

**MINUTES OF THE APRIL 20, 2022
SPECIAL MEETING OF THE
WASHOE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES**

April 20, 2022

1. Opening Items

1.01 CALL TO ORDER

The special meeting of the Board of Trustees was called to order at 9:32 a.m. in the Board Room of the Central Administration Building, located at 425 East Ninth Street in Reno, Nevada.

1.02 ROLL CALL

President Angela Taylor and Board Members Jeff Church, Adam Mayberry, Ellen Minetto, Diane Nicolet, Joe Rodriguez, and Beth Smith were present. Student Representative Caden Kuster was also present.

1.03 PLEDGE OF ALLEGIANCE

Dr. Bill Bryan led the meeting in the Pledge of Allegiance.

1.04 ACTION TO ADOPT THE AGENDA

It was moved by Trustee Rodriguez and seconded by Trustee Minetto that **the Board of Trustees approves the agenda as presented.** The result of the vote was Unanimous: (Yea: Jeff Church, Adam Mayberry, Ellen Minetto, Diane Nicolet, Joe Rodriguez, Beth Smith, and Angela Taylor.) Final Resolution: Motion Carries.

2. Items for Presentation, Discussion, Information and/or Action

2.01 PRESENTATION BY THE BRYAN GROUP (TBG) AND FACILITATION OF IN-PERSON INTERVIEWS BY TBG AND THE BOARD OF TRUSTEES WITH THE FOLLOWING FINALISTS FOR THE POSITION OF SUPERINTENDENT OF SCHOOLS FOR THE WASHOE COUNTY SCHOOL DISTRICT: MS. JHONE EBERT, DR. SUSAN ENFIELD, DR. SHERRELL HOBBS, DR. SHAWN LOESCHER, AND DR. CAPRICE YOUNG; THE BOARD MAY CONSIDER THE CHARACTER, COMPETENCE, OR ALLEGED MISCONDUCT OF MS. JHONE EBERT, DR. SUSAN ENFIELD, DR. SHERRELL HOBBS, DR. SHAWN LOESCHER, AND DR. CAPRICE YOUNG

Emily Ellison, Chief Human Resources Officer, provided a brief orientation for the Trustees on District interview processes and the typical “dos and don’ts” of interviewing. She reviewed the District’s commitment to Equal Opportunities in Employment related to an individual’s actual or perceived race, color, religion, sex (including pregnancy), national origin, age, sexual orientation, gender identity or expression, genetic information, veteran or military status, marital status, political affiliation, disability, or the presence of any physical or mental handicap in decision-making. She cautioned the most common way violations of a person’s rights related to a protected status were through casual conversations. If an individual revealed information related to one of the protected statuses during a response, that information could not be considered during the deliberative process.

Trustee Church requested clarification on veteran or military status since a person might have their education and training come from their time in the military. Ms. Ellison indicated that, while many members of the military and community celebrated time spent in the service, the protections were in place to ensure those who might not have as favorable a view of the military or military service and did not use such service against an individual. Any hiring decisions should not be based on any of the protected statuses. Anthony Hall, Board Counsel, agreed with Ms. Ellison and also cautioned about asking anything about the reasons someone left the military and their discharge status. Prior to each candidate beginning their interview, he would be making a statement regarding protected statuses and that the candidates should not reveal information related to any of the statuses.

President Taylor reminded the Trustees and community that the Board made the decision to have The Bryan Group lead the process for the Superintendent Search. While there had been challenges, she appreciated the work conducted and provided an opportunity for The Bryan Group to present information on how the interviews would be conducted.

Dr. Bill Bryan, The Bryan Group, reviewed the process for the Superintendent Search and noted the interviews were one piece of the puzzle the Trustees would use in making their decision on who the next Superintendent of Schools would be. The intent of the interview process was to provide equal access for all Trustees and the Student Representative to the ask questions of the candidates. Each Trustee would have 5 minutes during both round 1 and round 2. If a Trustee did not use all their time during round 1, the remaining time will be added to round 2. The student representative would have 3 minutes to ask questions. Once the interviews were complete, a thorough background check would be conducted on each candidate, reference checks completed, and the results from the survey, which would end at 5:00 p.m. on Friday, April 22, 2022, compiled.

Trustee Smith asked if the information from the background checks would be subject to the Nevada Public Records Act. Mr. Hall stated the information would be considered confidential and should not be shared with others in the community. He would be willing to review the information and determine which information could be public and which information could remain private.

President Taylor recessed the meeting for 6 minutes.

Dr. Caprice Young thanked the Board for the opportunity to participate in the process. She appreciated the warm welcome she had received from everyone in the District and the community. She stated her dream for the students in the Washoe County School District was that they all were able to become courageous dreamers and while in school, they obtained the skills necessary to achieve those dreams. She felt she would bring a different skill set to the position because of her background, including the desire to focus on students who might feel left behind or forgotten.

Trustee Church read a series of questions related to his constituent's top priorities: how the District could improve their national educational rankings; how Dr. Young would handle working with a board whose political ideologies shifted; how/if she had handled issues related to transgender athletes and students; her opinions on how diversity and equity should be taught; what guidance she would offer related to the sexual education curriculum for 4th graders; how she would address the reported drug use problem in the school; how she would address chronic absenteeism; and to what degree complaints against staff, including the results of any investigation, should be made public. Dr. Young mentioned she had responded to many of the questions during the focus groups because they had also been asked by members of the community, students, families, and staff. She felt it was important that many of the answers would involve in-depth conversations with the Board of Trustees and community. She stated her priorities would be getting to know the community, addressing absenteeism, and staff. It would be imperative to understand what was working and what was not working in the District because the District was very strong and known nationally for their work. In terms of absenteeism, it was necessary for students to be in class so they could learn; she would be interested in finding innovative ways to make learning fun and meaningful again for the students. As related to staff, she would want to ensure all appropriate and relevant positions were filled.

Trustee Smith asked if there was a time when Dr. Young had a direction or goal her staff had difficulty understanding and how she was able to get people on board and interested. Dr. Young provided an example of when she was employed by the Magnolia Public Schools system in Southern California and how she was directed from their board to move from a Science, Technology, Engineering, and Mathematics (STEM) focus to a Science, Technology, Engineering, Arts, and Mathematics (STEAM) focus. The feeling of the majority of staff was a concern about teaching arts because they were focused

on science and believed art was not a hard science. She spoke about bringing in outside organizations to provide trainings on how art could be integrated into STEM classes and the importance of art in innovation and imagination because that drove to new discoveries in science, technology, engineering, and mathematics.

Trustee Minetto wondered what Dr. Young's personal goals for the District would be if selected as superintendent. Dr. Young indicated she wanted everyone who was part of the Washoe County School District to feel proud of the work they were doing because the work they were doing was transformative.

Trustee Minetto noted the District's current deputy superintendent would also be leaving at the end of the school year. She inquired as to the steps Dr. Young would take in hiring a new deputy superintendent. Dr. Young commented that she appreciated having a partner and a "right-hand" person who was the opposite of herself and had different skill sets. It was also critical to have someone who was willing to confront her if they believed she was wrong and critical of what she wanted to do. She was interested in looking inside the District because it would be meaningful for her to have someone beside her who knew about the District.

Trustee Minetto asked if Dr. Young was involved in any additional personal or business activities or organizations the Trustees should be aware of, such as writing books. Dr. Young noted she currently served on four boards of directors. She would be interested in continuing to serve because they allowed her to have an outside view of what was happening and provided important professional development.

Trustee Nicolet followed up the question by asking if Dr. Young would be interested in serving on any local boards. Dr. Young remarked that she would be interested in serving on local boards and would have to make a difficult decision as to which current board she would need to resign from because she knew she was only capable of effectively serving on four boards at a time.

Trustee Nicolet requested additional information on what Dr. Young had meant when she had previously stated she was interested in the Washoe County School District because of the current innovation and leadership and why. Dr. Young expressed she was highly impressed with the District's national reputation for the use of data in determining how the work could be done better and not as a punishment. She was also interested in the District's positive reputation related to the work on life-skills, social and emotional learning, and CASEL. Finally, she was inspired by the innovative programs used by the District, such as dual-language programs, Big Picture Learning, and partnerships with the community colleges. As part of the new strategic planning process, it would be valuable to determine the effectiveness of all of the programs and if there were any that should be shuttered because they were no longer effective.

Trustee Nicolet asked about the process she used to decide what programs should be eliminated. Dr. Young believed the first question should always be if the program was of service to the students. She knew there were times when programs had been around for a long time and required a lot of work, but did not produce additional student success. She would work with the teachers if she were interested in eliminating any program since they were the ones who would be impacted.

President Taylor wondered what Dr. Young believed were important personality traits of a great senior leader and to provide examples of when she had demonstrated each trait. Dr. Young stated it started with integrity because it was vital for a leader to maintain the faith and trust of the District. She felt her entire career was a record of her integrity since she had taken on numerous roles that required extremely tough decisions. A second important trait was to be optimistic and believe in the ability of the students to succeed. She remarked that she did not take jobs she did not believe in and hoped the Trustees and community were able to see how optimistic she was over the past 2 days. Finally, a great leader was collaborative and valued different voices. She believed the best decisions were made when people came together and provided their voices, especially those impacted by the decisions.

