

**MINUTES OF THE MAY 10, 2022
REGULAR MEETING OF THE
WASHOE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES**

May 10, 2022

1. Opening Items

1.01 CALL TO ORDER

The regular meeting of the Board of Trustees was called to order at 2:09 p.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. Superintendent Kristen McNeill and staff were also present.

1.03 PLEDGE OF ALLEGIANCE

Brian Sandoval, President, University of Nevada, Reno, led the meeting in the Pledge of Allegiance.

Students from Natchez Elementary School performed "The Flag Song" in the Paiute Language. Nevada Teacher of the Year, Deanne Hicks, was assisted by Teacher Aides Brenda Burns and Stacey Burns accompanied the 4th grade students: Brycianna Asetamy, Leona Barlese, Alex Fowler, Garrian Harjo, Ashton Ivie, Tyson Jim, Evelyn Mix, Naomi Pinkerton, Adam Schuster, James Shaw, Myla Smart, and Niko Williams. Also in attendance was Principal Jake Chapin.

1.04 ACTION TO ADOPT THE AGENDA

President Taylor noted Agenda Item 3.01, Discussion and Possible Action to enter into a written "Employment Agreement" with Dr. Susan Enfield as the next Superintendent of Schools, would be heard towards the end of the meeting.

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. Consent Agenda Items

Trustee Church requested Consent Agenda Item 2.02, Approval of a Memorandum of Understanding between the Board of Regents and the Washoe County School District, be pulled for additional consideration.

It was moved by Trustee Rodriguez and seconded by Trustee Mayberry that **the Board of Trustees approves Consent Agenda Items 2.03 through 2.10.** 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.

- 2.03 The Board of Trustees approved the Acknowledgement of Terms and Conditions pertaining to effluent (recycled) water as stated in Sparks Municipal Code Chapter 13.85 with the City of Sparks for the new Procter R. Hug (Wildcreek) High School for the estimated annual amount of \$17,713.
- 2.04 The Board of Trustees approved the Agreement between the City of Reno and Washoe County School District to provide recycled water at the new William O'Brien Middle School in the amount of \$336,000 for pump station improvements.
- 2.05 The Board of Trustees approved Amendment #1 to the Agreement for Professional Consultant Services for Dyer Engineering in the amount of \$11,500 for additional services to the pavement rehabilitation project at Lemmon Valley Elementary School.
- 2.06 The Board of Trustees awarded Bid #22-99-B-03-AA, Roof Replacement at Innovations High School, to D & D Roofing and Sheet Metal, Inc. for \$108,227.
- 2.07 The Board of Trustees awarded Bid #22-100-B-03-AA, I.A. Building Improvements at E. Otis Vaughn Middle School, to Reyman Brothers Construction, Inc. for \$133,130.
- 2.08 The Board of Trustees awarded Bid #22-101-B-03-AA, Boiler Room Gas Solenoid Valve Additions at Thirty (30) Washoe County School District Sites, to Ryan Mechanical, Inc. for \$867,500.
- 2.09 The Board of Trustees awarded Bid #22-104-B-03-DA, Fire Alarm Replacement at Ted Hunsberger Elementary School, to Nelson Electric Co., Inc. for \$166,325.

2.10 The Board of Trustees awarded Bid #22-105-B-03-DA, Replacement of Boilers at Fred W. Traner Middle School, to RHP Mechanical Systems for \$847,500.

2.02 **APPROVAL OF A MEMORANDUM OF UNDERSTANDING BETWEEN THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION ON BEHALF OF THE UNIVERSITY OF NEVADA, RENO AND THE WASHOE COUNTY SCHOOL DISTRICT REGARDING THE PROPERTY LOCATED AT OR AROUND 425 E. 9TH STREET IN RENO, NEVADA, COMMONLY REFERRED TO AS THE WCSD ADMINISTRATION COMPLEX**

Trustee Church asked what the benefit was for the Washoe County School District if the Board were to approve the Memorandum of Understanding (MOU). He felt the agenda item was locking the District into a commitment with the University and would not be able to accepted a higher offer from someone else. Adam Searcy, Chief Facilities Management Officer, stated the primary benefit was that the District would have the certainty of knowing they had a buyer for the property at the appraised value, if or when the District were interested in selling. The agreement did not commitment or require the District to sell the property at a specific time.

President Taylor opened the meeting to public comment.

Brian Sandoval, President, University of Nevada, Reno, spoke in support of the MOU. He mentioned there was a strong history of collaboration between the Washoe County School District and the University to educate children in the area. Because of the collaboration and the fact the two entities were neighbors, the University was interested in using the property as part of their own future planning, if the District were interested in relocating the Central Administration Building at some point. The property would allow a better connection between the main campus for the University and the Valley Road campus and could be used for additional campus housing.

It was moved by Trustee Mayberry and seconded by Trustee Rodriguez that **the Board of Trustees approves the Memorandum of Understanding between the Nevada System of Higher Education, on behalf of the University of Nevada, Reno with the Washoe County School District regarding the property located at 425 East 9th Street in Reno, Nevada, commonly referred to as the WCSD Administrative Complex.**

President Taylor opened the motion for discussion.

Trustee Smith believed the agreement was important because it showed education supporting education, which would only benefit the community in the long run.

Trustee Church indicated he would be supporting the motion.

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.

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

3.02 ADOPTION OF WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 22-003, A RESOLUTION RECOGNIZING MAY 1 – 31, 2022 AS MENTAL HEALTH AWARENESS MONTH IN THE WASHOE COUNTY SCHOOL DISTRICT

Katherine Loudon, Coordinator of Counseling and Social Work, presented information on the importance of mental health professionals who provided services to students in the schools. She highlighted the Washoe County School District was the only school district in Nevada who employed clinically licensed mental health professionals.

