

---

**From:** Dimick Dahl, Julie  
**Sent:** Sunday, April 6, 2025 4:33 PM  
**To:** Public Comments  
**Subject:** Board Agenda Item 2.14

April 6, 2025

Dear Washoe County School District Board,

I am an elementary music teacher within the district. I am writing in support of keeping the qualifications for the VPA Coordinator position in Washoe County School District as is. By this, I mean that, like Amy Barthel, employees in that position should hold an administrator's license as well as have a degree in music education.

This VPA Coordinator should have experience teaching music in grades K-12, in order to know what qualifications are needed for teachers in this field. Elementary music teachers have many resources within the WCSD to draw from as they teach music, e.g. Orff and Kodaly training, as well as our Share the Music curriculum. The VPA must have an education to include these resources in order to hire, assist, and teach teachers. The VPA Coordinator must also have in her education a knowledge of band, choir, orchestra, and other music classes in middle school and high school in order to know what qualifications are needed for teachers in these grade levels.

In my experience, Mrs. Barthel has done an exemplary job of hiring qualified music teachers at the elementary level. I am proud of our music teachers and all that we do in our daily schedules. For example, I teach and assess students at every grade level concepts about rhythm, pitch, musical expression, form, as well as other elements like musicianship and music history. I hold music programs for each grade level every year, have students attend the Young People's Concert at the Pioneer Center, and participate in the UNR Choral festival. We have excellent training opportunities throughout the year with qualified presenters and teachers from all over the country and meet as PLCs approximately once per month.

Mrs. Barthel has done an excellent job of getting instruments and resources to our schools with grant writing. She has also provided teaching models and answered my questions when I needed support. I am fully supportive of Mrs. Barthel and her position as Visual and Performing Arts Coordinator. As a music teacher within the district, I am very grateful for Mrs. Barthel and her education and experience. I feel both the administrator license and music education degree are necessary to do that job well. I wouldn't want anything less for the students in Washoe County School District. Thank you.

Mrs. Julie Dimick Dahl

---

**From:** Scarbrough, Ariel  
**Sent:** Sunday, April 6, 2025 9:56 PM  
**To:** Public Comments  
**Subject:** Board Agenda Item 2.14 Public Comment

Dear Members of the Board of Trustees,

I am writing to express serious concern about **AGENDA ITEM 2.14**, scheduled for review at the April 8th Board meeting. This item proposes altering the professional qualifications required for the role of **Visual and Performing Arts Coordinator**. I strongly urge the Board to **reject** these proposed changes and to **maintain the requirement** that professionals in this role hold an **advanced degree** and **significant experience in music education, leadership, and administration**.

The current Visual and Performing Arts Coordinator, **Amy Barthel**, exemplifies the highest standards of leadership in this role. Her deep knowledge of music education, her ability to manage complex district-wide systems, and her tireless advocacy for students and teachers have been instrumental in elevating the quality and visibility of arts education across WCSD. Under her leadership, the arts department has not only functioned smoothly but has grown into a robust, respected, and innovative part of our district. Her credentials, educational background, professional qualifications have been key to that success.

The scope of the Visual and Performing Arts position is expansive, complex, and highly specialized. It requires a deep understanding not only of music pedagogy and curriculum, but also of large-scale operational management, community engagement, and fiscal oversight. This is not a position that can be effectively filled by someone without high-level credentials and a comprehensive background in both music education and administrative leadership.

The duties of this role include, but are not limited to:

- **Personnel Management:** Coordinating over 100 music positions, conducting interviews, managing itinerant schedules, and evaluating up to 25 music teachers across multiple school sites.
- **Fiscal Oversight:** Managing extensive budgets across multiple funding streams (including General Fund, Title II, grants, and donations), allocating resources district-wide, and coordinating large-scale travel and equipment distribution.
- **Instructional Leadership:** Leading curriculum development, standards revision, textbook adoption, and professional learning opportunities—averaging 25–35 sessions per year.
- **Policy & Event Coordination:** Designing and enforcing policy, organizing all district music events (including festivals, honor ensembles, and assemblies), and coordinating intra-district logistics.
- **Community Advocacy:** Acting as a liaison to major regional arts organizations, representing WCSD statewide, and championing arts education at every level.