President Taylor asked what the best and worst parts about being a senior leader were. Dr. Young indicated the hardest part was finding a balance between the internal and external requirements of working in a school district because no one ever felt you did enough of both. She would always try to focus on the most immediate needs first.

Trustee Rodriguez wondered what Dr. Young's first 100 days would look like if she were selected. Dr. Young remarked that the priorities would be to get to know the Trustees and their priorities, learn about the community and programs in the schools, and ensuring the start of school went brilliantly.

Trustee Rodriguez asked how she would handle the current transportation concerns in the District. Dr. Young felt the staff had done a great job in developing the new hub system to allow for greater efficiency with limited resources. She would then work with the team on additional recruitment and retention techniques.

Trustee Rodriguez requested additional information on what she would do differently in terms of recruitment and retention. Dr. Young cautioned that she was not aware of everything the staff had already been working on and the steps taken. Part of the issue was money, but it was also critical to ensure anyone interested in the positions knew about what it meant to have a mission-oriented job.

Trustee Mayberry asked how Dr. Young would bridge her charter school experience to that of a large public school district. Dr. Young spoke about her service as president of the Los Angeles Unified School District School Board and as part of her work with Encore

Learning, which recruited STEM professionals into the education field after early retirements. Additionally, she had worked in a variety of positions within education throughout her career, including beginning her career in the public school system. She stated she was an extreme proponent of public education.

Trustee Mayberry wondered how long Dr. Young was interested in remaining if she were selected as superintendent. Dr. Young indicated she wanted to become a long-term resident of the area and spoke in terms of remaining for decades. She believed working in the Washoe County School District would be a career capper for her.

Student Representative Kuster asked what student voice meant to Dr. Young and how she would ensure teachers and administrators listened to the students. Dr. Young stated student voice was allowing students to have a real say in their own education, which included areas such as involvement in the strategic planning process and bringing the thoughts of other students to conversations. She believed the importance of student voice came from the top of the organization and would demonstrate to others that why and how that was important through not only listening but acting on the information the students provided.

Student Representative Kuster wondered how she felt about the current funding challenges the District was facing and if that would be a barrier to many challenges she might want to address, such as staffing. Dr. Young agreed that money was part of the reason people chose employment opportunities, but there were other aspects of working for schools and school districts that drove people, such as a desire to serve or career goal.

Trustee Mayberry wondered what led Dr. Young to education and what she was most proud of in life. Dr. Young mentioned she started her career in public education and loved the work; however, she was not able to pay off her student loans and changed careers. When she was elected to the school board, she fell back in love with education and the mission, as such, after leaving the school board, she remained in education. Her most proud moment was the ability to work with her fellow board members to alleviate overcrowding and the length of time students spend on buses by having schools built in the areas that were overcrowded so students did not need to ride the bus for over an hour every day. She noted a book was recently released claiming the addition of those schools allowed staff to reinvent aspects of education and improve student success in the school district.

Trustee Rodriguez inquired as to Dr. Young's belief in parent involvement in the schools. Dr. Young remarked that parent involvement was critical in the schools, but it was also important for parents to take care of the basics by having their students come to school having eaten, rested, feeling safe, completed homework, and fully clothed. Parents also needed to re-enforce the importance of education, ask their students

about what they were learning, and support their children's dreams. It was also important for the parents to understand what was occurring in the school and for the schools to support the parents by providing certain resources, such as access to the curriculum.

Trustee Rodriguez wondered how Dr. Young would address some of the more dangerous aspects of life the schools were dealing with currently, such as weapons and human trafficking. Dr. Young noted the issues were extremely concerning and beginning to find their way into not only middle schools but also elementary schools. The baseline responsibility of the schools was to ensure students were safe in the buildings and their neighborhoods. She would encourage school police to work with other local law enforcement agencies, so they all understood what was occurring in the community.

President Taylor asked what Dr. Young believed were the three major threats and opportunities for the Washoe County School District. Dr. Young felt the threats were: what happens post-pandemic and what has not been considered before that will impact not only schools but society; the economy and how that impacted school district revenues; and challenges with technology, such as malware, that could negatively impact daily systems. She believed the opportunities were: the amazing students and staff in the District, as well as the community support for the District; finding ways to radically improve student achievement by looking at what works for students with different needs; and if she were able to improve the first two opportunities, that would lead to restoring the energy and positivity of staff.

Trustee Nicolet inquired as to the strategies Dr. Young employed to move groups of people forward to consensus without them having to sacrifice beliefs and values. Dr. Young indicated it was essential to start with any shared beliefs and values, then work backwards on the individual pieces where there was disagreement. Ideology and "sides" had to be taken off the table so the shared beliefs and values could be the focus of what the community wanted students to learn.

Trustee Nicolet wondered how she would help the District and families prepare for the unknown. Dr. Young remarked the preparedness began with the emergency planning process in the schools and then providing the information through the schools to the families. She provided an example of having high school students working with the local fire departments to become Community Emergency Response Team (CERT) leaders. The CERT students were the ones who worked with other students to provide information on how to prepare for emergencies. It would be important for the District to have a communications system in place that could quickly disseminate information to students and families.

Trustee Nicolet asked if Dr. Young had one non-negotiable value. Dr. Young stated that value was trust because if you could not trust each other, you could not move forward together.

Trustee Minetto requested information on what Dr. Young had done professionally over the past 10 years. Dr. Young reviewed her professional activities, starting with her current position and moving back.

Trustee Minetto wondered how Dr. Young would utilize the current Leadership Team and their expertise. Dr. Young remarked that she was extremely interested in working with members of the Washoe County School District Leadership Team. She claimed one of the reasons she was interested in the position was because of the reputation of the Leadership Team.

Trustee Smith asked how Dr. Young would balance the expertise of senior staff with the experiences of staff, especially if the feedback was different. Dr. Young mentioned she would always hold 1 day a month for anyone to come speak with her. She would also include staff from all levels of the organization in the planning process when a particular project or program was being considered. It was important to have those who did the work involved at the beginning because they were the ones implementing the program, which could also include family members, especially those families not traditionally involved.

Trustee Smith wondered if there was anything else Dr. Young wanted the Trustees and community to know. Dr. Young stated she was most proud of her work as a parent. Her experiences led her to respect the work of all parents in raising children even more because it was not an easy process.

Trustee Church wondered how Dr. Young would work with future boards, no matter which direction they might take. Dr. Young indicated she was confident in her ability to work with any board based on her experience serving on an elected school board. The intention would always be to bring people back to the shared beliefs and values.

Trustee Church asked how Dr. Young would teach social justice and diversity and equity in the schools. Dr. Young explained it was critical to have a shared definition of equity, which for her meant that all children had the ability to achieve and were able to achieve. Education in the United States was promised as the great equalizer so school districts had a responsibility to education all students and help them all reach their full potential, including in their personal lives.

Trustee Church rephrased the question and asked what actual courses Dr. Young would implement to teach social justice and diversity and equity. Dr. Young indicated that would be a larger conversation with the Board and the community. She would first

need to know what was occurring and then figure out what, if anything, was lacking. In general, it was important for the schools to have conversations surrounding diversity and acknowledge the impacts of issues such as racism because there was an impact on the lives of many students in schools.

Dr. Young provided a closing statement. Her personal goal for the Washoe County School District would be that all students, staff, and families had pride in what was occurring and she had learned during her visit that many of them already did because there were great things occurring. She would want all staff to know they were valued and appreciated for the sacrifices they made and move to a point where they no longer had to make such sacrifices.

President Taylor recessed the meeting for 10 minutes.

Dr. Shawn Loescher thanked the Board for the opportunity to visit the District. He provided an opening statement by explaining what he would be interested in working on, including innovative ways to provide education to students moving forward and not trying to perfect the education methods of the past. The work would require community collaboration to ensure all students were able to be successful.

Trustee Mayberry noted Dr. Loescher was known as a change agent; he wondered how Dr. Loescher would reconcile that notion of being a change agent when what the District might need stability. Dr. Loescher remarked that education had been heavily critiqued over the past 40 years and there was a now a large group of educators who no longer felt valued. During and immediately following the pandemic, educators were expected to transform and perfect distance and/or hybrid education within 6-9 months, which was extremely unfair. Additionally, Nevada, and especially Washoe County, had some of the lowest per pupil funding. He believed what needed to occur was a conversation with the community and legislators on what the value of education was and the needs of all educators in school districts, including aides and bus drivers. It was important all educators were able to live in the community they served, without having to take a second job, so they could focus on the needs of the students. At the same time, it was important to learn from the pandemic and look at how those lessons could be used to improve education, while also understanding the needs of families had changed and education services had to adapt.

Trustee Rodriguez asked about Dr. Loescher's experience working with state legislators and advocacy. Dr. Loescher explained his advocacy work began at the start of the Great Recession and the impacts of the drastic funding reductions for education. As part of his advocacy to look at how funding needed to change, he had provided research and testimony in front of the California Legislature. He also participated in the national forums on the development of the Next Generation Science Standards. His experience taught him persistence was necessary and had to include the impacts on

students and their futures, which meant breaking down what the total state commitment was to the actual per pupil amount for a particular program.