Trustee Smith read Washoe County School District Board Resolution 22-003, A Resolution recognizing May 1 – 31, 2022 as Mental Health Awareness Month in the Washoe County School District.

President Taylor opened the meeting to public comment.

Pablo Nava Duran spoke in support of Board Resolution 22-003.

It was moved by Trustee Rodriguez and seconded by Trustee Nicolet that **the Board of Trustees adopts Washoe County School District Board Resolution 22-003, A Resolution recognizing May 2022 as Mental Health Awareness Month in the Washoe County School District.** 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.

3.03 ADOPTION OF WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 22-004, A RESOLUTION RECOGNIZING MAY 15 – 21, 2022 AS NATIONAL PUBLIC WORKS WEEK IN THE WASHOE COUNTY SCHOOL DISTRICT

Adam Searcy, Chief Facilities Management Officer, provided information on the commitment and dedication of the Washoe County School District's public works staff.

Trustee Mayberry read Washoe County School District Board Resolution 22-004, A Resolution recognizing May 15 – 21, 2022 as National Public Works Week in the Washoe County School District.

President Taylor opened the meeting to public comment.

Pablo Nava Duran spoke in support of Board Resolution 22-004.

It was moved by Trustee Nicolet and seconded by Trustee Mayberry that **the Board of Trustees adopts Washoe County School District Board Resolution 22-004, A Resolution recognizing May 15 – 21, 2022 as National Public Works Week in the Washoe County School District.** 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.

3.04 **CONSIDERATION OF ADOPTION OF WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 22-005, A RESOLUTION DIRECTING THAT NOTICE BE GIVEN TO THE OVERSIGHT PANEL FOR SCHOOL FACILITIES AND DEBT MANAGEMENT COMMISSION REGARDING THE PROPOSED ISSUANCE OF UP TO \$298,515,000 IN GENERAL OBLIGATION BONDS IN ONE SERIES OR MORE, AUTHORIZING OFFICERS OF THE DISTRICT TO TAKE OTHER ACTIONS NECESSARY TO COMPLETE THE ISSUANCE AND RELATED MATTERS**

Mark Mathers, Chief Financial Officer, provided a presentation on the District debt and what the purpose of Washoe County School District Board Resolution 22-005. The District had three types of debt: General Obligation Bonds associated with property tax revenue, General Obligation Bonds associated with WC1 revenue, and medium-term notes. The new debt the District would issue would be associated with General Obligation Bonds secured through property tax revenues, or Rollover Bonds. The Resolution was the first step in the process, which would then be presented to the Oversight Panel for School Facilities and the Washoe County Debt Management Commission for their approvals before coming back to the Board for the issuance of a final resolution to issue bonds. If approved, the new bonds would bring the District's total obligations to about \$1.5 billion of long-term debt. The District did have higher debt levels than other school districts in Nevada because of the dedicated revenue source from WC1. The District would use the bond proceeds to fund the Annual Capital Renewal Plans for Fiscal Year 2023 and Fiscal Year 2024 and for Core School Investment Projects, as identified through the modernization study.

President Taylor asked what the District's comfort level was in issuing new debt with talk of a looming recession. Mr. Mathers stated there was some concern over the volatility of sales tax revenue and the District was anticipating a pullback in spending

due to inflation; however, the District did model various scenarios whenever they were considering issuing bonds and staff believed there would continue to be enough revenue to cover the debt since they used a 0% growth model for the debt being discussed. The internal processes used in determining if the District should issue debt were explained.

Trustee Nicolet requested additional information on the proposed modernization study. Adam Searcy, Chief Facilities Management Officer, indicated the Request for Proposal (RFP) solicitation period had closed and the District anticipated bringing an agreement before the Board in July 2022. The study would largely be conducted in the fall and a final report provided to the Board around February 2023.

It was moved by Trustee Smith and seconded by Trustee Rodriguez that **the Board of Trustees adopts Washoe County School District Board Resolution 22-005, A Resolution to notify the Oversight Panel for School Facilities and Washoe County Debt Management Commission regarding the proposed issuance of up to \$298,515,000 in General Obligation Bonds in one series or more, and authorizing officers of the District to take other actions necessary to complete the issuance and related matters.** 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.

3.05 WASHOE COUNTY SCHOOL DISTRICT STRATEGIC PLAN BRIDGE YEAR REPORTING OF METRICS FROM THE 2020-21 SCHOOL YEAR RELATED TO THE FOLLOWING GOALS AND POSSIBLE ACTION TO PROVIDE DIRECTION TO UPDATE OR REVISE ASSOCIATED 2021-22 SCHOOL YEAR RESPONSE TO RECOVERY MEASURABLE OUTCOMES AS NEEDED: GOAL 2, TO DEVELOP AND RETAIN HIGHLY-EFFECTIVE PERSONNEL WHO ARE DRIVEN TO SUPPORT STUDENTS AND THEIR ACADEMIC SUCCESS AS WELL AS THE SUCCESS OF THE DISTRICT

Emily Ellison, Chief Human Resources Officer, presented the successes and barriers for the District in meeting the measurable outcomes of the objectives under Goal 2, To Develop and Retain Highly-Effective Personnel, for the District's Strategic Plan Bridge Year reporting from the 2020-21 School Year. The District did meet the target related to decreasing the number of vacant certified positions on the first day of school, though there continued to be challenges due to uncertainty in enrollment that required the District to transition to One-Year-Only contracts for certain new hire positions. The District also met the goal of increasing diversity of new hires, with close to 60% of new hires indicating they identified under at least one of the listed groups. The District did not meet the goal of increasing the number of certified new hires who were hired from Educational Support Professionals and Guest Teacher staffing, but did continue to see successes with the Alternative Route to Licensure (ARL) program and Grow Your Own

opportunities. Similarly, the District did increase the number of ARL participants interested in the Special Education track.

