheid. While racism continues to exist in the country, the release of Nelson Mandela on February 11, 1990, signaled the emergence of a new South Africa.
- Passed in 1990, the Americans with Disabilities Act went into effect in 1992, giving civil rights protections to individuals with disabilities.
- The Internet moved from an academic network to a consumer tool when Sir Tim Berners-Lee created the World



Exploding Growth 1985–1994

After suffering through a long recession, things began to look up for Clark County. Homes were being built and businesses were expanding in the mid 1980s. Best of all, a young Steve Wynn announced that he was building a mega-resort the likes of which hadn't been seen in Las Vegas.

The Clark County School District had experienced a relatively steady pace of construction through its first decades, roughly two elementary schools a year. But with this mega-resort on the horizon came the promise of between three thousand and four thousand hotel workers whose children would need classrooms. Continued population growth and sharp rises in the cost of land for school sites prompted a bond election in 1984 that would fund thirteen new elementary schools. The bond failed.

This loss was a wake-up call for CCSD. Not only was the school district now short on funds at precisely the time they were needed, the school district also needed to add land acquisition to the construction budget.

The district rushed a new plan to raise forty million dollars. They proposed a 13.4 cents tax per one

hundred dollars in assessed property value. These funds would still be short of the \$60.1 million needed. The remaining twenty million dollars would come from excess debt reserve funds.

Since voters don't like increased taxes, the district had to sell the community on the need for additional funds. Overcrowding or deteriorating schools and the possibility of year round schools finally persuaded the community that new schools were necessary and thankfully, the new bond issue passed in December 1985.

Again, the crisis was averted, but only temporarily. More families continued to move to Las Vegas for jobs. New residents were frustrated by the lack of schools and complained loudly, especially when year-round schedules were proposed for over-crowded schools in developing parts of the valley. When a



Beckley Elementary School interior.

six hundred million dollar bond issue was proposed in 1986, voters easily approved it, funding seventy-seven new schools.

Building boom

The 1986 building program set up another “pay-as-you-go” funding that limited school construction to the taxes collected the year before. The program added \$0.124 per one hundred dollars assessed valuation to property

taxes; therefore, growth from new housing would pay for new school costs.

Within just a few years, Dr. Wentz faced the enormous growth he had anticipated. Two major

housing developers broke ground on new communities in southern Nevada, and the new mega-resort concept began to take shape as well.

With the impending opening of the Mirage Resort and Casino, families moved into Las Vegas in record numbers, surpassing CCSD enrollment projections.

The 1986-87 year opened with 91,446 students enrolled in CCSD schools.



The Mirage Hotel and Casino opened in 1989 and within months, the Mirage became the most visited tourist attraction in Nevada, surpassing the Hoover Dam in popularity.

By the opening of school in August 1987, there were over one hundred thousand students.

In particular, an increasing number of Hispanics came to the valley to fill the service, construction, and hospitality industry positions. This migration changed the dynamics of the school population dramatically. The number of students with English as their second language created additional challenges for the district. Unfortunately, the “pay-as-you-go” program involved a lag time of several years, causing a serious school shortage while the school district waited for more funds to become available.

A new bond was proposed and passed in 1988. The bond issue sought to remedy the shortfall in classroom space in Clark County; however, problems with planning models and spikes

in construction costs caused CCSD to default on the number of new schools it promised. While the bond issue promised eighty-eight schools, only seventy-seven schools were built.

The shortfall resulted from the fact that when planners were putting together the budget for the 1988 bond, the builders were asked to give them the price of the last middle school built in Clark County. As usual, the planners took this number and multiplied it by the expected increase in building costs and then applied that number to the schools they needed to build.

While the information the builders presented for the last middle school built was accurate, as it turned out, the last middle school built was Garrett Middle School, a relatively small school in Boulder City. The costs were woefully under projected.