These are not clerical tasks—they are **highly specialized executive responsibilities**. The person entrusted with this role must be an **educational leader** like Mrs. Barthel: someone with the vision, experience, and credentials to support a department that impacts thousands of students and educators, and interfaces with our most vital community partners.

To that end, it is both reasonable and essential that this position continue to require, at a minimum:

- A **master's degree or higher in music education or educational leadership**.
- **Extensive experience** as a music educator with proven instructional excellence.
- Demonstrated **leadership and administrative experience** in coordinating programs, supervising staff, managing budgets, and navigating district-level operations.

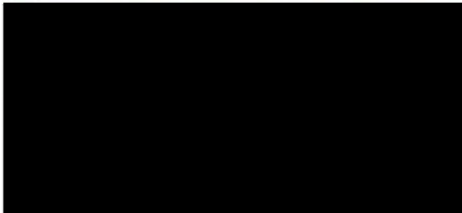
Diluting these standards would undermine the success and integrity of the arts programs our music educators have worked so hard to maintain and improve. It would also disregard the high level of expertise and commitment demonstrated by exemplary leaders like Amy Barthel, whose qualifications and performance should be the model for any future candidates. The Visual and Performing Arts programs in WCSD are too important to be compromised. We owe it to our students, educators, and community partners to ensure that leadership in this area remains in the hands of highly qualified professionals.

Thank you for your attention to this urgent matter. I respectfully request a **thorough review of AGENDA ITEM 2.14** and urge the Board to **uphold the high standards** that have made our arts programs a source of pride and excellence in Washoe County.

Sincerely,

*Ariel Scarbrough*

Music Teacher  
Rollan Melton Elementary School



---

**From:** Coddington, Macyn  
**Sent:** Monday, April 7, 2025 8:31 AM  
**To:** Public Comments  
**Subject:** Agenda Item 2.14 Opposition

My name is Macyn Coddington, I am a performing arts teacher in Washoe County School District, serving Hug High School.

I vehemently oppose Agenda Item 2.14. Hiring unqualified candidates in the VAPA Coordinator position will simply continue the downward projection of the Arts in Nevada schools. The arts are academic and should be treated as such. If you wouldn't make this exception for a similar position in STEM, then making this exception for VAPA is inappropriate and unnecessary. Do not pass this policy!

Thank you,

*Mrs. Macyn Coddington, M.S.*

**Procter R. Hug High School  
Theatre Teacher & Co-Director**





---

**From:** Smith, Casey  
**Sent:** Monday, April 7, 2025 9:32 AM  
**To:** Public Comments  
**Subject:** Board Agenda Item 2.14

Hey there,

I don't think it is a great idea to Dumb down the requirements for a job that has as large of implications on the music department as it does.

PLEASE make the right decision, and keep our higher up positions accountable, and knowledgeable in the field that they will be working.

Casey

---

**From:** Scarbrough, John  
**Sent:** Monday, April 7, 2025 9:39 AM  
**To:** Public Comments  
**Subject:** Public Comment on Agenda Item 2.14

Dear Board Members,

I am writing to express my deep concern over the proposal to lower the qualifications for the Visual and Performing Arts (VAPA) Coordinator position, Board Agenda Item 2.14. The comprehensive duties outlined for this role clearly demonstrate that it is not merely administrative, but rather a multifaceted position that requires deep content knowledge, instructional leadership, operational oversight, and community engagement.

As detailed in the job responsibilities, the VAPA Coordinator is responsible for everything from staffing and evaluating dozens of specialized teachers to managing large-scale budgets, facilitating district-wide performances and festivals, guiding curriculum development, and serving as the district's representative to local and statewide arts organizations. These tasks demand not just administrative skill, but a high level of expertise in the arts and a strong understanding of pedagogy, leadership, and community collaboration.

To consider lowering the requirements for this role is more than a policy shift, it's an affront to the professionals who dedicate their lives to this field. It sends a message that the arts are not worthy of the same academic and professional standards as other disciplines. Such a decision not only disrespects the teachers who have specialized in visual and performing arts, it devalues the academic rigor and legitimacy of these subjects within our district.