President Taylor requested clarification on who the District selected to participate in the ARL program. Ms. Ellison noted the District would not turn away participants if they were interested in other licensure areas; however, the District wanted to ensure their program was focused on creating teachers in high need areas, such as Special Education or math. The intent was to produce a new teacher who would successfully be able to move into a full-time position in the District when they completed the program.

Trustee Rodriguez asked who the District was looking to recruit with One-Year-Only contracts and if the District had considered increasing the contracts to 2-years to improve recruitment efforts. Ms. Ellison explained the District used the contracts to minimize the number of certified employees impacted by the overage process. Because of the numerous non-teaching positions many certified employees had moved into through federal stimulus funds, such as Building Learning Facilitators, the District had a reserve of teachers that would need to be placed back into the classroom when the federal funds were gone, so it did not make sense to hire new teachers on a standard contract if there would be 68 teachers coming back to the classroom in the next year or so. She would prefer to remove all limited term contracts, instead of creating any new ones. The District was looking at a variety of data points to ensure the number of available staff matched the number of available positions.

President Taylor wondered if the limited term contracts were a barrier in recruitment. Ms. Ellison remarked that it was unclear at the present time if the contracts were a significant barrier. She believed if an individual was not accepting a limited term contract with the District but did accept a standard contract with another school district, any barrier more related to the hiring timeline differences between the Washoe County School District and nearby school districts.

Trustee Minetto asked if a One-Year-Only contracts could be extended. Ms. Ellison commented they could and the District would be implementing a new process where those teachers with One-Year-Only contracts would be eligible for positions prior to the positions being posted externally.

Superintendent McNeill mentioned she had been a One-Year-Only contract teacher a couple of times when she first started in the Washoe County School District. She understood the concerns raised by the Trustees, but believed the One-Year-Only contracts were a more favorable option than having to let people go if a Reduction in Force was required. There were also challenges with a state legislature that met on a biennial basis and the timing of when budgets were finalized.

Ms. Ellison continued with the presentation and reviewed the measurable outcomes for Objective 2.2, High-Quality Professional Learning, and Objective 2.3, Retention and Employee Engagement. The areas of success and barriers for each measurable outcome were provided as related to the ability of the District to meet the goals or provide information on why the District did not meet the goals. One area where the District did not meet the goal was to increase new teacher retention over the first 5 years of employment. While the District did not meet the goal of 76%, with the actual number a little over 70%, it was important to note that nationally the average retention rate of new teachers was about 65%. She emphasized that in terms of retention, it was important for everyone in the District to work on recruitment and retention because it was not just one interaction that would force someone to leave.

Trustee Mayberry asked if the District conducted exit interviews. Ms. Ellison stated an electronic survey would be sent to the individual and the District had about a 20% response rate. If the District wanted additional information, Human Resources staff would reach out to the individual to gather additional information. Generally, that would occur if staff saw a trend in a particular area or grade level.

Trustee Rodriguez wondered if interviews were conducted with retirees as well. Ms. Ellison mentioned retirees would also receive the electronic survey, but she did not have the resources available to follow-up with that particular group. She was also interested in conducting "stay interviews" to determine why an individual remained with the organization.

Trustee Mayberry asked if the Professional Growth System was aligned to Professional Learning Communities. Superintendent McNeill provided information on the targeted professional learning offered through the Professional Growth System, while the Professional Learning Communities allowed staff to collaborate on how to improve student outcomes.

Trustee Mayberry inquired as to where the new teachers were coming from. Ms. Ellison explained the District's Grow Your Own program and the ARL program for those who came into teaching as a second career. With changes occurring in how and when individuals became teachers, there was also additional collaboration between higher education and school districts to determine the best way to allocate resources for teacher prep programs.

Trustee Church asked if the District was getting enough elementary school teachers with the One-Year-Only contracts. Ms. Ellison remarked that she did not believe One-Year-Only contracts were preventing people from accepting positions, but it did impact moral and employee engagement.

Trustee Church requested clarification on why the rural counties had a different timeline for hiring than the Washoe County School District. Ms. Ellison reviewed the allocation process and how the District determined enrollment projections. Part of the challenge was that the District allowed time for staff who could be facing overages to apply for positions in other locations. Additionally, there were contractual requirements for timeline and when Spring Break occurred. The difference between the rural school districts and Washoe County was the size of the workforce.

Trustee Church felt the process was problematic, especially if the District was losing potential employees to other school districts. Superintendent McNeill highlighted the Washoe County School District had over 4,500 teachers, which was at least five times as many as some of the rural school districts. The District also had to work under the current negotiated agreements on overages.

Trustee Smith wondered, in terms of the 5-year retention rate, if the District had noticed any trends in where staff was dropping off and if they were able to create support plans to address the challenges. Ms. Ellison provided her experience working with a new teacher who had left and then returned to the District. The challenges for new teachers appeared to be being overwhelmed and utilizing interventions provided. The District had implemented supports for year 1 and 2, but it was now necessary to focus on years 3 – 5, while at the same time not overwhelming the new teachers.