The situation was made worse by an unfriendly bidding climate and increased construction costs. For instance, new heating and air conditioning systems promised better performance and lower maintenance but cost more than older systems. Plus, CCSD found itself competing with the major casinos and developers for construction companies, workers, and suppliers in the Las Vegas building boom.

The Americans with Disabilities Act (ADA) also added to the cost of new school buildings. When the planners calculated the costs of new schools, they did not, nor could they, anticipate the new requirements the ADA required. Many of these requirements were costly and required changes to the design of the new schools.



Above: Students at Beckley Elementary School, and below at McWilliams Elementary School.



PEPCON Fire Disaster

Few people living in Clark County were aware that a dangerous substance was being produced within miles of their homes. Since 1972, the PEPCON plant in Henderson was one of only two places in the United States where ammonium perchlorate — a solid rocket fuel — was mass-produced for NASA. The other was Kerr-McGee, located less than one-and-a-half miles away.

On May 4, 1988, a series of explosions ripped through the PEPCON plant. The blast also destroyed the nearby Kidd Marshmallow plant.

Lunch had just ended at nearby schools; students were returning to their studies. When the shock-waves rippled through the schools, students panicked and teachers rushed to control the situation. Windows were blown out of classrooms as far as fifteen miles away from the location of the blast.

At the moment of crisis, the communications network broke down. The schools couldn't call out to get information from school district administrative offices. Parents calling the schools to inquire about the safety of their children were not able to get through. The television became the only source of news.

In the end, there was over eighty-one million dollars in damage to the processing plant, valley schools, and the community. The National Guard was called in to impose an eight p.m. curfew after Governor Richard Bryan declared a state of emergency in Henderson.



Amazingly, only two people, both Pepcon employees, died in the explosion and no children were seriously injured.

Following the explosion and its aftermath, the Clark County School District reviewed its emergency management strategies that had obviously failed during the crisis. Communication links to and from the schools were upgraded and intercoms were installed in schools. Principals and key staff were given two-way radios to ensure that communication stayed intact between the office and senior staff in the event of a major incident.

In addition, a new "Shelter in Place" safety procedure was implemented throughout the district. In contrast to "fire drill" procedures where students evacuate the building, students "shelter" inside the buildings and staff secures the outside perimeters.



In addition, technology took a major leap at the end of the 1980s. Classroom computers called for a technological infrastructure that did not exist at the beginning of the decade. While this technology promised efficiency and cost savings, the initial cost for the new equipment was often significant.

The passage of the federal Carl D. Perkins Applied and Technical Education Act of 1984, however, did provide additional resources to expand and enhance career training and placed an emphasis on serving students with special needs. During the early 1990s, the Nevada legislature appropriated funds designated to support new courses at the middle school level in Home and Career Skills Education and Introduction to Technology. At the high school level Clark County's Facility Division designed schools to offer students programs in automotive, business and marketing, carpentry, foods, child development, and clothing.

With funding from the federal School-To-Work Opportunities Act of 1994, funds were available to re-emphasize career awareness, work-based learning and academic integration. Partnerships with apprenticeship programs and higher education were promoted with governance from local advisory committees made up of fifty percent or more business and industry representatives.

Other problems arose, making construction more difficult and more costly. The Clark County School

District was two years into the 1988 building program when the desert tortoise was declared endangered. If a tortoise was spotted at a building site, construction had to stop. Officials needed to move the tortoise before construction could resume. To solve the problem, CCSD worked with the BLM and the

