
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.

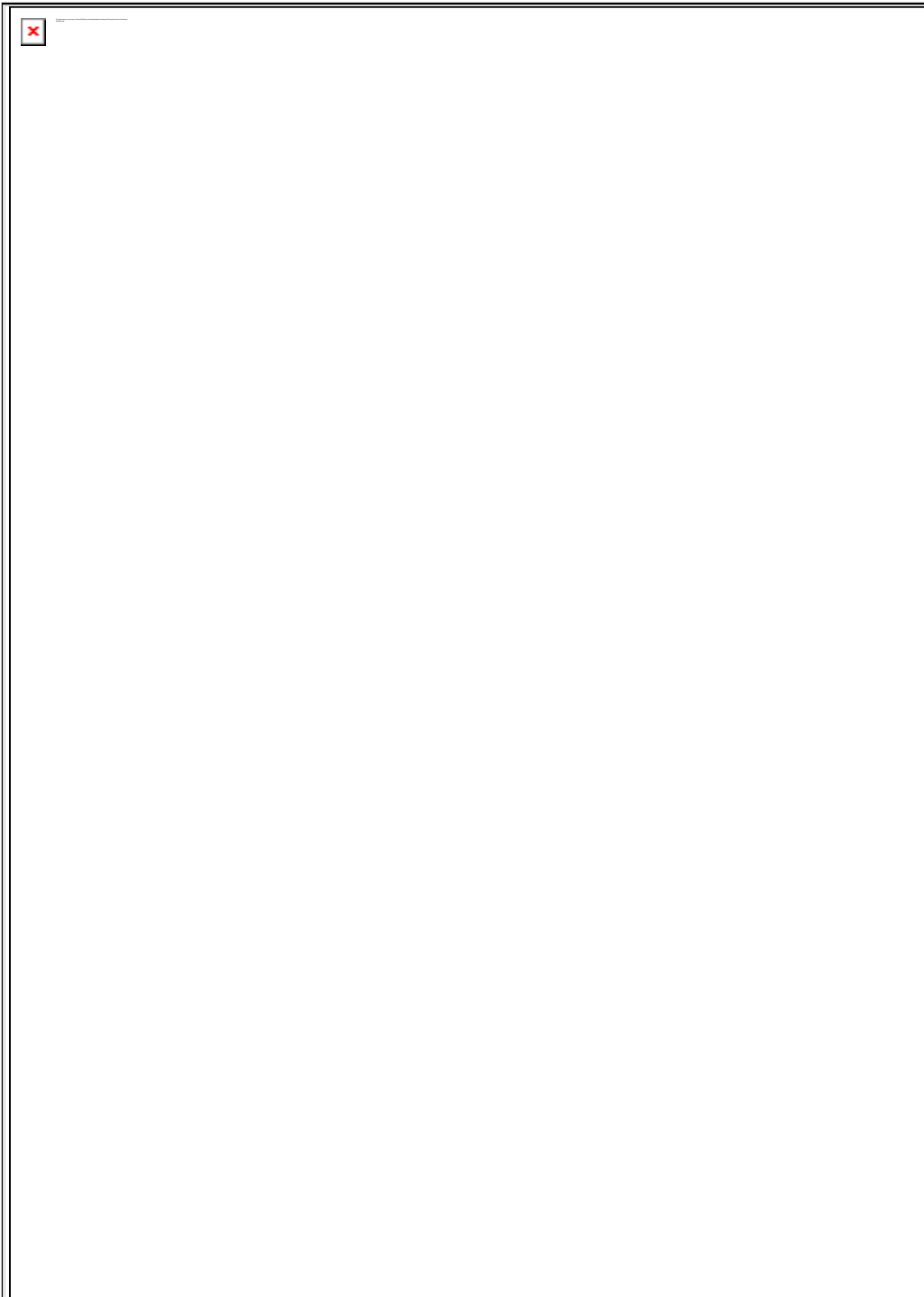
Self Reflective Questions to Shift the “Center” of Whiteness

- 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