While Amy Barthel has exemplified excellence in this role, this is not about one person. It's about maintaining the integrity of the position itself. The standards she has upheld should be the baseline, not the exception.

I strongly urge the Board to reject any effort to weaken the qualifications for this critical leadership role and instead reaffirm its commitment to the arts as essential components of a well-rounded education.

Sincerely,

**Jack Scarbrough**  
Director of Bands  
Marce Herz Middle School  
[Click here to donate to the Band Program](#)  
[www.washoeschools.net/herzmusic](http://www.washoeschools.net/herzmusic)

---

**From:** Millar, Joni  
**Sent:** Monday, April 7, 2025 10:41 AM  
**To:** Public Comments  
**Subject:** Music is important!!!

I agree that the arts are an integral part of the academic experience for our students in WCSD and should be protected!!

I have taught for more than twenty-six years and I would never presume to know how to teach our children music. There should be a certified teacher teaching music to our WCSD students!!! Don't our students deserve that?!!!!

Sincerely,

~Joni Millar~

---

**From:** Mariani, Kari  
**Sent:** Monday, April 7, 2025 12:15 PM  
**To:** Public Comments  
**Subject:** VAPA Coordinator Position Concern

To whom it may concern:

Please be aware that it is extremely important to the Fine Arts teachers that the VAPA Coordinator needs to hold a teaching OR administrative license to be hired. Otherwise, it furthers the perception that the Visual and Performing Arts are “not academic.” When I first became an orchestra for Washoe County School District, I was so thrilled that we had a coordinator that had teaching experience. It helps so much to have someone in that position who has experience and knowledge of our jobs.

Kari Mariani  
Desert Skies Middle School  
Orchestra Educator



---

**From:** Zavesky, David A  
**Sent:** Monday, April 7, 2025 12:22 PM  
**To:** Public Comments  
**Subject:** Board Agenda Item 2.14  
**Attachments:** Visual and Performing Arts Coordinator Duties and Responsibilities.docx

Good afternoon,

My name is David Zavesky and I am a general music teacher at a Title I elementary school. I am writing in STRONG opposition of Item 2.14 which would modify the requirements and qualifications of several of our departments and job titles, including, but not limited to, the Visual and Performing Arts Coordinator.

Our current VAPA, Amy Barthel, has been paramount in overseeing the overall success of every school's fine arts program. This exhaustive list ranges from elementary school music; middle school band, choir, and orchestra; high school marching band, concert band, orchestra, choir, theatre, art, the list goes on. Mrs. Barthel has had over 2 decades worth of experience as a classroom teacher, and at least a decade of experience as the coordinator, evaluator, and mentor to hundreds of teachers in our district. The position could only be filled by someone with her credentials, level of expertise, ability to build relationships with teachers, students, and administrators, and passion for the arts. Her job could not be done by someone with experience in hedge funds, or business management, or anything else that aligns in the opposite direction of what we are trying to build in our fine arts department as a collective.

Our educators are also concerned by the notion that visual and performing arts are not considered "academic", and thus, not a priority when our curriculum DOES INDEED align with the NVACS for fine arts and we have to assess our students objectively per school district policy. As elementary teachers we are required to treat music as an academic as it enriches students to grow in their ability to count, identify patterns, problem-solve, build social skills, and engage in physical exercise. We also need to treat it like an academic because they earn a grade in music. Mrs. Barthel has worked so hard on connecting our lessons to the academic content standards that students need to master over time, educating them and us on why the connection exists.

Please see attached for the list of duties and responsibilities carried out by the Fine Arts Coordinator. I find it very naïve to think that a random person with no experience in education OR fine arts should be expected to handle the workload that she has been miraculously balancing. Besides, to appoint someone with no experience or qualifications after the years of hard work that Mrs. Barthel has put into our fine arts program would be a huge insult to the students and to the teachers who have worked so hard as well. Consider the impact that this proposed change will have on the student body and educators alike. Thank you.