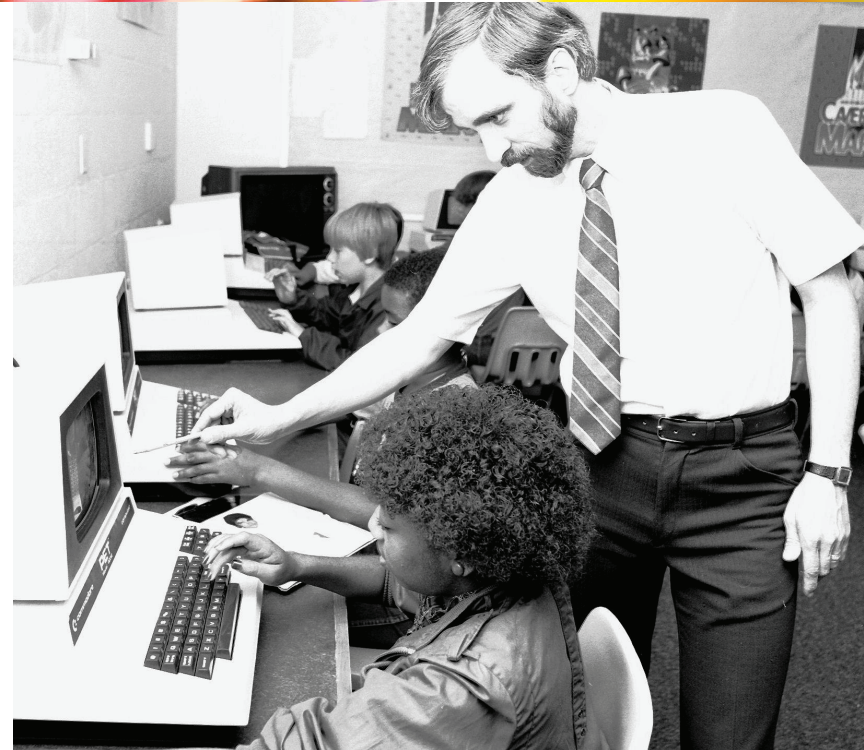
Tortoise Group, organizing an adoption policy

that removed tortoises from construction sites to wildlife habitats and school habitats, as well as to the homes of animal advocates.

Many tortoises were adopted by public-spirited Las Vegas families.

In total, the increased costs due to land acquisition, construction costs, as well as safety and environmental considerations accounted for fifty-five million dollars, or the equivalent of ten elementary schools. Officials were

quick to point out that while they didn't build the promised number of schools, they did create the



Computer center at Hyde Park Middle School.

The disasters of the MGM fire, the Pepcon explosion, and ongoing campus security concerns brought about the demand for improved communications, particularly with the use of two-way radios at individual schools and mobile phones for central administrators.



same number of seats. But the public focused on the fact that the bond did not create the number of schools promised.

An election of new trustees in 1988 changed the makeup of the CCSD school board, and the writing was on the wall. Dr. Wentz resigned as of May 1, 1989.

Superintendent Cram

Brian Cram was appointed superintendent in 1989 and like Charles Silvestri, Dr. Cram

came up through the ranks of the Clark County School District. He took office just as growth accelerated in the Las Vegas Valley and became known as “the Bond Man,” or the poster-boy for school bonds throughout the nation. During his tenure, Cram secured billions of dollars to build one hundred new schools in Clark County.

To challenge Dr. Cram even further, the Nevada legislature enacted the Class-Size Reduction (CSR) Act in 1989. The measure was designed to reduce the pupil-teacher ratio in the public schools for kindergarten through third grade. Though educators and parents were positive in their attitudes toward class-size reduction and fewer special education referrals were reported in initial evaluations, there is still a debate over the long-term benefits of reduced class size.

In addition, CSR’s impact on education budgets continues to be a bone of contention in requests for state funds. Legislators argue that if districts didn’t



Dr. Brian Cram.

insist on reduced class size, more funds would be available for salaries, supplies, and equipment.

Prime 6

As late as 1992, school desegregation continued to be an issue. Superintendent Cram established the Educational Opportunities Committee (EOC) to make recommendations for improvement to the current plan. Westside parents were still unhappy with the

Sixth Grade Center Plan and continued to protest the unequal burden placed on their children. With the help of the NAACP, parents created an action group known as WAAK-UP for Westside Action Alliance Korps-Uplifting People. When the 1992 school year began, many African American parents kept their children home in an effort to prevent the school district from receiving full funding from the state. Nearly three hundred children boycotted classes, demanding an equal burden in Clark County School District’s integration plan. Since state funding is based on enrollment by a specific date in the fall, this action cost the Clark County School District more than one million dollars in state funding.