It was moved by Trustee Minetto and seconded by Trustee Nicolet that **the Board of Trustees accepts the updated measurable outcomes as presented relating to Goal 2, Objective 2.1, 2.2, and 2.3 for the 2020-21 School Year.** 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.

President Taylor recessed the meeting for 30 minutes.

3.01 DISCUSSION AND POSSIBLE ACTION TO APPROVE, MODIFY, AND/OR ENTER INTO THE WRITTEN "EMPLOYMENT AGREEMENT – SUPERINTENDENT OF SCHOOLS" BETWEEN THE WASHOE COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES AND DR. SUSAN ENFIELD ON BEHALF OF THE WASHOE COUNTY SCHOOL DISTRICT PURSUANT TO NEVADA REVISED STATUTE (NRS) 391.110

President Taylor reviewed the process used by herself, Vice President Nicolet, and Board Counsel Anthony Hall to negotiate the draft employment agreement with Dr. Susan Enfield. She thanked everyone involved in the process.

President Taylor opened the meeting to public comment.

Valerie Fiannaca expressed concern that the Board would be approving a contract with a superintendent who had led a school district for 10 years that was performing worse than the Washoe County School District. She believed Dr. Susan Enfield would bring divisiveness to the community based on published articles and that the Board supported Dr. Enfield's ideologies more than they supported the parents, who did not select Dr. Enfield as their top choice.

Pablo Nava Duran spoke in support of the employment agreement and believed the amount was reasonable for the duties required. He was hopeful Dr. Susan Enfield would last longer than the current average tenure for superintendents, which was 3 years.

The Board received emails from the following:

Richard Petersen
Joe Morabito
Dinah Maher

Emily Ellison, Chief Human Resources Officer, reviewed the draft employment agreement for Superintendent of Schools between the Board of Trustees and Dr. Susan Enfield. The main changes to the draft agreement from previous versions of the contract template seen by the Board were the effective date, term of the agreement, and areas under compensation, such as salary and deferred compensation.

President Taylor noted prior superintendent employment agreements included deferred compensation provisions, but was not included under the agreement with Dr. Kristen McNeill. It was not unusual for executive officers to have such a provision in their contract. Anthony Hall, Board Counsel, added the provisions were very common in both the public and private sectors. The deferred compensation provision was added in lieu of a performance bonus, which Dr. Enfield opted not to negotiate.

Trustee Church asked if the District would still be required to contribute to the Public Employees Retirement System (PERS) with the deferred compensation provision.

President Taylor stated PERS was a state requirement, so the District would still contribute to the state retirement system.

Ms. Ellison continued with a review of the draft agreement. In section d, related to vacation days, there was a typo, and the number of days was 22 vacation days, not 20. The vehicle allowance was \$800 per month and the District would cover relocation expenses and per diem costs up to \$25,000. Other changes included extending the time frame for termination without cause from 30 days to 60 days and an additional

clause included under termination with cause for failure to become a licensed administrator by the Nevada Department of Education.

Trustee Smith remarked that the greatest difference to her appeared to be the inclusion of the deferred compensation account. She felt everything else included was inline with the templates previously voted on and unanimously approved by the Board twice before. She appreciated the increase in time for termination without cause to 60 days.

President Taylor called attention to the length of the agreement being 4 years instead of 3 years, which was the longest a new superintendent could be contracted for under Nevada Revised Statutes.

Trustee Nicolet added the relocation and per diem expenses portion was another important addition to the agreement.

President Taylor noted the desire of the Board was to have overlap between terms for the in-coming and out-going superintendents; however, that was not possible based on Dr. Enfield's current employment agreement so as part of the negotiations it was determined Dr. Enfield would be able to come to the District for short periods to work with Superintendent McNeill.

Trustee Smith wondered if the Board should consider working with Superintendent McNeill to remain longer if needed. Superintendent McNeill stated she would be available to assist Dr. Enfield with the transition for as long as she was needed.

Trustee Church requested clarification on the termination without cause. He understood that to mean if the Board were to fire the superintendent without cause, the superintendent would remain in the position for 60 days and then receive a year's salary.

President Taylor remarked that was her understanding as well.

Trustee Church commented that the contract unanimously approved by the Board was a generic contract, knowing the final document would come back to the Board. He expressed concerns with the inclusion of an annual cost-of-living (COLA) increase, relocation and per diem expenses, the 8% deferred compensation in addition to the PERS contributions, the \$9,600 annual car allowance, and an increase in the number of days off that the Board could be responsible for reimbursing if they were not used. He was also more comfortable with a 3-year contract.

Trustee Mayberry asked why the relocation expenses was up to \$25,000 and not just \$25,000.

Trustee Nicolet explained that because of COVID, current relocation expenses were difficult to determine since the research was out of date. She was comfortable with an end point number that included an end date. Numerous discussions were held on how to track the funds and the process.

Trustee Mayberry indicated he was pleased with the overall agreement. He appreciated the provision regarding the performance bonus was removed in lieu and while he did have some concerns, he could support the draft agreement. He felt public chief executive officer contracts were always controversial and sometimes polarizing because they were for public agencies; however, he believed the proposed agreement was fair and compared to private sector agreements for organizations of similar size and scope, very low.

Trustee Rodriguez inquired as to why the relocation expenses would be covered over a 10-month period.

President Taylor mentioned the intention was to allow time for a complete relocation process, such as purchasing a home and selling a home.

Trustee Nicolet addressed the issue of the performance bonus provision. She was uncomfortable with the inclusion of the performance bonus in the original template because, no matter the percentage, the Board had not defined what the goals and objectives would be to earn such a bonus. The deferred compensation language was added as an alternative to the performance bonus and she was much more comfortable with the language.