Sincerely,

David Zavesky  
General Music Teacher  
Rita Cannan Elementary

## Visual and Performing Arts Coordinator Duties and Responsibilities:

- Employee/Position Operations
  - Coordinates 108 position allocations with Position Control and Human Resources. Evaluates and recommends additional allocation for the music department as needed. Maintains updates of allocation list as needed.
  - Screens, interviews, and selects for 108 music positions in the district, and assists with all other music position hiring as requested by principals.
  - Develops itinerant allocation pairings and schedules and communicates with principals and music teachers.
  - Assists with K-5 music schedules as needed.
  - Conducts new teacher orientation meetings and coordinates music mentor assignments with Mentor & Induction Coordinator.
- Employee Evaluations
  - Supervises and evaluates all itinerant music teachers and all Probationary and new music teachers (average 20-25 teachers at multiple school sites), and the Visual and Performing Arts Administrative Assistant.
  - Assists with observations and supervision as needed with other music staff and per request from site principals.
  - Conducts IDP, hearings, and other meetings as needed.
- Fiscal Operations
  - Maintains the District Music Equipment Budget, General Fund, Title II, Grant Funds, All State Travel, Mileage, and Donated budgets.
  - Coordinates distribution of instruments and materials for all levels from inventory.
  - Evaluates, updates, and determines purchases for district inventory of music and instruments.
  - Coordinates the All-State Instrumental, Choral, and Thespian group travel and student participation.
  - Manages musical, visual art, and theatre donations from the community.
- Curricular Operations

- Coordinates the development/review of curricular tools to support instruction.
- Participates in standards revision and textbook selection.
- Facilitates a variety of professional learning opportunities (an average of 25-35 course sections per year) designed to increase the knowledge of the NVACS and researched based instructional practices.
- Provides SLO support to all music teachers and principals as needed.
- Coordinates District Content PLC workshops and sessions.
- Policy, Procedure, and Activity
  - Develops policy and procedures for all District music activities and events.
  - Collects and evaluates feedback for continuous improvement
  - Coordinates all music activities for the WCSD, including Honor Groups and Festivals for Band, Jazz Band, Choir, and Orchestra.
  - Facilitates district wide music/art assemblies and some school site assemblies and outreach programs.
- Community Engagement
  - Participates in assigned community advisory committees.
  - Coordinates partnership programs and acts as a liaison with numerous community arts groups.
  - Represents WCSD on statewide arts and music committees and organizations.
  - Advocates for visual and performing arts programs within WCSD, the community and the State.
  - Coordinates activities between WCSD Departments and Community Organizations. Examples- (WCSD- Transportation, Communications, Education Alliance), (Community- the Pioneer Center, the Reno Philharmonic, UNR).

---

**From:** Tibben, Jennie  
**Sent:** Monday, April 7, 2025 2:10 PM  
**To:** Public Comments; BoardMembers  
**Subject:** Board agenda Item 2.14

Hello.

I'm writing to express my **grave** concern about the reclassification of the Visual and Performing Arts Coordinator position to not necessitate a teaching license. It is *crucial* that the VAPA position be a licensed individual who understands the intricacies of teaching visual and performing arts. The V&PA are a crucial part of the academic curricula of our schools in WCSD. The person in this position hires and supervises over 100 allocations. They must have a complete concept of the skills needed to be a successful teacher in the VAPA area. They must understand how itinerant positions work together to create successful pairings for those jobs. The VAPA coordinator also evaluates teachers! They should be a certified teacher and administrator so they know how and what to evaluate in music teachers. The position also is vital in the development/review of curricular tools to support instruction. If the person in the position doesn't have a teaching license, how will they understand what the curricular needs are? Additionally, the VAPA coordinator participates in standards revision and textbook selection, facilitates a variety of professional learning opportunities (an average of 25-35 course sections per year) designed to increase the knowledge of the NVACS and researched based instructional practices, and provides SLO support to all music teachers and principals as needed. How could a person in that position do this if they are not a licensed teacher?

Other tasks include serving to coordinate District Content PLC workshops and sessions, which demand knowledge of content area that comes from being a teacher in one of those content areas.

Please, reconsider the reclassification of the VAPA position and maintain the requirements that the person holding the position be licensed as a teacher and administrator.