On September 23, 1992, the CCSD Board of School Trustees approved a new plan that phased out the sixth grade centers, and instead, established Prime 6 schools that provided innovative educational programs with a multicultural focus and extended



The Public Education Foundation

Propelled by a belief that improving our public schools was too big a task for a school district to undertake alone, Ernest A. Becker, Jr., Ann Lynch, Karen S. Galatz, former governor Grant Sawyer, Dr. Lois Tarkanian, and Judi Steele established the Public Education Foundation in 1991 as an independent 501(c)(3) non-profit Nevada corporation. Their first order of business was to provide solutions to the challenges of educating a growing and diverse Southern Nevada population.

The mission of the Foundation was to mobilize community and global resources to support and impact public education through initiatives, programs, and promising practices designed to improve student performance and advance quality educational opportunities for all children. Since its inception, the Foundation has raised more than fifty-five million

dollars to improve teaching and learning in southern Nevada.

The InterAct™ Online Learning Community was launched by the Foundation in 1992 to build and enhance online communication, collaboration, and knowledge-sharing by faculty, students, and administrators within the Clark County School District. Seeded by a generous donation from The Lincy Foundation and starting with a pilot group of ten schools and 300 users, InterAct™ has grown to include all schools and services within the Clark County School District. InterAct™ currently provides 11,500 students and almost thirty-nine thousand teachers, administrators, and staff with advanced email capabilities along with a comprehensive set of document sharing and social networking tools within a secure, managed environment. More than 10.5

million messages are transmitted each month and 325 school conferences are active. The system is managed by system administrators and technicians within the CCSD. The Foundation continues to pay the annual licensing fees.

The Grant Program, also initiated in 1992, offers teachers and administrators opportunities to implement best practices or test new teaching methodologies. More than \$1.9 million in grants have been awarded to teachers and schools through the Foundation.

A generous donation from Smith's Food & Drug in 1995 marked the beginning of the the Public Education Foundation's Scholarship Program. The program grows

Students enjoying books as part of Clark County Reads program.



each year as a result of corporations, individuals, organizations, and private foundations, whose endowments provide funding for students to continue their education. In many cases, the scholarships make the college and university experience accessible to students who might not otherwise dream of a college education. The Foundation now offers more than ninety different scholarship opportunities for high school seniors to attend both in-state and out-of-state schools. More than eighteen hundred scholarships have been awarded, totaling nearly \$4.2 million.

Launched in May 2001, the Public Education Foundation's literacy initiative Clark County READS

promotes the importance of literacy and provides quality literacy programs to children and families in Clark County: the Reading Partner Program, Library Enhancement Program, Reading is Fundamental, Book Re-use Program, Boots Up For Reading, Reach Out and Read, and Ruegy's Readers. Since inception, Clark County READS has placed more than seventy thousand new non-fiction books into eighty-three school libraries, more than one hundred fifty thousand students have received five hundred thousand books, and almost sixteen hundred reading volunteers have been trained and placed in one hundred twenty schools.

Cast members from the show *Jubilee!* read to students during Nevada Reading Week.