President Taylor asked what Dr. Loescher believed were important personality traits of a great senior leader and to provide examples of when he had demonstrated each trait. Dr. Loescher indicated persistence, service to community and families, hope in the face of adversity, and the ability to lead with civil discourse. He explained why the traits were important and provided examples of how he had demonstrated both civil discourse and persistence in leadership. In terms of persistence, he spoke about his commitment to transgender student rights and what was at stake if those rights were ignored.

Trustee Nicolet requested clarification on the idea of “unwritten social controls that collide with culture,” which Dr. Loescher had referenced during a 2019 TedTalk and how that collision impacted PreK-12 education. Dr. Loescher stated there was a set of ways people acted in public that were generally understood but unwritten, such as knowing what language might become insulting or unwelcoming, or ways we accept the way the world worked, which might not necessarily how we want, such as accepted gender roles. The unwritten rules were not a localized phenomenon to the United States, but occurred throughout the world. In terms of education, he believed society needed to ask if we want to continue to follow those unwritten rules, which might exclude a certain group, or if we want to change the rules and how we would go about making those changes.

Trustee Minetto asked about Dr. Loescher’s professional experience over the past 10 years. Dr. Loescher reviewed his professional activities since 2012.

Trustee Minetto noted Dr. Loescher had participated in numerous research projects throughout the years. She wondered if the Washoe County School District would be a research project for him. Dr. Loescher remarked the District would be his focus, but he would hope research would occur within the District in collaboration with the University of Nevada and other higher education institutions.

Trustee Minetto asked what his personal goal would be for the District if selected as superintendent. Dr. Loescher indicated he would like to see the graduation rates increase. Ultimately, he would want a student to come up to him years after he had retired and hear that the student was doing what they wanted, engaged civically, and were happy with their life.

Trustee Smith asked how Dr. Loescher would balance the expertise of senior staff with the experiences of staff, especially if the feedback was different. Dr. Loescher reiterated some of the information he shared with the Leadership Team, which was that they should not be agreeing with him and should even be taking an opposing view to

ensure an issue was looked at from all angles. It was necessary to not just consider feelings, but observations and examples. He was also interested in hearing from students at all grade levels because their experiences and views were just as important, often providing greater insight into what and how they were learning. Additionally, he would conduct focus groups at each school and conduct site walks with non-traditional employees, such as the custodians, to learn about what was occurring in different areas of the schools.

Trustee Church read a series of questions related to his constituent's top priorities; how the District could improve their national educational rankings; how Dr. Loescher would handle working with a board whose political ideologies shifted; how/if he had handled issues related to transgender athletes and students; his opinions on how diversity and equity should be taught; what guidance he would offer related to the sexual education curriculum for 4th graders; how he would address the reported drug use problem in the school; how he would address chronic absenteeism; and to what degree complaints against staff, including the results of any investigation, should be made public. Dr. Loescher provided remarks related to social justice. He stated Critical Race Theory (CRT) was a legal theory developed in the 1970s to try to explain why the Civil Rights Movement did not make a great deal of progress after the 1960s, despite the apparent will of the people, because there appeared to be legal and social barriers. CRT was a law class taught at the Master's and Doctoral levels only and he knew of nowhere in the United States where it was taught in the K-12 setting. As someone who taught CRT to superintendents, it was important to understand CRT when looking at policy development and ensuring policies were not impacting a certain group of students or others based upon their background. He was unclear how CRT had become a discussion point in terms of K-12 education; however, he believed the conversations surrounding conversations about racism in schools were similar to the conversations regarding sex education and that those school districts that implemented comprehensive programs had the lowest rates of teen pregnancy.

Student Representative Kuster asked how Dr. Loescher would address the lack of motivation and feelings of isolation in school by students. Dr. Loescher remarked it would be important to elevate the conversation to addressing all the mental health needs of students, as well as faculty and staff, coming out of the pandemic. He felt the isolation experienced at the start of the pandemic by all of society was unprecedented and the experiences of students with remote and online learning was not a choice, but something they were forced into overnight. He wanted to make sure the conversations with the students began with acknowledging what happened and how the shutdown impacted students differently than adults since for some students, the time spent at home was all they knew about school in general or about transitioning to a new school. He believed the current 2-year plan was a good start, but that the District should also consider a 10-year plan to continue to address the needs of students as they moved forward.

Trustee Church wondered how Dr. Loescher would work with a future board, no matter what direction that might take. Dr. Loescher indicated the community elected who they wanted their board of education to be and if at any time there was such a conflict that the superintendent and board could no longer agree, then he believed that the community had made their choice through the election of their representatives to the board. He stated he would not change his beliefs and how he would advise the board on what he knew to be true through research and data. He would always begin by having conversations to determine where there was agreement on the issues and then work forward from there. He provided an example of everyone wanting to prevent childhood suicide, then it was significant to understand transgender students were at 10 times greater risk for suicide, and what should be done to decrease that risk.

Trustee Church asked how he would improve education in the Washoe County School District. Dr. Loescher mentioned quality control measures and benchmarks would need to be identified. It was necessary to focus on more than one metric beginning in PreK and moving forward through grade 12 because graduation did not just occur but was a process that required benchmarks throughout.

Trustee Smith inquired if there was a time when Dr. Loescher had partnered with community and business leaders to improve the local education system. Dr. Loescher provided the example of the development of a paid summer internship program offered to over 1,000 students who were the most socio-economically disadvantaged in the particular school district. The intent was to ensure students received the training they would need to be successful in the internship and that the students would receive full pay. Students who completed the program were more likely to attend school regularly, their grade point averages increased, and the students felt a greater sense of the connection between their education and their futures.

Trustee Minetto remarked the deputy superintendent position in the District would also be open at the end of the school year. She wondered how Dr. Loescher would look to fill the position. Dr. Loescher commented that he would be interested in looking at the current role and responsibilities of the position. While he was interested in having a deputy of some kind, it could be more of a chief of staff position. He was also interested in providing additional supports to the Government Affairs Department and other policy areas. He could not commit to hiring from within the District because he did not know the individuals in the District, but he would like to see the position posted and having internal candidates apply.

Trustee Nicolet asked what Dr. Loescher learned from the pandemic that could transform schools. Dr. Loescher spoke about the "uncoupling of education," meaning that the larger society learned about everything that occurred in the schools and that there was not just a singular focus on academic learning. The schools provided safe

havens for children, an environment for social and emotion learning, a place for food, and a location for counseling and support, among other things. What use to matter in schools was called into question and society still needed to determine if that was where the focus should be. He provided an example of attendance and if attendance actually mattered or if student engagement was more important. Which would then lead to larger questions on how schools were funded and how students learned. He believed the fundamental question was did time equate to learning and should resources be changed to allow students to focus on their individual needs.

President Taylor asked what Dr. Loescher believed were the three major threats and opportunities for the Washoe County School District. Dr. Loescher felt the top three opportunities were expanding the current professional learning program because it had increased teacher dialogue and would advance student achievement; the second opportunity was to continue the development of Career and Technical Education (CTE) courses and ensure they were connected to core academic learning; and the final opportunity was to increase the business and community relationships because they had come together to help the District in the past. The top three threats, for education throughout the country, were that educators and school leaders did not learn and acknowledge things changed during the pandemic and education needed to adapt since it was the foundation of our democracy; the second threat was ignoring that mental health and well-being had to be addressed for both students and staff for them to be successful; and the final threat was the fundamental underfunding of public education.

Trustee Rodriguez wondered how Dr. Loescher would address external issues impacting student safety, such as human trafficking and weapons. Dr. Loescher told a story of what occurred when a 5th grade student went unaccounted for during the pandemic. While ultimately the student was found safe, the first thought was that the child had been trafficked out of the country. It was critical for school district leaders to actively engage with local law enforcement on issues impacting students to allow the teachers to focus on their primary mission to education students.

Trustee Mayberry asked if there had been a time when Dr. Loescher's views had changed based on staff and/or public input. Dr. Loescher relayed his experience working for the San Diego Unified School District and his advocacy for a new college and career readiness graduation requirement because he felt it would support student success. The parents and families did not agree for various reasons. After listening to the debate and arguments on both sides numerous times, he reversed his position because he would not be able to provide equitable opportunities for all students, nor meet the core requirements the new standard needed to be successful.

Dr. Loescher provided a closing statement. He believed there was tremendous opportunity within the Washoe County School District. He was impressed with the

search process and felt it allowed the Board and community to know who he was as an educator and child advocate prior to walking in.

President Taylor recessed the meeting for 28 minutes.

Dr. Sherrell Hobbs provided an opening statement, which included a detailed background on herself. She thanked the Trustees for the opportunity to meet with them and the community. She emphasized she would always try to listen to others to really understand what was going on because she had been in a position where she felt leaders did not often see nor listen to her.

Trustee Rodriguez asked about Dr. Hobbs' experience in advocating for more funding in schools. Dr. Hobbs provided information on her experiences working in Detroit and Ypsilanti, Michigan schools. She had also worked with the mayors of Miami and North Miami, Florida.

Trustee Rodriguez inquired as to what the first 100 days would look like if Dr. Hobbs were selected superintendent. Dr. Hobbs indicated listening was critical so she could find out what the real issues were in the schools. For her to be able to understand what was occurring in all levels of the District, it was vital to go into the schools and speak with as many people as possible because there were a lot of good and experienced people in the District and community who could provide insights.