Jennifer Tibben  
Director of Choirs & Fine Arts Dept Chair  
Damonte Ranch HS  
NV ACDA President Elect

## Performing Arts Center

at Damonte Ranch High School  
[10500 Rio Wrangler Pkwy., Reno, NV 89521](https://www.damonte-ranch-hs.org/)





---

**From:** Gotchy, Jordan M  
**Sent:** Monday, April 7, 2025 2:10 PM  
**To:** Public Comments  
**Subject:** VAPA Coordinator

Hello,

I am writing to **object** to the reclassification to the Visual & Performing Arts (VAPA) Coordinator from administrative role to a non-academic, technical position. The VAPA Coordinator is an academic, administrative position and should stay that way.

- The VAPA Coordinator evaluates 20-25 new music specialists per year. Because these teachers are new, they need guidance and mentorship from their evaluator, which is only gained from classroom experience.
- The VAPA Coordinator coordinates with *every* school. To say that the VAPA Coordinator does not have a school leadership position is ridiculous. They have leadership stake in *every school in the district*. Just because it's not a traditional principal role does not mean that they don't have similar responsibilities. The VAPA coordinator is more like a school within a school administrator, but instead of one school, it's *all of them*.
- The VAPA Coordinator is a teacher leader in that they need the expertise and respect of over 100 music educators in the district. We depend on their knowledge and expertise to meet our needs so that we can meet the needs of our students. They coordinate District choir festival, orchestra festival, band festival, honor choir, honor orchestra, honor band, honor jazz band, and 2 All-State festivals. The expertise that a teacher brings to the role is necessary to make these events successful.
- The VAPA coordinator is an academic position. Music, theater, and visual arts ALL have ACADEMIC STANDARDS that we teach every minute of every day. The VAPA Coordinator may be slightly removed from the education of all the students, but they are still a part of its process. The "Curricular Operations" heading in the VAPA Coordinator Job Description demonstrates exactly how it is an academic position:

    "Curricular Operations

- Coordinates the development/review of curricular tools to support instruction.
- Participates in standards revision and textbook selection.
- Facilitates a variety of professional learning opportunities (an average of 25-35 course sections per year) designed to increase the knowledge of the NVACS and researched based instructional practices.
- Provides SLO support to all music teachers and principals as needed.
- Coordinates District Content PLC workshops and sessions."
- A VAPA Coordinator would need administrative and teacher-licensure to be able to execute all of the above bullet points from their job description.

Thank you,

-Jordan Gotchy (he/him)  
Spanish Springs HS  
Choir & Orchestra Teacher

---

**From:** White, Marie A  
**Sent:** Monday, April 7, 2025 4:40 PM  
**To:** Public Comments  
**Subject:** Board Agenda Item 2.14

Good afternoon, esteemed Members of the Board of Trustees,

I am concerned with the proposed reclassification of several district positions under Item 2.14, especially as it will affect the Visual and Performing Arts Department if it is passed. The proposed reclassification would allow for the position of Visual and Performing Arts Coordinator to be filled by individuals without a teaching background. This would be a great detriment to the programs within the department.

Among the many responsibilities of the Department Coordinator is orienting and evaluating new staff members. As a new music teacher, I worked with our current Coordinator, Amy Barthel, for my first few years. She observed lessons and shared strategies and activities, drawing from her own experience as a fine arts educator, to help me develop more effective lessons for my students. Her feedback has helped me find my strengths as a music educators and helped me overcome my weaknesses. Amy has guided me to effectively demonstrate the District standards for educators in my classroom. Her experience as an educator has been invaluable.

If this position is opened to individuals without teaching experience, future teachers and their students will be greatly harmed by the lack of appropriate support and guidance. The visual and performing arts are essential to helping students become compassionate, creative, and confident individuals, and this must be led by one with experience in teaching the arts. Please, reject item 2.14.

Thank you for your time,

Kindest regards,

**Marie White**

General Music | Desert Heights Elementary School

---

**From:** Roskelley, Dawn  
**Sent:** Monday, April 7, 2025 4:41 PM  
**To:** Public Comments  
**Subject:** Board Agenda Item 2.14.