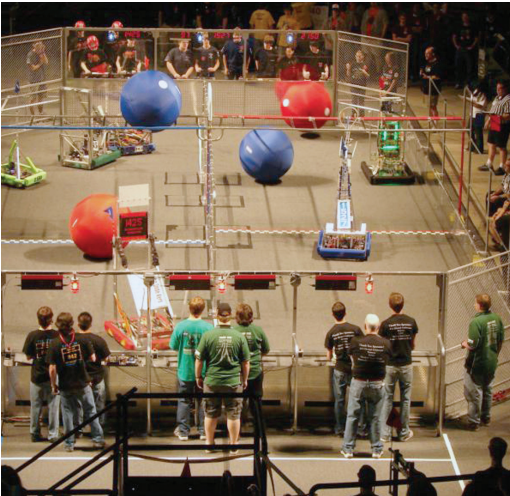


instructional time. The new plan gave first, second, and third graders from the Westside the option of either attending one of these Prime 6 schools or a school designated outside their neighborhood. In subsequent years, fourth and fifth graders were given the same options. Students living outside West Las Vegas were given the opportunity to attend their assigned school or one of the Prime schools.

In addition, one of the former sixth grade center schools, Mabel Hoggard, was converted to a magnet school. The school offered innovative and specialized educational programs in math, science, technology, and the environment in an effort to continue promoting integration by attracting students from all parts of Clark County. Students applied and were selected by lottery. Subsequently, two other sixth grade center schools, C.V.T. Gilbert and Jo Mackey, were designated magnet schools, and later, Walter Bracken and the Sandy Miller Elementary Schools became part of the magnet school program. As these students moved through the elementary magnet

CCSD High School Academies and Institutes:
Advanced Technology Academy; Basic High School Institute of Law, Justice, and Public Service and Institute of Health, Wellness, and Medical Technologies; Canyon Springs Leadership and Law Preparatory Academy; Clark High School Academy of Math, Science & Applied Technology (AMSAT), Academy of Finance (AOF) and Teacher Education Academy of Clark High (TEACH); Desert Pines Academy of Information Technology and Academy of Communications; Las Vegas Academy of International Studies and Performing and Visual Arts; Rancho High School Aviation and Medical Academies; Valley High School Academy of Travel and Tourism and International Baccalaureate Program.

schools, programs were established at K.O. Knudsen and Hyde Park Middle Schools, and soon academies and institutes of specialized programs were developed at many area comprehensive high schools to





continue providing academically enriched education and encourage ethnic diversity.

Although racial and social equality have not been reached in society in general and Clark County specifically, the school district continues to find new ways to address educational equality.

IDEA

In 1993, the concept of inclusion came to the forefront of education. Early successes were achieved with small-scale efforts to place severely disabled students in regular school classrooms.

The issues drew more attention when the Clark County School District settled with the Office of Civil Rights in the US Justice Department in 1993. As part of this settlement, the school district forged more partnerships between schools for the dis-

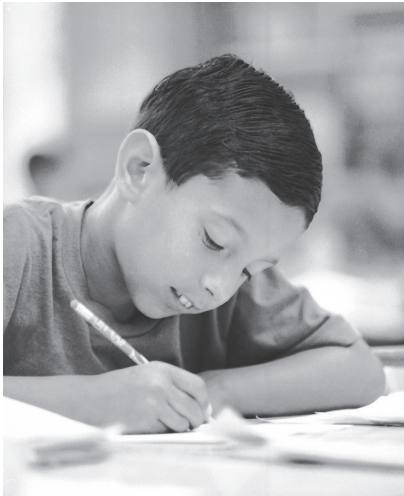
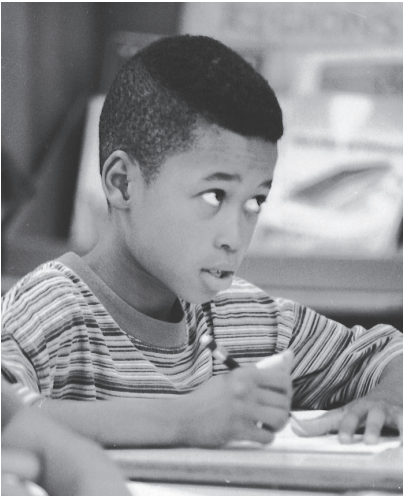
The first school-based health clinics opened in the 1990s to provide primary care to students who attended the school where the clinic was based, as well as to their siblings and parents. In addition to immunizations, the clinics offered general health services at free or reduced costs, making medical care affordable and accessible, reducing student absenteeism.

abled and regular schools. Disabled students were given more opportunities to participate with non-disabled students according to their abilities. Even severely disabled students visited regular classrooms for an hour or so a day.