Trustee Smith highlighted the amount of deferred compensation was actually less than the amount the Board was considering for a performance bonus. Mr. Hall added the data the negotiation team looked at had even higher performance bonus percentages that could have been considered.

Trustee Nicolet commented that any COLA increase earned annually would be added to the base salary so the dollar amount of the deferred compensation would increase; though, the same would have been true of a performance bonus percentage.

President Taylor added COLA was inline with what staff received as well. She emphasized one extremely important consideration for the negotiations team was that they did not want Dr. Enfield to take a pay cut to start working in a school district that was three times larger than her current school district.

It was moved by Trustee Smith and seconded by Trustee Rodriguez that **the Board of Trustees approves and enters into the written "Employment Agreement – Superintendent of Schools" between the Board of Trustees and Dr. Susan**

Enfield as the Superintendent of Schools for the Washoe County School District pursuant to Nevada Revised Statute 391.110, with paragraph 5(d) modified to read 22 days. The result of the vote was 6-1: (Yea: Adam Mayberry, Ellen Minetto, Diane Nicolet, Joe Rodriguez, Beth Smith, and Angela Taylor. Nay: Jeff Church.) Final Resolution: Motion Carries.

Superintendent McNeill congratulated Dr. Enfield. She was proud of the work completed by staff and their commitment to continuing to support the Superintendent of Schools. She believed the District would be in very good hands and was willing to provide any assistance she could.

Dr. Susan Enfield, in-coming Superintendent of Schools for the Washoe County School District, thanked President Taylor and all the Trustees for having faith in her to take over the Washoe County School District. While she was a little nervous, she was humbled to be welcomed into the community and the organization. She thanked Superintendent McNeill for her service and commitment to the Washoe County School District and the community. She pledged to protect and serve the legacy created by Superintendent McNeill.

4. Reports

4.01 BOARD REPORTS

This item was not heard due to time.

4.02 STUDENT REPRESENTATIVE REPORT

This item was not heard.

4.03 SUPERINTENDENT'S REPORT

Superintendent Kristen McNeill reported on her activities including meetings with staff, community leaders, and the media.

5. Closing Items

5.01 PUBLIC COMMENT

Pat Dannenberg expressed concerns with Board Policy 1140 because of the impact on non-profits to send information home with students. The Policy did not allow organizations to send something home unless there was a pedagogical association with the school. As a representative of the Boy Scouts of Northern Nevada, he knew there were numerous organizations interested in sharing their information with students for

opportunities, such as scholarships. He mentioned he had worked with a school district in Colorado on ways organization would be able to send information home and would be willing to do the same with the Washoe County School District.

Pablo Nava Duran congratulated Dr. Enfield. He appreciated her commitment to working with majority-minority school districts and believed that she would be a great fit for the Washoe County School District. He urged the Board to continue to support undocumented students so they had the ability to learn.

Valerie Fiannaca welcomed Dr. Enfield to the District and community. While they might not always agree, she was willing to work together to improve education for the students in the District. She apologized to President Taylor for her prior comments regarding a mailer sent out related to her current campaign for State Assembly because she now realized that had not been sent by President Taylor but someone else. She did express disappointment that the other Trustees were not willing to speak out against the mailer and believed they were playing partisan politics.

The Board received emails from the following:

Lori Follett

EmmaLee Snyder

5.02 NEXT MEETING ANNOUNCEMENT

The next Regular Meeting would take place on Tuesday, May 24, 2022.

5.03 ADJOURN MEETING

There being no further business to come before the members of the Board, President Taylor declared the meeting adjourned at 5:55 p.m.

Angela D. Taylor, President

Ellen Minetto, Clerk

From: Lori Follett
Sent: Friday, April 29, 2022 10:53 AM
To: rtcpubliccomments@rtcwashoe.com; Public Comments; duern@reno.gov
Subject: [EXTERNAL] Bus stops at Public Schools

To Whom it May Concern -

I received an email from Damonte Ranch High School indicating that the RTC has proposed public bus stops at our schools. The school rationale for this was put to us "This would certainly help in our current situation of not having bus transportation for our kids one week each month". Looking at the presentation there are plans for stops at other schools as well.

This email gave us a presentation, a video and a survey that directed us to questions 22-24. See links/image at the bottom of this email.

We do not want a public bus stop/service at our schools. I am a parent of a student at Damonte Ranch High. While this may solve a problem of getting kids to school when buses are down, this creates a new problem. This would mean that you are allowing **anyone** to access our schools, children and neighborhoods. Anyone with a bus pass would be able to get off at these bus stops. We need bus stops at shopping areas, DMV, areas with apartments or doctors. The Washoe County School District needs to solve the transportation issue in another way. Encouraging parents to support this is misleading. It is presented as a solution to a bus problem and the risk is so much greater.

By allowing public transportation to our school you are putting our children at risk and exposure to unsupervised time with unknown adults. You would not be able to guarantee our children's safety from all that ride the bus. These individuals may be good natured people just getting to and from. This can also include persons that see our children as targets. Some of these individuals are already venturing into our neighborhoods and being seen in the form of panhandlers at our shopping centers. They are building makeshift shelters in our neighborhoods. The City of Reno is allowing the panhandling and makeshift shelter building to occur and we do not want this in our neighborhoods.

Please stop this proposed plan to place public bus stops at our schools from going forward.