Board Agenda Item 2.14. will directly and catastrophically impact the future of the Visual and Performing Arts Department as well as Amy Barthel's ability to effectively and efficiently attend to the monumental list of needs required by the VAPA Department. ***If passed, people in the VAPA Coordinator position will no longer have to hold a teaching or administrative license to be hired.***

The demands of this job require a professional who has the qualifications, experience and understanding to navigate the sheer volume and breadth of need in this highly skilled and nuanced position. Furthermore, this job demands a clear mission and fervent passion to sustain the effort required, especially given the significantly inequitable work-to-pay ratio. Downgrading this position will limit Amy Barthel's ability, (as well as her progeny), to do this job effectively. Additionally, *this furthers the perception that the Visual and Performing Arts are not "academic" in nature, nor a priority in Washoe County Schools District.* Amy Barthel is a consummate and effective professional who has a fervent personal and professional interest in the success of the Visual and Performing Arts Department. Downgrading the qualifications and autonomy needed for this position would be a pivotal mistake with lasting consequences for the **Core Arts Students of Washoe County School District.**

---

**From:** Mary V Miller  
**Sent:** Monday, April 7, 2025 5:02 PM  
**To:** Public Comments  
**Subject:** [EXTERNAL] Board Agenda Item 2.14 (April 8, 2025)

Dear Washoe County School District Board of Trustees,

I am a member of the Faculty at the School of Music at the University of Nevada Reno. I am also a former WCSD K-12 licensed Music Teacher. I graduated from UNR in 1986 with a Music Education degree and K-12 certification in Music.

My duties at the School of Music require me to work frequently with the VAPA Coordinators in Washoe and Clark County.

**I am strongly against a position reclassification of the Visual & Performing Arts Coordinator position. The VAPA coordinator absolutely needs hold both a teaching and administrative license.**

I strongly disagree with this statement on page 174:

*Following a review of the employee definition and job descriptions, the district office positions share a community of interest with the Washoe Professional Technical Association, in that the position is a full-time 12-month professional position that does not require a teaching or administrator license, and which is a district office position rather than a school, academic, or teacher leadership.*

The VAPA coordinator not only coordinates more than 100 position allocations, and hires people when needed for these positions when necessary, but also does a myriad of other things that require the person to be an experienced fine arts teacher and a trained administrator. This includes employee evaluations, management of fiscal operations including a Music Equipment budget, student travel, community donations, professional development, and community engagement.

The UNR School of Music works closely with the WCSD's current VAPA Coordinator, Amy Barthel. We also worked closely with the former Coordinators.

It is vital that this person remains someone with teacher licensure in a fine arts area as well as experience in the classroom. The administrative licensure is also vital.

The VAPA coordinator is the "face" of WCSD arts programs, and training in visual and performing arts is essential for the many public facing events they coordinate and host.

For the inward work, the ability to understand what our music, art, and theatre teachers are actually teaching and accomplishing would be impossible for a lay person to understand. Arts are equivocal to a different language. In addition, the administrative training is essential to be able to assess the needs of those teachers and students, whether it involves purchases, opportunities, or to accurately identify problems in staffing.

I know that the VAPA coordinator has a very complex and time-consuming job. They need to be held to a high standard, and reducing qualifications for the job is a bad idea. The Arts need our support financially

and morally, and reclassification of this position seems like a path towards undermining the future of the Arts in our state.

Thank you,

**Mary V. Miller**

Principal Lecturer of Flute

School of Music | University of Nevada, Reno

Coordinator: Auditions and Music Scholarships

Pronouns: she/her



---

**From:** Pajarillo, Nicole Gianna M  
**Sent:** Monday, April 7, 2025 6:33 PM  
**To:** Public Comments  
**Subject:** Concerns Regarding the Alignment of Endorsements and Educational Leadership Roles

To whom it may concern,

I hope this message finds you well. I am writing to express my concern regarding the recent issuance of administrator endorsements to individuals who are in positions that are not related to academic or school leadership and do not require a Nevada Department of Education administrator license.

As a passionate advocate for the arts and as an orchestra teacher in the school district, I feel that this decision may inadvertently send a message that undermines the importance of music education and its critical role in academic development. It has been noted that some view music as "***not academic***" or school leadership." But I would like to respectfully challenge this view. Music is a multifaceted discipline that integrates many academic fields and skills. As the Pennsylvania Music Educators Association eloquently states:

***"Music is a Science. It is exact, specific, and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody, and harmony all at once and with the most exact control of time.***

***Music is Mathematics. It is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.***

***Music is a Foreign Language. Most of the terms are in Italian, German, French; and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas.***

***Music is History. Music usually reflects the environment and times of its creation, often even the country and/or ethnic feeling.***

***Music is Physical Education. It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.***

***Music is all these things, but most of all, Music is Art. It allows a human being to take all these dry, boring, (but difficult) techniques and use them to create emotion. That is one thing no other subject can duplicate; humanism, feeling, emotion, call it what you will."***

Music is a fundamental component of a well-rounded education. Many teachers in WCSD, including myself, have developed music programs that create a sense of belonging, where students feel empowered to contribute and express themselves.