Trustee Rodriguez wondered what Dr. Hobbs' view of parent involvement in the schools was. Dr. Hobbs felt parents were the backbone of a school and they needed to be part of the fabric of the schools. As a former principal, she knew the importance of having parents involved in their children's education.

President Taylor asked what Dr. Hobbs believed were important personality traits of a good executive leader, including examples from her own experience. Dr. Hobbs stated integrity, listening, and caring/kindness were her top important traits in a leader. She provided examples of how she had taken different actions as an administrator and principal to highlight her integrity, listening skills, and ability to show caring/kindness.

President Taylor inquired as to how Dr. Hobbs would put those skills to work in the Washoe County School District. Dr. Hobbs mentioned she would begin by looking at staff morale and determine why morale was at the place it was, then make determine how to make improvements.

President Taylor asked about the best and worst parts of being a senior leader. Dr. Hobbs remarked that the worst part was remaining steadfast in the face of adversity. The best part of being able to lead people to their destiny.

Trustee Nicolet highlighted that in her cover letter, Dr. Hobbs mentioned she would immerse herself in the community. She wondered what Dr. Hobbs had been able to learn about the Washoe County School District and the community so far. Dr. Hobbs commented that Washoe County was a very diverse community that leaned conservative. When she conducted the school visits, she was able to see the connection in the schools with the community. She was highly impressed those who worked in the schools knew those who worked in the central office and that they were all like family.

Trustee Nicolet asked Dr. Hobbs to provide her definition of integrity and how the Board would know she was showing integrity. Dr. Hobbs explained she operated with a sense of fairness and transparency so the Board and community would know that what she said she was going to do, she had done. In terms of what was fair, it was important everyone had access, and nothing was denied. For her, integrity was doing what was right, no matter other people's opinions.

Trustee Nicolet inquired as to how integrity and fairness would be evaluated. Dr. Hobbs mentioned that would occur through feedback from staff and others on how she interacted with them.

Trustee Minetto asked about Dr. Hobbs' professional activities over the past 10 years. Dr. Hobbs reviewed her career experiences and highlights from the past 10 years.

Trustee Minetto wondered what Dr. Hobbs' personal goal for the District would be. Dr. Hobbs stated her goal would be to support staff and be a visionary. She was interested in providing the resources to staff so they could make education the best it could be for all students in the District.

Trustee Minetto questioned how or if Dr. Hobbs would utilize the experience of the District's Leadership Team. Dr. Hobbs noted the Leadership Team was dedicated, committed, and sincere. She would align herself with them because she would want to work to make them better.

Trustee Minetto asked what the most important thing a superintendent could do. Dr. Hobbs remarked the best thing she could do was support staff so they could do their best for students.

Trustee Smith wondered how Dr. Hobbs would work to obtain unfiltered feedback from staff regarding decision-making. Dr. Hobbs mentioned she had always had an open-door policy because she wanted people to know she was approachable and could be trusted. Due to the number of employees in the Washoe County School District, she felt having appointed ambassadors would be the best way for that to occur.

Trustee Smith asked if there had been a time when Dr. Hobbs had needed to work with staff to bring them together on a project they were not initially supportive of, without just requiring them to comply. Dr. Hobbs retold the story from her short ZOOM interview about remodeling the library and working on figuring options with different groups. She worked with everyone on what they wanted to see in a library and how they would be able to use the space. It was important for her to remain true to the promise she had made to staff, students, and families.

Trustee Church read a series of questions related to his constituent's top priorities; how the District could improve their national educational rankings; how Dr. Hobbs would handle working with a board whose political ideologies shifted; how/if she had handled issues related to transgender athletes and students; her opinions on how diversity and equity should be taught; what guidance she would offer related to the sexual education curriculum for 4th graders; how she would address the reported drug use problem in the school; how she would address chronic absenteeism; and to what degree complaints against staff, including the results of any investigation, should be made public. Dr. Hobbs stated her top priorities would be morale and proficiency scores to improve graduation rates. She would work with teachers and administrative staff to determine how the District could improve in the national rankings. She was not concerned about working with different boards because it was about working with people. In terms of social justice, it would be critical to stick with the curriculum because she believed it was when schools diverted their focus from the curriculum that they got into trouble. As related to sex education, she felt it was her job to follow the desires of the parents because the parents were the first teachers. She was equally concerned about drug usage in the schools and would work with the schools and community to ensure students and families were aware of resources. Parents and the community should be provided with all the information on schools because transparency was vital for trust.

Student Representative Kuster asked how Dr. Hobbs would work to increase student engagement and motivation. Dr. Hobbs mentioned she would like to make sure school was fun again. She was interested in focusing on creativity and innovation because those aspects inspired children.

Student Representative Kuster noted student voice was strong in the Washoe County School District, he wondered how Dr. Hobbs would continue to advocate for student voice. Dr. Hobbs believed strongly in not only student voice, but ensuring all voices were heard. She believed student voice should drive the changes the adults wanted to make in the schools.

Trustee Mayberry requested additional information on how Dr. Hobbs would increase job satisfaction rates and improve staff morale. Dr. Hobbs indicated she would begin by working with the unions and teachers to determine where they were experiencing "job burnout" and what supports the administrators could provide them to improve their

experience in the classroom. She had worked with new teachers when she was a principal to ensure they had what they needed, including co-teaching a class if that was what the teacher needed to learn how to succeed. She believed she had success in improving morale because she was willing to work alongside teachers and even provide both the teacher and student a break from each other because sometimes that was what both parties needed.

Trustee Rodriguez asked how Dr. Hobbs would address student safety, especially related to human trafficking and drugs. Dr. Hobbs provided an example of how she had worked with local law enforcement while in Michigan to address issues surrounding student safety. It was important for her to work closely with the juvenile justice system to address potential concerns early through awareness and training.

Trustee Rodriguez wondered what Dr. Hobbs would do to improve the workings of the District. Dr. Hobbs mentioned she would begin by learning about the District and then bring her resources and expertise where she saw challenges.

President Taylor requested Dr. Hobbs provide her top three threats and opportunities in the Washoe County School District. Dr. Hobbs began with the threats: listing funding, staff turnover, and suicides and the opioid crisis. Receiving proper funding was important because low per pupil amounts led to increased staff turnover since teachers and other staff felt undervalued and underappreciated. She believed District staff was the greatest opportunity for the District because they were extremely professional and highly knowledgeable. She would like to work to bring them together to the next level.

President Taylor asked for a story about something that informed Dr. Hobbs' leadership journey. Dr. Hobbs remarked that moving to a smaller school community from a larger district had a large impact on her because she had to learn to work with the available workforce and could not rely on having additional employees available if there was an issue. She liked being able to work with the employees to increase their knowledge and raise their abilities.

Trustee Nicolet inquired about the process Dr. Hobbs used when she moved into a new position that was a combination of two previously separate positions. Dr. Hobbs mentioned she did struggle at first because she got "caught in the weeds." She learned to prioritize and build relationships because she learned she needed to be okay asking for help. As a superintendent, she knew she would not be able to do everything but could promise she would do her best.

Trustee Nicolet asked how Dr. Hobbs would use the strengths of the community to continue to improve upon what was working well in the District. Dr. Hobbs felt it would be important to work with the individual Trustees because they represented the community. She would rely on the Trustees to provide her with information on the

businesses and other community groups she would need to be involved with to improve the District. She highlighted she would be interested in sitting on community boards, if their desire was to have the sitting superintendent serve.

Trustee Nicolet wondered how Dr. Hobbs would handle time management in the sense that there would be a lot of information she would need to learn in a short period of time. Dr. Hobbs explained she was a proponent of having a good work/life balance and would remain true to her calendar to ensure she was able to prioritize what was important.

Trustee Nicolet inquired as to how Dr. Hobbs would approach learning about a budget that was over \$1 billion. Dr. Hobbs commented it would be critical to sit down with the chief financial officer to review past successes and current challenges related to the budget. She felt it was important to align the budget to the strategic plan and find out how funding was allocated to projects under the strategic plan.

Trustee Minetto noted the deputy superintendent position would be vacant at the end of the current school year. She asked how Dr. Hobbs would fill that position. Dr. Hobbs mentioned she would need to determine who would be the best fit for the position because the individual had to know about the District and act in her stead if needed. While she had some people in mind, she could not commit because she would like to get to know others in the Washoe County School District and in the community before making that decision. She would want someone who was similar to her and had a positive attitude.

Trustee Minetto wondered how long Dr. Hobbs would like to remain in the position if selected as superintendent. Dr. Hobbs indicated she would want to remain as long as possible because she wanted to make the greatest impact on children in the area.

Trustee Minetto requested additional information on when Dr. Hobbs had used the idea of shared government successfully. Dr. Hobbs provided a story about a time when she became a network leader (area superintendent) in a school district and was then the supervisor of principals, who had been with the school district longer than she had and were equal peers before she was selected for the position. She needed to ensure they would be able to work together by allowing them to talk and push back so everyone would reach the best outcome.