Thank you,
Lori

Follett

From original email -

Video: [Transit Optimization Plan Strategies Update - YouTube](#)

Presentation: [PowerPoint Presentation \(rtcwashoe.com\)](#)

Survey: [TOPS Draft Service Plan Survey \(office.com\)](#)

DAMONTE RANCH HIGH SCHOOL <email@blackboard.com>

Apr 28, 2022, 5:01 PM (17 hours ago) ☆ ↶ ⋮

to me ▾

A message from DAMONTE RANCH HIGH SCHOOL

Hello Mustang Families,

The Regional Transportation Commission is accepting feedback from our community regarding proposed future bus routes. It would greatly benefit many of our students if there were an RTC bus stop at Damonte Ranch High School. This would certainly help in our current situation of not having bus transportation for our kids one week each month. Please consider taking the following RTC Survey and respond to questions 22-24 to recommend and support extending the bus route to Damonte Ranch High School. The following links are the proposed changes and survey:

Video: [Transit Optimization Plan Strategies Update - YouTube](#)

Presentation: [PowerPoint Presentation \(rtcwashoe.com\)](#)

Survey: [TOPS Draft Service Plan Survey \(office.com\)](#)

We appreciate you taking the time to provide the RTC with feedback that would positively impact our students.

Have a great day!

From: RICHARD PETERSEN
Sent: Saturday, April 30, 2022 9:26 AM
To: Public Comments
Subject: [EXTERNAL] Congratulations on a new Superintendent

Congratulations on choosing your next Superintendent. My hope is that she will leave the progressive policies of Washington and Oregon behind. My hope is that she will emphasize the "3 R's" STEM subjects and honor parental rights. Joe Biden is wrong. The students belong to their parents, not the school. My hope is that CRT, DEI, and the 1619 project will not be used as curricula. My hope is that topics of gender identity and sex education will be left to the parents. My hope is that American history will be taught emphasizing the good, the bad and the ugly. We are not afraid of admitting our past mistakes, but neither are we ashamed of emphasizing the greatness of the US.

Richard Petersen/Sparks

From: Morabito, Joe
Sent: Thursday, May 5, 2022 9:22 AM
To: Public Comments
Subject: [EXTERNAL] Susan Enfield Is Wrong For Washoe

Susan Enfield has baggage that is readily accessible on the Internet. She is wrong for Washoe and will add to a long list of failed Superintendents. She has been Superintendent of a small school district in Washington for 10 years that has even worse academic achievement and test scores than Washoe. **Enfield did nothing to improve the quality of education in her current position. Why would anyone believe she can improve the quality of education in Washoe, which is dismal when she did not do it in her current job.** Further, Enfield co-authored an article that demonstrates that she is a proponent of Critical Race Theory Marxist, racist, revisionist fake history and 1619 Project indoctrination, which she termed a “dog whistle”. We can only presume that Enfield will implement this bad teaching in Washoe that preaches that all Whites are racist oppressors. **And Enfield was not selected as the Superintendent in the Seattle school district where she worked for years because she could not “get along with their School Board” as was reported in local news.** Finally, Susan Enfield was endorsed by the teacher’s union, which means they will own her. Since teacher unions oppose reforms needed to improve the quality of education throughout the nation, we will see no change in Washoe where half the kids cannot read or do math at grade level and inner-city kids are way below grade level. **This is a another very bad decision by the majority on the woke Washoe School Board and as such, we will call for termination of Susan Enfield on Day One if she accepts the position.**

Joseph Morabito

From:
Sent: Friday, May 6, 2022 4:31 PM
To: Public Comments
Subject: [EXTERNAL] Please let Ms. Enfield's recent words speak for herself

[Kelly Niccolls, Rebecca Midles, Susan Enfield](#)

Nov 11, 2021

Decentering Whiteness from Our American Schools

Key Points

- **In order to decenter whiteness, you must use tools and approaches that do not subscribe to or result in the pervasive dominant cultural norms.**
- **Taking steps to shift a decision-making process or hiring process can result in outcomes that no longer hold whiteness at the center.**

There is a narrative surrounding decentering whiteness in American education spaces. It is substantiated by culturally responsive pedagogy and curriculum. It incorporates trauma-informed practices and whole child support. It names ways that traditional systems oppress and harm children. It identifies ways education structures minoritized students who do not subscribe to the white normative culture and ways of learning. It tells a story of where the work should go and how progress is being made.

In reality, there is little to any real progress that has been made in our American education system since its inception, and in fact, in our current politically charged post-Trump atmosphere there is a reenergized resistance to anti-racist efforts and aligned attempts to decenter whiteness in our learning cultures that organize school board elections and legislation to prohibit any challenge to the power of whiteness in American school systems.

While socially this may have seemed to not be the case in the wake of George Floyd's murder — the significant din surrounding straightforward efforts to teach students about the history of race relations in the U.S. (largely targeted at the dog whistle of "Critical Race Theory") would say otherwise. Our American democratic structure was designed with a belief that counternarratives were essential to our growth; this is under threat.

The conversations that are currently surfacing around 'how might I better teach Black learners?' is itself framed problematically. Not only does this framing oversimplify the challenge, it reduces it and exemplifies the need for decentralizing. (It also normalizes the concept that we were meeting the needs of non-black learners.) Zaretta Hammond, esteemed author of *Culturally Relevant Teaching and the Brain*, would thoughtfully advise us to stop teaching as if all students learn the same and certainly to stop teaching in a manner as to reinforce and normalize expectations that fit the mold of a "dominant white culture."

Decentering whiteness is not decentering white people. Whiteness is not emblematic of a race of people; it is the pervasive dominant culture in the United States. This culture erases any validity of other cultures or ways of being. It is

the normed reference for what is often “proper,” “appropriate,” “successful,” and “worthy.” American school systems are set up, implemented and measured by whiteness standards.