On the twenty-fifth anniversary of the Education for All Handicapped Children Act of 1975, the law was amended to become the

Individuals with Disabilities Education Act (IDEA). The new law stipulated that special needs children should be educated in the least-restrictive environments. The result of the act was students who were once placed in special schools were moved into their neighborhood schools. If the student needed a treatment, the procedure had to be done at the neighborhood schools.

Hyde Park Middle School students.





McWilliams Elementary
School students.

Unfortunately, the new special education amendments came with no new funds and the costs of fulfilling the mandates of IDEA became a financial strain on school district operating budgets. In the 1990s, an average of forty-two million dollars a year had to be diverted from the general fund to subsidize federal special education mandates.

In 1994, the Clark County School District presented a new bond issue in two parts. Part A issued \$605 million: \$345 million for twenty-four new schools and expanding the capacity of three more schools, another \$230 million for the repair of older schools, and the final thirty million dollars to buy land for future schools. Part A of the bond issue did not increase property taxes.

Part B, on the other hand, would have increased the property tax rate by 11.2 cents per one hundred dollars assessed valuation of property. That amounted to roughly thirty-nine dollars per year for a one hundred thousand dollar home (such homes did exist in Las Vegas in 1994). Part B would have issued an additional three hundred million: \$180 million for building thirteen new schools, and \$120 million for repairing older schools.

While voters voted overwhelmingly for Part A, Part B failed to pass by only 746 votes, or 0.3 percent of the total vote.

As people continued to move to Las Vegas, the Clark County School District had to anticipate where housing developments would be built in the desert, and begin building schools even before the neighborhoods existed. Often, developers would wait for construction to begin on a school, letting the school district pay for the infrastructure to be laid through uninhabited land, sometime miles into the desert. Once electrical, water, and sewer were in place, developers could build around the new schools at a fraction of the development costs.

The district complained about the practice and eventually an agreement called “refunding” was established. Under the agreement, when developers began construction, they would pay a fee that reimbursed CCSD for the infrastructure it had already put in place.

Master-planned communities became popular in the Las Vegas Valley, and the school district began working with developers, convincing them that they would benefit from having schools in their communities. Eventually, some developers contributed to



building costs by bringing utilities to the schools, or offering free or reduced prices of land.

Land for schools was acquired in a variety of ways: through the Bureau of Land Management, which controlled much of Nevada, eminent domain, and more recently, housing developers.

The Clark County School District faced a land crisis when the policies dictating the use of BLM land in southern Nevada changed. The federal government decided to sell BLM land to raise money for the purchase of land in other areas. This not only meant that Clark County School District now had to purchase land that was previously free, it also meant that it often competed with developers for parcels and price.

Fortunately, planners at CCSD were forward thinking. They anticipated a land shortage and set aside or purchased land well in advance of development. Without this land, the school district could not have made it from the 1988 bond issue through the 1998 bond issue.

MASE

With the introduction of the new National Math Standards from the National Council of Teachers of Math (NCTM) in 1989, a shift began both nationally and

Clark County *high* schools are usually given names that reflect the desert or southwestern characteristics such as, Desert Pines, Mojave, and Chaparral, though occasionally high school names reflect patriotism in the current political climate, like Liberty and Cimarron-Memorial. Elementary and middle schools are named after prominent individuals: community leaders, historical and political figures, or noted educators who worked for the Clark County School District, contributed to the pursuit of education, or in some cases, lost their lives in service to education.

locally in how mathematics would be taught. The new focus was on how children learn mathematics — how they find a deeper level of mathematical understanding of content and processes, including number and problem solving, beyond drill and practice and memorization of algorithms. From 1991–1995, the CCSD Elementary Division hired five Teachers on Special Assignment (TOSAs) using IKE funds (Dwight D. Eisenhower Math and Science Education Act) to provide professional development in math and science directly to teachers in their schools.