Trustee Smith asked about Dr. Hobbs' experience in working with state and/or federal legislators to advocate for a school district and what were the outcomes. Dr. Hobbs believed it was important to be as transparent as possible with the legislators and invite them into the schools to see what was happening so they could see what was needed.

Trustee Smith inquired if there was anything else Dr. Hobbs wanted the Board and community to know. Dr. Hobbs hoped she was able to convey how transparent she was and that she led with her heart.

Trustee Church asked how Dr. Hobbs would teach social justice in the schools. Dr. Hobbs indicated it was important to have an open mind and heart to allow people to be themselves when having conversations about what is important. In terms of social justice, she believed it was important for people to be who they were and accepted as such because that was how you truly learned about others.

Trustee Church requested similar information on sex education. Dr. Hobbs remarked that it would be important for her to look at the Nevada Academic Content Standards and insist those standards be followed. The District would then follow the curriculum and teach what the state required, without biases, prejudices, and opinion.

Trustee Church wondered how the District should address the drug crisis and if voluntary, parent approved drug testing should be considered. Dr. Hobbs commented that she did not believe drug testing would solve the problem. She would advocate for providing information on the effects of drugs, especially for bodies still developing. She did not feel it was the District's responsibility to conduct drug testing, even if voluntary.

Trustee Mayberry asked what Dr. Hobbs was proudest of in her life. Dr. Hobbs stated her three adult children. She was proud her children were not on drugs, were productive members of society, and who loved God. She felt she had provided her best children to society and believed all parents sent their best children to the schools, so it was imperative school districts provide their best to all children.

Dr. Hobbs provided a closing statement. She thanked the Board for the opportunity and was humbled to be selected as a finalist. She was extremely interested in serving the Washoe County School District and community but emphasized that the Board needed to make the best decision for the District.

President Taylor recessed the meeting for 15 minutes.

Dr. Susan Enfield provided an opening statement and thanked the District and community for the warm welcome she had received. She enjoyed meeting with students, staff, and the community through the forum process and seeing the work occurring in the schools.

Trustee Smith wondered how Dr. Enfield would work to obtain unfiltered feedback from staff regarding decision-making. Dr. Enfield believed having an open-door policy but would also seek unfiltered time with staff, students, families, and community members through various methods, such as "Soup with the Sup" in the schools where staff was

able to meet with her. She was interested in being proactive in seeking input because the informal conversations would often elicit better information in learning what was occurring in the schools and the community. She wanted to ensure she was able to hear from those who might not agree with a decision and provide additional information on why and how a particular decision was made because that allowed people a chance to accept the decision, even if they still did not agree with it. Additionally, it was important to admit when a decision was wrong, what was learned from the wrong decision, and how the school district would move forward.

Trustee Smith asked if Dr. Enfield had revised decisions based on the feedback she had received. Dr. Enfield stated she had and used the example of a strategic plan goal of reducing school suspensions. During the process she learned the goal should have been to improve school culture and one of the metrics should have been to reduce school suspensions.

Trustee Minetto requested information on Dr. Enfield's professional experience over the past 10 years. Dr. Enfield noted she had been the Superintendent of Schools for the Highline School District in Washington for the past 10 years. She provided additional information on the different roles, duties, and responsibilities she had done during the pandemic.

Trustee Minetto wondered how Dr. Enfield would utilize the current Leadership Team and their expertise. Dr. Enfield felt it was important to honor the institutional knowledge and expertise that existed in any organization so she would want to take time to get to know people and allow them time to understand her expectations. She believed there were three aspects of a strong leadership team: current members, members who had been promoted from within, and external members.

Trustee Minetto asked how much time Dr. Enfield spent in the schools. Dr. Enfield remarked that pre-pandemic she would visit schools on a weekly basis. Post-pandemic, she was interested in being in the schools as often as possible because it was in the schools where she found her "why."

Trustee Minetto inquired as to what Dr. Enfield believed was the most important thing she did as a superintendent. Dr. Enfield responded that being a model of what she wanted to see and to support her people.

Trustee Nicolet commented that Dr. Enfield's cover letter referenced four specific strategies: equity, instruction, relationships, and support. She requested detailed information on how the strategies were implemented and measured. Dr. Enfield commented that those specific values were the foundation of the strategic plan she developed with her school board and the Highline Promise. The usage of the terms was intentional and intended to signal to families what the school district was about. She

provided information on how each strategy was measured, such as asking students if there was at least one person in the school they had a personal connect with and could go to because if that was not the case, then the school district had more work to do.

Trustee Nicolet inquired as to the process Dr. Enfield used to develop a strategic plan. Dr. Enfield reviewed the process used in the Highline Public School District to develop a strategic plan when she first arrived. The process included the families, community, students, staff, and various others to create the high-level goals and then working with the school district leadership to develop how those goals would be implemented and measured.

President Taylor asked what Dr. Enfield believed were important personality traits of a good executive leader, including examples from her own experience. Dr. Enfield stated someone who was very clear in who they were and what they stood for. She reiterated that modeling that behavior mattered because it was easy to talk the talk, but it was extremely difficult to back it up all the time. She admitted that she did not always get it right and when she got it wrong, she would admit it, apologize, and determine how to correct it. She mentioned she had high expectations but was also willing to provide the support needed so people could achieve those expectations. She also believed listening was important and that a good leader was able to take the hard criticism and learn from it.

President Taylor requested an example of how Dr. Enfield had high expectations. Dr. Enfield noted for the annual employee evaluations of her leadership team, she would work with them on their professional goals for the year and then would have them include a personal goal. She believed people needed to grow professionally and personally.

Trustee Rodriguez inquired as to Dr. Enfield's experience in collaborating with legislators to support school. Dr. Enfield provided an example of how she worked with legislators in Washington State to obtain funding for full-day kindergarten throughout the state. She was a proponent of a "gentle pressure, relentlessly applied" approach.

Trustee Rodriguez remarked that Dr. Enfield had referenced utilizing a team when making decisions. He asked if parents were part of that team and how they were involved. Dr. Enfield stated she had created a Family Action Committee, which met on a quarterly basis. She utilized the term "Action" intentionally because she did not want to group to be another advisory committee where they were only present to listen. The Committee had worked on policies and helped provide information on the impacts of programs on the students and families the school district would not always have a chance to see. She mentioned she would also meet regularly with the Parent Teacher Association and the Special Needs Parent Teacher Association.

Trustee Rodriguez wondered if she believed parental involvement also extended into the schools. Dr. Enfield indicated there should be consistent non-negotiables when engaging with families across the school district, especially related to being welcome in the schools; however, principals and school staff should have the ability to have the ability to set some parameters for their specific sites.

Trustee Mayberry asked how Dr. Enfield would transfer her knowledge of working with a smaller diverse student base to working with a student base of 62,000. Dr. Enfield highlighted she did serve as the interim superintendent for Seattle Public Schools, which served over 58,000 students so she did have experience in larger school districts. Based on her experience, the challenges were still the same, it was just a question of scale. It was important to have a great team to work with because one person was not able to conduct everything on their own.

Trustee Mayberry wondered what Dr. Enfield saw as the challenges for the District that were new to her or different from her current school district. Dr. Enfield felt that challenges were similar, but it was the scale of the challenges and the local community that would be different. Based on what she had heard during the forums and from what she had read as part of her research, some of the challenges were staff exhaustion, salaries, and trust between the community and staff.

Student Representative Kuster asked why Dr. Enfield was interested in the Washoe County School District. Dr. Enfield indicated there were personal and professional reasons for her interest in Washoe County. Personally, the school district was closer to family and where she chose to work was important to her and her husband. Professionally, she saw some challenges in the District that excited her and sparked an interest in helping to find solutions. She provided the example of the per pupil funding and that she was extremely interested in working with everyone to improve the amount so the students in Washoe County were able to receive the same quality education as students in other parts of the country.

Student Representative Kuster wondered how Dr. Enfield would continue the commitment to Student Voice in the Washoe County School District. Dr. Enfield explained how she utilized student voice in the Highline School District with a Superintendent's Student Leadership Team and having a student intern. She indicated her current intern was working on providing information for the new superintendent on how the Student Leadership Team was used within the school district and how that then translated into the school-based student leadership teams used by the principals.

Student Representative Kuster inquired as to how Dr. Enfield would address the lack of motivation and engagement in students due to COVID. Dr. Enfield remarked she would highlight that the students were not giving themselves enough credit. It was essential

for students to recognize that they had gone through a global pandemic and were now back in school full time, learning.

Trustee Church asked how Dr. Enfield would handle working with a board whose political ideologies shifted. Dr. Enfield mentioned she had worked with numerous school boards throughout her 10 years in the Highline Public Schools. Anyone interested in becoming a superintendent understood that changing school boards were part of the job and should focus more on building relationships and forming a team rather than focusing on differences.

Trustee Church inquired as to how Dr. Enfield would teach the controversial issues of social justice, diversity, equity, and equality in the schools. Dr. Enfield began by addressing Critical Race Theory (CRT) and reiterated CRT was not taught in the schools; however, it was important to listen to those claiming CRT was being taught because their voices needed to be heard and school leaders needed to understand what they were hearing or seeing that was causing them concern. She would not shy away from having conversations about teaching diversity, equity, and equality because it was vital to also have those conversations in a diverse community.