The Journey Ahead

This will not be easy work and with difficult work there is resistance. Decentering requires a shift of learning paradigms, and shifting these paradigms requires most in education settings to question and refine their viewpoints, identities and ways of thinking. Such work is rarely ‘new,’ but rather repackaged in a way that is designed to make the pill easier to swallow. Thus the widely (and falsely) accepted belief that we are somehow improving in our efforts to be more equitable by asking how one can teach a group of people better, and the widely (and falsely) held perspective that awareness of a problem equals change.

Instead, we should be focused on the concept of personalizing learning for every learner that centers the agency of each learner, and not the righteousness of education systems. This change in teaching and learning challenges prevailing theories and assumptions about how humans learn and collaborate. It also changes the way we see society, roles, personal and group identities. It changes the way we see ourselves and one another. It also changes the DNA of American educational institutions.

Naming whiteness and seeing how it shows up in the fabric of your educational system is a key first step.

Kelly Niccolls, Rebecca Midles, Susan Enfield

The global Covid 19 pandemic created an opportunity for more widespread openness to shifting the way we “do school” in America. But what has surfaced in the immediacy of the new school year, is an immediate bounce back to muscle memory of the school of years past, standardized assessments, comparative models and grade-level expectations that discount the needs for the human condition and need for connection and purpose in a global pandemic era.

As we begin to embrace the concept of not ‘doing school as usual’ then we have to look at the role of whiteness, white culture and white supremacy have had in our learning system and our society. Within this exploration, we have to think about the role of educators in service to learners and to a more equitable society. Moving from teaching ‘about racism’ in units and courses to rebuilding how we frame learning, the process, the reporting and the celebrating.

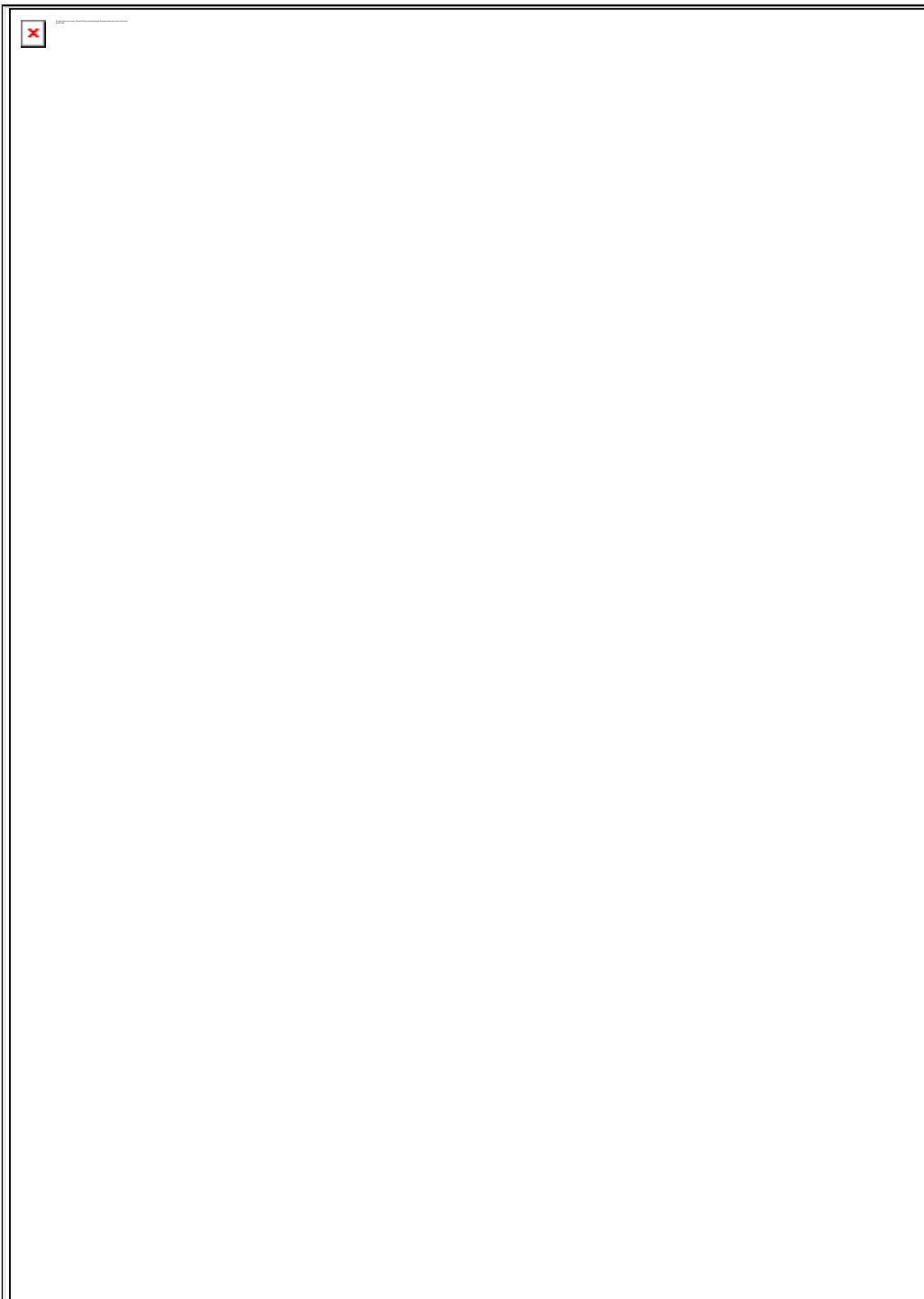
Self Reflective Questions to Shift the “Center” of Whiteness

- Who is determining success?
- What are the students asking for?
- How do we know this to be true?
- Who do we see, hear, and collaborate with in this learning experience?
- Why is that considered expertise?
- Is each child seen, valued, and loved as their *authentic* selves? How do we know?
- Why are we uncomfortable with this?
- Who else can do this?
- What did our parents say about that idea?
- Who’s convenience is centered in this decision?