In 1992, the first of three MASE (Math and Science Enhancement) projects was being developed under the direction of Linda Gregg, elementary math





Scenes from William McCool
Science Center at Lamping
Elementary School named
in honor of Space Shuttle
Columbia Commander, who
died on February 1, 2003.

In Memoriam

Students of Southern Nevada Vocational-Technical School paid tribute to the *Challenger* astronauts in their yearbook of 1986.

From the Children of the *Challenger* Crew

All at once it was done
it happened too fast,
not a word could be said
then it was over and past.
But we love you so much
it can't be true,
how are we to react
what are we to do?
We were so excited
when you left the ground
and in a matter of seconds
you were nowhere to be found
You would have been heroes
after your magnificent flight
now you're only a memory
when we go to sleep at night
You have given us hope to continue on,
and a dream to succeed
for you because you're gone
We love you forever
and wish you were here,
we will keep you in our hearts
because we know you're near.

Jeanna Cochneuer, Class of 1988

As we watched it go high
No one in its presence gave a sigh.
Then the strangest thing went on
For it happened when it started going around.
The tragedy happened right before our eyes.
It filled our minds with many whys.
We'll all have feelings for the seven
When we think of them reaching for heaven.

Rick Cobb, Class of 1988

Seven Lives of the *Challenger*

Many spectators looked on with high hopes
As the *Challenger* left the ports
Then as fear filled everyone's eyes
A large flame filled the skies
Then to everyone's surprise
The sky had taken seven lives
The seven who were making history
Whose deaths are now a mystery
So as we go on with our lives
Think of the tragedy that happened that one might
Give them the credit that they deserve
Because we know they will never return.

Stacey Holiman, Class of 1987

The shuttle disappeared in smoke
I stiffened and felt sad,
I wondered how the students felt,
They must have felt real bad
I hope they find out what went wrong,
what caused this tragedy,
and in the future I can hope
to build a ship for me!

Eric Amblad, Class of 1994






and science coordinator for CCSD. These projects were funded with grants from the National Science Foundation (NSF) for the purpose of: 1) providing extensive professional development for teachers in math and science, 2) giving teachers time to interact and learn with their colleagues and nationally recognized experts in the field of math and science, and 3) building a team of teacher leaders within the school district and at each school to carry on further teacher training. MASE I served the district until 1995, MASE II from 1995–2002, and MASE III, which included a technology component, from 2000–2006. Under these MASE projects, teachers were required to participate in one hundred hours or more of professional development. During its entirety, MASE provided training for over 8,200 educators who participated in 396,000 hours of professional development. Grant awards totaling more than eleven

million dollars were received from NSF to fund the three MASE projects.

The CCSD program put teachers and students in touch with people who made a living in the sciences. This gave a real-life perspective to science education. Students also had the opportunity to talk with the engineers designing and building the rollercoasters at Circus Circus casino, certainly a unique experience not readily available in other parts of the country.

When the grant ended five years later, the Clark County School District received an unprecedented two-year extension of the grant. By giving CCSD an extension that no other school district received, federal grantors acknowledged the success and effectiveness of CCSD's program.

The benefits of the program expanded well beyond the schools initially involved. With the explosive



Superintendents during this era:
Robert Wentz, 1982-1989;
Brian Cram, 1989-2000

In 1995, Library Services and CCSD Network Services realized there was a need for all school libraries to be maintained on a single district-wide system. The library software, Destiny, provides a truly unified catalog, keeping all circulation records in one location, equalizing access to materials for students at small, rural schools as well as larger, urban schools, transferring individual student records with the students throughout their years in CCSD. In addition, online research databases provide 24/7 access to information to students and faculty.

growth that characterizes the school district, core teachers moved to other schools, taking with them their experiences that were so successful in the original program. As time passed, many of the original teachers also achieved key leadership positions within the school district.