Trustee Church wondered if people should be identified by their sex or skin color and if using the term "privilege" was appropriate. Dr. Enfield responded that the United States was a wonderful country and all who had the privilege of living here should also be able to acknowledge there were some hard truths from history that had to be taught and understood so children could have a better understanding of how and why society was where it was at the present time.

Trustee Church asked how Dr. Enfield would improve the schools. Dr. Enfield indicated school systems were made up of people so it was important to look at how the efforts to recruit and retain people were going and how they could be improved. She understood the concerns related to the data and while it was valuable to look at the data to identify opportunities for improvement, it was just as valuable to look at students, such as Student Representative Kuster, and celebrate their successes.

Trustee Smith inquired as to how Dr. Enfield would partner with local businesses to support the schools. Dr. Enfield relayed a story of the creation of an aviation/aerospace magnet school. While she had not been superintendent when the school was created, she was proud of the commitment of the business community in their continued support of the school and providing opportunities, such as internships, to students. One aspect about the school she had not been able to duplicate, was that the school was constructed with a combination of public and private money. She continued to research how schools could be funded through public/private partnerships.

Trustee Smith wondered what Dr. Enfield saw as the next chapter for the Washoe County School District. Dr. Enfield believed she would need additional time to thoroughly understand the District but felt there was an opportunity to really look at the budget to determine if there was more that could be done for staff and reallocating funds. She also believed determining the new strategic focus for the District would be a wonderful challenge and provide hope and purpose for everyone again.

Trustee Minetto asked what Dr. Enfield's personal goal would be for the Washoe County School District, if she were selected as superintendent. Dr. Enfield stated she would want to serve, lead, and live as long as possible. Change in school districts did not happen overnight and she was interested in putting down roots in the community. She would also want everyone in the community, state, and country to look at the Washoe County School District and know it was a school district that owned its shortcomings but invested in strategies to address them and that they had created a system where students and adults were valued, supported, and listened to.

Trustee Minetto wondered how Dr. Enfield would fill the deputy superintendent position. Dr. Enfield remarked she would want to get to know the current leadership team and their members to see if there were opportunities for people, as well as looking externally within her network. The important part would be to find someone who was just as excited about the opportunities in the Washoe County School District as she was.

Trustee Nicolet referenced the leadership statement provided by Dr. Enfield and the quote from Albert Einstein that what was right was not always popular and that what was popular was not always right. She asked how Dr. Enfield balanced the two ideas and how she defined "right." Dr. Enfield responded using an example of how she had to convert some smaller high schools back into larger, comprehensive high schools to ensure all students were able to access everything they needed for their education. The idea was not popular among the smaller schools but because the students were not provided with parity because of where they lived combining the schools had to occur. While she had wanted to make the changes when she first came into the school district, she was not able to accomplish the goal until 5 years into her term.

President Taylor requested Dr. Enfield provide her top three threats and opportunities in the Washoe County School District. Dr. Enfield indicated the top threats were the ability to strengthen confidence and trust in the District so students and families would want to come back to the District, inadequate state funding, and the ability to be innovative and not return to the "status quo" in education. The opportunities were the challenges to traditional education from the pandemic and determine what could or should be different, such as alternative school calendars or shortened high school timeframes. Another opportunity was the ability to question current practices and look at those practices in new ways.

Trustee Rodriguez asked how Dr. Enfield would address serious threats to student safety, such as human trafficking and drug usage. Dr. Enfield noted she currently worked with her local law enforcement agencies to address concerns. She understood the current challenges related to serving as a law enforcement officer and was impressed the Washoe County School District had their own police force and those officers chose to serve the students. It was imperative to continue partnering with all law enforcement agencies in the area to address the threats and collaborate on solutions. She would hope there would be a two-way dialogue, with law enforcement providing the school district information on what they were seeing and how the school district could assist.

Trustee Rodriguez wondered what the first 100 days would look like if Dr. Enfield were selected superintendent. Dr. Enfield stated, if selected, she would provide a draft 90–100-day plan that would include her entry plan and initial commitment to the community as a whole. She would hope the Trustees would review the document and provide their input to determine if anything was missed or if anything should be changed.

Trustee Mayberry requested additional information on what Dr. Enfield's philosophy was for serving the Special Education student population and how she would advocate for them. Dr. Enfield commented she would work with the Special Needs PTA who provided feedback on what the school district should focus on. She had worked closely with her team to ensure students with special needs were included as part of the school community. She was impressed with the programming at B.D. Billingshurst Middle School and the amount of time students with special needs were included in general education classes.

Trustee Mayberry asked what her experience was working with the Washington State Legislature. Dr. Enfield shared a story about working with legislators of different parties and how relationships were more important than parties. It was important to make oneself available to legislators on issues both large and small because that was what built relationships and developed trust.

Trustee Mayberry wondered what Dr. Enfield was most proud of. Dr. Enfield stated she was most proud of being able to work with dedicated professionals, who had worked collaboratively to make a difference in the lives of students. She believed that creating truly equitable school systems was the only way to ensure all students had an equal opportunity to share in the success of the public school system.

Trustee Church asked how Dr. Enfield would address the issues of chronic absenteeism, drug usage in the schools, and teen suicide. Dr. Enfield responded that it would be critical to work with partner agencies and the community to address drug usage and

mental illness because school districts did not have capacity to deal with all the issues surrounding the challenges, but they could put in place systems to support what was needed to help students, such as engaging families and education campaigns.

Trustee Church wondered if Dr. Enfield would support voluntary drug testing in the Washoe County School District. Dr. Enfield remarked that she would be willing to have a conversation surrounding this issue, but it was also important to remember what school systems should be responsible for and if they should take on additional responsibilities.

Trustee Church requested additional information on Dr. Enfield's recruitment and retention philosophy. Dr. Enfield commented that compensation mattered, but working conditions also mattered. While pay was a priority, teachers wanted to work for a great principal, and it was important for them to have the supports in place where they could do their jobs effectively and have pride in their work.

Dr. Enfield provided a closing statement. She thanked all the Trustees for the opportunity to speak with them. She hoped she was able to show them and the community her interest in serving as a superintendent.

President Taylor recessed the meeting for 15 minutes.

Ms. Jhone Ebert provided an opening statement. She thanked the Trustees for the opportunity to interview for the position. She appreciated the process and the enthusiasm of the students in the schools and their passion for their principals and teachers. She saw numerous opportunities in the Washoe County School District and was interested in building on those opportunities while acknowledging what improvements were needed.

Trustee Minetto requested information on Ms. Ebert's professional experience over the past 10 years. Ms. Ebert reviewed her career over the prior 10 years, including the Chief Technology Officer in the Clark County School District, PK-20 Senior Deputy Commissioner in New York, and Nevada State Superintendent of Public Instruction.

Trustee Minetto asked what Ms. Ebert's personal goal would be for the Washoe County School District. Ms. Ebert remarked her intent was to make the lives of all students better every day. She believed in continuing the education she and her siblings were afforded growing up in Southern Nevada and wanted to see all counties reach a 100% graduation rate.

Trustee Minetto inquired about Ms. Ebert's experience utilizing a shared governance model. Ms. Ebert indicated as the State Superintendent of Public Instruction, she served as the secretary for the State Board of Education, which included both elected

and appointed members. The entire Board had recently committed to utilizing the Silver State Governance model and had participated in the initial trainings. She reviewed how the model had begun to change how their meetings were conducted and increased the focus on student outcomes.

Trustee Smith wondered how Ms. Ebert would work to obtain unfiltered feedback from staff regarding decision-making. Ms. Ebert indicated it was important to work at receiving feedback every day. She was a proponent of open communications, so no one was surprised and managing up. In her current position, she worked with various layers of school districts and understood communication could be filtered as it passed through others. She explained she would provide a quarterly email to all licensed staff in school districts in Nevada so they would know, firsthand, what was occurring at the state level. She had also conducted listening tours in all leadership positions she had held to provide opportunities for others to share their thoughts with her.

Trustee Church asked how Ms. Ebert would deal with future boards, especially if the composition were to change. Ms. Ebert stated she was comfortable working with boards of various compositions and had worked with different boards. She had gone through transitions with boards in the past and knew it was important to focus on building relationships with people. Even though different individuals might be sitting in the seats, the values and mission of the organization do not change.

Trustee Church wondered what Ms. Ebert's teaching philosophy was on social justice, equity, and diversity. Ms. Ebert indicated the board was responsible for the policies and procedures, which should include common definitions of equity and diversity, so everyone understood what was being referred to when the topics were brought up in the Washoe County School District. All school districts needed to be transparent in what was being taught and provide opportunities to review the state's expectations in terms of what should be taught.

Student Representative Kuster inquired as to how Ms. Ebert would address the lack of motivation in students and increase student engagement. Ms. Ebert noted the issue was occurring throughout Nevada so to really address what was going on with students, educators needed to listen to what the students were telling them and then address the concerns directly through action. Getting students re-engaged in school was going to take time and resources, but it was vital for school districts to reach all students and bring them back. She wanted to ensure those students who flew under the radar were seen and their needs met, just as the needs of the students everyone knew were met.