Small Steps Continue Toward Change

You can't overthrow the education system in the name of decentering whiteness. Overthrowing is a colonial tool, and colonization is part of whiteness. In order to decenter whiteness, you must use tools and approaches that do not subscribe to or result in the pervasive dominant cultural norms. Taking steps to shift a decision-making process or hiring process can result in outcomes that no longer hold whiteness at the center. Shifting organizational structures (like removing organizational hierarchy charts) and titles can no longer hold whiteness at the center. Turning to wonder instead of depending on expertise is decentering whiteness. Naming whiteness and seeing how it shows up in the fabric of your educational system is a key first step. Being overwhelmed by expectation or immediate results is in fact, another tactic and tool of whiteness.

In order to sustain the change, the journey must be the new way of being as an educational system rather than an intended outcome. Take the small steps and keep walking. Share your learning story. Share that your story will never end, as learning never ends. Walk alongside others and learn from them. Hold on to the abundance of possibility and the wealth of the community. Each step taken that centers the well-being and actualization of each and every child as their authentic self is a step that no longer centers whiteness and surely shifts the educational space to the future of all in its belonging.



Susan Enfield



@SuptEnfield

Susan Enfield is the Superintendent at Washoe County School District and an Advisory Board Member for Getting Smart.

SOURCE:

<https://www.gettingsmart.com/2021/11/11/decentering-whiteness-from-our-american-schools/>

Please do enter this publicly available article into the record for the 5/10/22 regular meeting of the WCSD board of trustees. I'm sure there will be those who concur with the article and there will undoubtedly be others for which it will serve as a note of caution. In any case we will all be better informed for having being made privy to it.

Thank you,
Dinah Maher

From: EmmaLee Snyder
Sent: Tuesday, May 10, 2022 11:38 AM
To: BoardMembers; Taylor, Angela; Public Comments
Subject: [EXTERNAL] Concerns Re: 2022 Graduation Ceremony Tickets

To the Board Members of the Washoe County School District,

Greetings. I am EmmaLee Snyder, a graduating senior and a top student of Procter Hug High. I'm sure you've had plenty of debate when making all your decisions regarding this year's graduation ceremony and I'm thankful for many of them. Myself and many of my peers were ecstatic to learn we were getting our graduation and at Lawlor, no less. However, concerning your decision to limit the ticket count to ten guests per student, I implore you to reconsider.

First and foremost, the ticket restriction is undue. Each school has an unequal amount of graduating seniors. Smaller schools, like Hug, have a few hundred seniors while larger schools reach up to 600. But, they are all using and paying for the same space. Lawlor Event Center can hold over 11,000 occupants. Hug would barely surpass 3,000 with the current restrictions. Even a school like Spanish Springs High would barely cross the halfway point. The schools and the district are already paying a steep price for the venue. Wouldn't we rather get as much use out of that money as possible? Why pre-limit the guests? Frankly, the limit has made my peers feel a little cheated. As if the district would rather not have to deal with us smaller schools and isn't willing to put in the same amount of resources as other schools.

Not to mention, just as importantly, the internal issues this rule is already causing. Perhaps the ten tickets are more than enough for many families on the surface. What it does not seem to consider is the larger and predominantly, non-white families, many of which with students attending Hug. So many of my peers already have found problems with the ten or less guests. Entire branches of their immediate family, like siblings with their own children, are forced to be left out of the ceremony. Family is very important to my peers and I here at Hug. I've even heard similar frustrations expressed by students of other schools. Additionally, graduation will be a crucial milestone for my peers, many of which who might be one of the first few in their family to graduate high school and who might want to set a good example for the children in their families to look up to.

The wish for more tickets without a limit is not just in the principle of fairness and equity but also a deeply personal, familial matter. Supporting the graduates holds so much more weight than you know.

I've heard the problems concerning staffing at Lawlor, and I understand the hesitance, but I'm not convinced. The labor crisis has been affecting Nevada for almost two years now. Many businesses, even smaller, local businesses, have adapted as best they can already. To continue to use that reasoning is indolent. I know that Hug and likely many other schools have already planned to host and lead their ceremonies with their own faculty. Lawlor's staff would only have the preparation, cleaning, and barricading of the doors from guests exceeding the currently allowed ten. The main work of the ceremony will still fall onto the schools. And so many of our teachers are already pulled taut by so many other stressors of their usual jobs on top of trying to make the best situation for their students. The ticket limit only serves to bombard them more.

This ticket limit is doing more harm than good for all the parties involved. It is an unnecessary restriction imposed on the graduation ceremonies that doesn't need to be there, especially for Hug High which has a multicultural population. Students even expressed a willingness to pay for each extra ticket if they had to.

Please, let the students truly enjoy their graduation and let their families come support them. It doesn't hurt to let a family come together to support their student. It doesn't hurt to be mindful of how important this event could be for

someone else. Hear my words and the hopes of my peers through them. I and so many of Hug and the rest of the district wish for more tickets. Please, reconsider your decision.

Thank you and respectfully,
EmmaLee Snyder