The Federal School-To-Work Opportunities Act of 1994 also made funds available to re-emphasize career awareness, work-based learning and academic integration in CCSD high schools. Partnerships with apprenticeship programs and higher education were promoted with governance from local advisory committees comprised of fifty percent or more business and industry representatives.

In the early 1980s, a small group of CCSD teachers were pioneers in the district's computer movement. They were among the first area teachers to attend conferences and workshops to learn the potential of computers from the likes of MIT's Seymour Papert.

Later, the "pay as you go plan" funded the purchase of IBM PCs for schools to begin digital management of their library collections, and the IBM Corporation donated an additional ninety PCs for this purpose. Apple and IBM were eager to get their wares into action in the big market that the CCSD represented. Soon CCSD collaborated with the Minnesota Educational Computing Consortium (MECC) to provide virtually free access to tons of software to teachers and their students.

Computer technology

Standardization became a key issue; whether all schools should be required to use the same platform and same networking software/hardware, or if schools could be allowed to choose the platform they wished. Questions also arose whether or not networks could accommodate a mixture of Mac (Apple) and IBM types of equipment. In the 1990s, the district created a new division and hired a chief technology officer to oversee the use of technology and facilitate the resolution to these issues throughout the county.

CCSD also added itinerant computer technology specialists to its staffing model, which dramatically advanced the cause of computer users in the district. The new specialists trained teachers and students in the use of computers and related technology. They oversaw the ordering of equipment and kept existing hardware up and running. They advised principals on long-term planning and the integration of technology and curriculum. And by 1995, Interact provided online technology training throughout the district.

With their ease of use and quick retrieval of information, pictures, or sequence of events, CDs began replacing floppy disks, audio cassettes, video tape and film, eventually prompting the CCSD to do away with its film library and equipment lending service. Channel 10 now maintains a lending library of instructional programs on CD and DVD.



Schools built 1985–1994

Elementary Schools:

Kirk Adams
Lee Antonello
Selma F. Bartlett
John R. Beatty
Patricia A. Bendorf
William G. Bennett
Lucile Bruner
M.J. Christensen
Clyde C. Cox
David M. Cox
Cynthia Cunningham
Jack Dailey
Herbert A. Derfelt
Ruthie Deskin
John Dooley
Marion B. Earl
Dorothy Eisenberg
H.P. Fitzgerald
Lilly & Wing Fong
James Gibson
Helen Herr
Charlotte Hill
Edna F. Hinman
Walter Jacobson
Helen Jydstrup
Marc Kahre
Edith & Lloyd Katz
Frank Kim

Martha P. King
Martin Luther King, Jr.
Zel & Mary Lowman
William Lummis
Robert Lunt
Ann Lynch
Ernest May
Estes M. McDoniel
James B. McMillan
John F. Mendoza
Ulis Newton
Claude & Stella Parson
Ute Perkins
Clarence Piggott
Doris M. Reed
Harry Reid
Richard Rundle
H.M. Stanford
Jim Thorpe
Harriet Treem
Whitney
Gwendolyn Woolley
Elaine Wynn
Louis Wiener, Jr.

Middle Schools:

Ernest Becker
Hank & Barbara Greenspun
Walter Johnson
Mike O'Callahan

Grant Sawyer
Theron L. Swainston
Thurman White

High Schools:

Advanced Technologies Academy
Cheyenne
Cimarron Memorial
Durango
Green Valley
Las Vegas (new building at new site)
Laughlin JH/SH
Moapa Valley (new building)
Silverado
Virgin Valley (new building)

Alternative/Special Schools:

Horizon/Sunset-Burk Campus