Trustee Mayberry asked about Ms. Ebert's most recent strategic planning process and how she worked to obtain stakeholder input. Ms. Ebert mentioned she worked with her team over a 9-month period when updating the current Nevada Education Strategic

Plan. The team spent time in all 17 school districts and with the Charter School Authority to receive input and feedback from schools, administrators, staff, and the community. It was important to note the individual school district superintendents also had the chance to provide their input, prior to the draft being presented to the community.

Trustee Mayberry wondered what Ms. Ebert thought of the current Washoe County School District Strategic Plan and where it could be updated. Ms. Ebert remarked she would be interested in seeing an operational plan developed to provide the guide as to how the strategic plan would be implemented in the District.

Trustee Rodriguez asked how Ms. Ebert, as the State Superintendent, had advocated for the school districts, especially the Washoe County School District, as related to per pupil funding. Ms. Ebert explained how she had been involved in the conversations related to updating the prior Nevada Plan used to fund education by the state to the new Pupil Centered Funding Plan adopted in 2019. The intent of the new plan was to close the leaks in the funding and provide additional transparency in how schools were funded. She continued to work to advocate for additional funding for education because the children deserved more. She was not a member of the Commission on School Funding but knew the District's concerns had been brought to the attention of the Commission by the District's Chief Financial Officer.

President Taylor asked what Ms. Ebert believed were important personality traits of a good executive leader, including examples from her own experience. Ms. Ebert stated integrity and trust were critical so people would know any information and data provided was presented with full transparency and without bias. Additionally, it was critical for leaders to be agile and adaptable to address unanticipated events. Finally, she believed empathy was important, so leaders had the ability to understand and relate to others. She provided examples of when she believed she had modelled each trait, including providing accurate information in a public setting to confront misinformation and adapting to different requirements by each health district in Nevada during the pandemic.

Trustee Nicolet recalled, during Ms. Ebert's ZOOM interview, she had wanted to pause the implementation of the goal for all students to participate 8th grade algebra so she could obtain feedback from the teachers. She wondered, in retrospect, what Ms. Ebert would do differently and how she would reach out to receive teacher feedback. Ms. Ebert mentioned she would have preferred to use the same method that had occurred with the 8th grade teachers for all the other teachers so the school district would know what the teachers would need in terms of supports, resources, and professional development to ensure all students were prepared to take 8th grade algebra and be proficient in the class.

Trustee Nicolet asked why Ms. Ebert used the EdWeek rankings when looking at the state numbers for the State Strategic Plan. Ms. Ebert remarked the State Board held in-depth discussions on which metric should be used. The decision to use the EdWeek rankings was because they based their rankings on student outcomes, including graduation rates. Other organizations that provided rankings included different data points that were not always relevant to what was occurring in Nevada, such as PreK requirements.

Trustee Minetto wondered how Ms. Ebert would fill the deputy superintendent position and how she would utilize the experience on the Leadership Team. Ms. Ebert explained building and working with a team was not something new to her. She felt it was important to understand what she would be walking into and knowing the assets available to her. She would like to have discussions with the Leadership Team to determine who would be the best fit for positions, if there were any gaps, and if any restructuring needed to occur.

Trustee Minetto asked what school visits would look like for Ms. Ebert and how often she would like to be in the schools. Ms. Ebert mentioned school visits were critical for superintendents because that was where they were able to see the work occurring. She believed superintendents needed to be in the schools and have conversations with the students, as well as the staff, as often as possible.

Trustee Smith inquired if Ms. Ebert had ever led a process audit to address the increased workload placed on teachers and if so, what was the outcome. Ms. Ebert commented that she had been involved in numerous types of audits. She relayed two stories of audits she had participated in, and the opportunities learned from external groups to increase efficiencies. Some of the information included having information readily available for teachers and removal of unfunded mandates when possible.

Trustee Church asked how the Washoe County School District could do better based on the EdWeek rankings. Ms. Ebert indicated funding was the critical issue. While the funding formula had changed and the state had increased the amount of funds available for education, it still was not enough and the Nevada Department of Education and all school districts had not done an adequate job of communicating that there remained large challenges in school funding. The fact the state would need to commit an additional \$200 million to even reach the national average had to be communicated to everyone. If people wanted state rankings to improve, they needed to make it clear to legislators that additional funds had to be allocated. Teachers in Nevada had done an amazing job and were providing high quality education to students, but they should be able to provide that same education while making a good wage for their families.

Trustee Mayberry highlighted that the smaller school districts in Nevada received larger per pupil amounts than both Clark County and Washoe County and that the Nevada

Cost of Education Index used by the state to determine the per pupil amounts did not reflect the actual cost of living in Northern Nevada, nor did the 1% increase in the per pupil amount match the 34% increase to state revenues. He wondered what Ms. Ebert would do to advocate for additional funding for the Washoe County School District. Ms. Ebert mentioned there was no perfect funding formula for education and every state used their own formula. She noted legislators were willing to revisit the formula after it had been in place and the Nevada Commission on School Funding was listening to the concerns from Washoe County School District. One of the reasons she returned to Nevada was to work on improving the funding for education because she was frustrated students in New York received per pupil amounts averaging \$24,000 and she did not believe there were any reasons why the same could not occur in Nevada. She believed if Nevadans wanted the state to continue to grow, then everyone needed to come together to address the funding concerns.

Trustee Rodriguez asked how Ms. Ebert would address concerns surrounding human trafficking, drug usage, and weapons in schools. Ms. Ebert stated the health and safety of students were the top concern. She would be interested in working with the Washoe County School District School Police to determine their current status and needs, as well as working with other local law enforcement agencies to ensure there were collaborative efforts occurring to address the concerns.

Trustee Rodriguez wondered what Ms. Ebert's view was on the role of parents in schools. Ms. Ebert remarked schools and the Board Room had to be welcoming environments and accessible to family members. She would be interested in listening to parents and others in the community to determine where there were challenges and how those challenges should be addressed. She knew from experience that schools that were welcoming environments for parents were also welcoming environments for students.

President Taylor requested Ms. Ebert provide her top three threats and opportunities in the Washoe County School District. Ms. Ebert felt the top threats were funding, community engagement, and student engagement. She did not believe any school district would be able to address staffing concerns and provide living wages for staff if they did not receive the appropriate funding. If welcoming environments were not created for families of diverse backgrounds, then additional challenges could arise. Similar to providing a welcoming environment for families, schools had to be welcoming to students and figure out how to bring students back into the buildings and ensure they were on-track to graduate. The opportunities for the District were the ability to develop a new strategic plan, increasing Career and Technical Education (CTE) programming into all schools and grade levels, and the large opportunities for student voice and access to the work occurring in central administration. She felt both the threats and opportunities could partially be addressed through conducting town halls.

Trustee Nicolet requested information on the process Ms. Ebert used when identifying programs to be either eliminated or introduced in schools. Ms. Ebert indicated when introducing a new program, it was important to determine why the program was needed and if it would provide value for the students. She believed in pilot programs where parents had the ability to opt-in to determine if there were challenges that should be addressed prior to a program being implemented throughout a school district. If a new program were to be introduced, any associated "old" program would need to be eliminated because success could not be achieved if people were working in different systems.

Trustee Nicolet asked for clarification on how Ms. Ebert had used the term "best fit." Ms. Ebert noted the Trustees had five highly qualified candidates to select from for superintendent. It would be up to the Trustees to determine which candidate would enhance the climate and culture the best for the Washoe County School District.

Ms. Ebert provided a closing statement. She believed she was the best fit for the Washoe County School District and would be interested in moving the District forward. She was impressed with the Trustees' interest and commitment to children and desired to continue to that same commitment.

Ms. Ellison concluded the agenda item. The Board had a meeting scheduled for April 26, 2022 where they would be provided an opportunity to make a decision on who the superintendent would be. She encouraged everyone in the community to review the materials and videos posted on the District's website, then participate in the survey released by The Bryan Group.

3. Closing Items

3.01 PUBLIC COMMENT

Melanie Sutton expressed concerns related to Ms. Jhone Ebert's resume. She did not believe Ms. Ebert had the experience necessary to lead the Washoe County School District. She urged the Board to select a candidate who would lead students, control large school campuses, stand up to violence in schools, and improve academic success. She claimed the past two superintendents in the District promoted racism and that Ms. Ebert would continue to promote Critical Race Theory and hyper-sexualized sex education for students.

Pablo Nava Duran felt all the candidates had done well during the community forums. He encouraged the Trustees to select the best candidate for all 62,000 students and who would make the Washoe County School District the best school district in Nevada. He expressed concern over the increase in school violence, especially at E. Otis Vaughn

Middle School, and urged the Board to hold a special meeting with the new superintendent to address the issue.

The Board received emails from the following:

Richard Petersen
Joe Morabito
Linda Herrick
Chip Evans
Tamara Sonng
Christine McAvoy
Veronica Frenkel
Laynette Evans
Sara Dockins

3.02 **ADJOURN MEETING**

There being no further business to come before the members of the Board, President Taylor declared the meeting adjourned at 5:26 p.m.

Angela D. Taylor, President

Ellen Minetto, Clerk

From: RICHARD PETERSEN
Sent: Wednesday, April 13, 2022 8:29 AM
To: Public Comments
Subject: [EXTERNAL] Superintendent search

I have reviewed the available information on the five candidates for Superintendent. I believe they are all academically qualified. My hope is that whomever you chose will take into account the right of parents to raise their children and have a say in their education, especially when it comes to sex education. I hope you chose someone who will emphasize the honest teaching of American history. They need not make excuses for our failings but should also emphasize the value of our way of life. I hope you will not choose someone who espouses the false narratives of the 1619 Project or Critical Race Theory. The emphasis should be on STEM subjects that will prepare our young people for their entry into the future workforce.

From: Morabito, Joe
Sent: Thursday, April 14, 2022 2:54 PM
To: Public Comments
Subject: [EXTERNAL] Selecting A New Superintendent

Given three failed Superintendents in a row, it is critical that the Washoe School Board get this right. There were no Conservatives on the Selection Committee, which appeared to be intentional, so we had no access to this process or the additional 25 candidates that apparently were eliminated by Bryan. As such, there is no way to know if the five finalist candidates really are the best available. Further, given upcoming School Board elections and the likelihood of potential changes that may be coming, it would be prudent for the current School Board to wait on this decision. If the composition of the Board changes next November, it could result in termination of the new Superintendent. What's the rush? The Board can appoint an interim Superintendent until the next Board is seated. Life as we know it will not end. The serious problems the district has faced for years will still be there. JM

Joseph Morabito

From: WCSD_Communications
Sent: Monday, April 18, 2022 9:17 AM
To: Batchelder, Jennifer
Subject: FW: [EXTERNAL] Please forward to school board members (trustees). Comment

-----Original Message-----

From: Linda
Sent: Friday, April 15, 2022 10:15 PM
To: WCSD_Communications <WCSD_Communications@washoeschools.net>
Subject: [EXTERNAL] Please forward to school board members (trustees). Comment

Dear WCSD Trustees,

Please accept my citizen comment.

It's come to my attention that a few members of the community may seek to delay the selection of a new Supt.

I look forward to the School Board making a timely and decisive Supt selection well prior to the start of school (Fall 2022).

As a retired Educator, I know the importance of having staff selected well prior to start of school. This is so important at the highest district leadership level - the Supt.

You have several quality candidates for Supt now. I look forward to the timely selection of a new Supt.
Thank you for your work on the Board.

Linda Herrick
Washoe County Citizen
Reno NV 88523

Sent from my iPhone

From: Chip Evans
Sent: Monday, April 18, 2022 1:14 PM
To: BoardMembers
Cc: Public Comments
Subject: [EXTERNAL] Please Proceed

Dear WCSD Board of Trustees,

I understand that there is a small, extremist group that is attempting to convince you to not move forward with the hiring of a new WCSD Superintendent until next January, which would delay the hiring of a new Superintendent for at least a year.

As a citizen of Washoe County, I feel strongly that our community deserves a fully-functioning school district that provides quality public education to our children. Having a qualified and talented Superintendent guiding the district is essential to ensure its ability to effectively operate and meet its primary responsibility, ensuring the education of 63000+ students, regardless of any future election cycle.

In addition, you have already invested time and taxpayer dollars into a very thoughtful and participatory selection process, and as a taxpayer, I implore you to not waste those resources by stopping the process now.

Moving forward with the Superintendent hiring process is the appropriate and responsible thing to do. I encourage you to do so.

Thank you,

Chip

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Chip Evans

From: Tammy Soong
Sent: Monday, April 18, 2022 2:27 PM
To: BoardMembers; Public Comments
Subject: [EXTERNAL] Superintendent hiring

Dear WCSD Board of Trustees,

It has come to my attention that a small, vocal, extremist group is trying to delay you from hiring a new WCSD Superintendent until next January. As the parent of a WCSD student, I believe we need to fill that position as soon as possible if our district has any chance of functioning effectively. Finding a superintendent replacement is the job of the WCSD Board. There's a vacancy, and it needs to be filled.

Sincerely,
Tamara Soong



From: Christine Mcavoy
Sent: Monday, April 18, 2022 3:34 PM
To: Public Comments
Subject: [EXTERNAL] Question regarding the Budget

With the understanding that the Washoe County School District's job is to get students to school and educate them, then how is that with a budget of approximately 1.3 billion dollars the District has failed to hire bus driver's and teachers?

Thank you,
Christine McAvoy

From: Veronica Frenkel
Sent: Monday, April 18, 2022 4:31 PM
To: BoardMembers; Public Comments
Cc: Gmail
Subject: [EXTERNAL] Please proceed with Superintendent Selection

Dear Board of Trustees,

I write as a 25-year resident of Washoe County, a parent of a former WCSD student and TMCC High School graduate, and a former School Board Trustee. I am also submitting my comments below as public comment for your 4/26/22 board meeting, and I appreciate your entering it into the record at that time.

I understand that there is a small group in the community that is pressuring the Board to delay the hiring decision for a new Superintendent until any new Board members who win election this November are seated in January. **I write to convey my strong support for moving forward with the current Superintendent hiring process as originally planned and voted on unanimously by the Trustees.**

The argument to delay the Superintendent hiring process is based on the assumption that any newly elected board members should have the right to select the Superintendent. This assumption is inherently flawed.

At risk of stating the obvious, because of the two-year election cycles that exist, it is always possible (and probable) that the School Board may change its makeup, at least slightly, with each two-year cycle (or even more frequently, as the past several years have shown us). Having newly elected School Board members insist on their “right” to change the district’s leadership would lead to the hiring and firing of new superintendents every two years. That instability and constant change in leadership has been proven through education research to be tremendously detrimental to student outcomes and success. In addition, governance research demonstrates that such turnover in school leadership makes developing and successfully implementing a thoughtful and student-focused strategic plan virtually impossible.

It is and has always been the case that any newly elected School Board member inherits the existing policies and legally-binding contracts decided upon by their predecessors, including contract agreements in place with the current Superintendent. These existing contracts and policies continue with any new members, unless and until the Board formally and collectively revisits previous decisions and/or makes new decisions through a thoughtful, deliberate process and majority decision. This is the reality of all elected bodies, including other local elected bodies such as the Cities of Reno and Sparks and Washoe County. This reality should not come as a surprise to any of the current candidates for School Board, provided they understand the way the School District and the law operate and if they have even the most limited understanding of governance principles. It should never be the expectation of any candidate for School Board that they will immediately get to handpick the Superintendent of their choice upon election. That expectation is shortsighted and, frankly, arrogant, and it demonstrates selfishness and a lack of focus on what should be a Board Member’s primary responsibility, i.e., overseeing and supporting a highly-functioning, stable, and efficient system of public education in Washoe County.

Moreover, our community should not have to wait another year for a Superintendent to be selected. The seating of the Board Members elected in November will not occur for nine months, next January. To restart the entire 5–6-month Superintendent recruitment and selection process at that time would result in the

District being without a superintendent for at least a year. That is completely unacceptable. Who would lead the WCSD during the 2022-23 school year? I have no doubt that the talented and committed WCSD teachers, administrators, education support professionals, and central office staff would work hard to keep the ship afloat. However, don't our kids deserve better than that? Don't they deserve an organization that has strong and capable leadership that enables it to run effectively and smoothly so that it delivers the high-quality public education our community deserves? Having a Superintendent at the helm of the WCSD is essential to ensure its ability to effectively operate. Our students and families are counting on it.

During the past several months, you have undertaken a thoughtful, deliberate, and participatory process for recruiting and selecting the new superintendent, one which *all of you* voted to undertake months ago. I wholeheartedly commend you for the lengths to which you have gone to involve District employees, parents, students, and the community in this collaborative process. You, District staff, and the community have invested significant time and financial resources to implement this process, **an investment that should not be wasted**. Those who are asking you to scrap that investment and to just start over again next year are asking you to be fiduciarily irresponsible to the taxpayers, which should disturb all of us.

The work of the district, i.e., educating 63000+ students, must continue regardless of any future election cycle. That is the community's expectation and should be your priority. **Moving forward with and completing your hiring process is the appropriate and responsible thing to do.** Thank you.

And I thank you for your commitment to public education and for your service to our community.

Sincere regards,

Veronica Frenkel, MA, CEC, SPHR

From: Laynette Evans
Sent: Tuesday, April 19, 2022 10:58 AM
To: BoardMembers; Public Comments; Laynette Evans
Subject: [EXTERNAL] School Board: Please proceed with hiring WCSD Superintendent

Dear WCSD Board of Trustees,

I understand that there is a small, extremist group that is attempting to convince you to not move forward with the hiring of a new WCSD Superintendent until next January, which would delay the hiring of a new Superintendent for at least a year.

As a citizen of Washoe County, I feel strongly that our community deserves a fully functioning school district that provides quality public education to our children. Having a qualified and talented Superintendent guiding the district is essential to ensure its ability to effectively operate and meet its primary responsibility, ensuring the education of 63000+ students, regardless of any future election cycle.

In addition, you have already invested time and taxpayer dollars into a very thoughtful and participatory selection process, and as a taxpayer, I implore you to not waste those resources by stopping the process now.

Moving forward with the Superintendent hiring process is the appropriate and responsible thing to do. I encourage you to do so.

Thank you,
Laynette Evans

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Laynette Evans