The arts foster essential skills such as critical thinking, creativity, and emotional intelligence, all of which benefit students regardless of their future paths. The value of music education transcends whether or not a student pursues music professionally. Through music, we teach students to become more compassionate, empathetic, and attuned to the beauty in the world around them, helping them grow into well-rounded individuals.

As someone who is dedicated to providing quality music education, I believe it is important to ensure that our system of endorsements continues to reflect the true responsibilities and qualifications necessary for

educational leadership. When endorsements are awarded to individuals who are not in academic or leadership roles, it can diminish the integrity of our educational system and confuse the purpose of these credentials.

Thank you for taking the time to consider this matter. I trust that future decisions regarding endorsements will reflect the appropriate qualifications for those in leadership positions, including those of us in the arts, as we work to provide the best possible education for our students.

Warm regards,

**Nicole Pajarillo**

Orchestra Teacher  
Swope Middle School





---

**From:** Haws, Marie A  
**Sent:** Monday, April 7, 2025 6:57 PM  
**To:** Public Comments  
**Subject:** Re: Agenda Item 2.14

I am a current music teacher with the Washoe County School District, and I am very concerned with the idea of removing the requirement for the Visual and Performing Arts Coordinator to have an administrator or even a teaching license to be hired for this position.

The reasoning given that this position does not involve academic or school leadership is simply not true. If anything, the complexity of this position is even more difficult than someone being an administrator over one school. The VPA Coordinator is the administrator over the standards-based, academic music and arts programs at every single school in the entire school district. The description of the WCSD School Principal position reads like the description for the VPA Coordinator position.

The VPA Coordinator is responsible for selecting, screening, and hiring certified educators, evaluating those educators based on their academic content standards, selecting and implementing curriculum, providing professional development for educators, leading of large and diverse group of educators, communicating and building relationships with stakeholders, overseeing fiscal operations, maintaining a positive environment for educators across a large and diverse district, creating avenues for data collection and analysis of student performance, and making policy and procedural decisions that deeply affect educators (both arts AND other teachers) and their ability to instruct their students effectively. The VPA Coordinator needs to be able to make and defend decisions that involve not only the arts educators under their direct administration, but also all school principals and district leadership and students across the district.

This is not a position to be taken lightly, as it will affect the academic experience and success of every single student in the Washoe County School District, not only in their music and arts classes, but in their regular academics as well. It has been proven time and again in multiple studies that music education has a positive impact on student achievement in all areas of their academics. However, I do not believe that this benefit will be achieved if the instruction of music and art is not supported as an academic subject. If the VPA Coordinator does not have the qualifications to be able to administrate an academic program, then the students in Washoe County School District will not receive the benefits of the arts being taught as an academic subject. In addition, if this position is handled poorly by someone who is not properly qualified as an administrator, it will have a negative impact on all teachers in the Washoe County School District and will certainly impact student achievement in other academic areas. Please ensure the continued success of our WCSD students by prioritizing this position and ensuring the continued success of the visual and performing arts programs in this district.

I had four different job offers before I accepted my current position in the Washoe County School District. I chose this district over others because of the prioritization of twice weekly music in elementary school and the opportunities for professional growth and advancement in the various mentoring and administrative positions available within the music program here. If you want to continue to attract talented educators, you need to prioritize their support by ensuring that an actual administrator is administering their programs.

Sincerely,

Marie Haws  
Music Teacher  
Westergard Elementary

---

**From:** Eckerman, Amanda  
**Sent:** Tuesday, April 8, 2025 10:09 AM  
**To:** Public Comments  
**Subject:** Agenda Item 2.14

Hello, I am writing with a Public Comment re: Board Agenda Item 2.14.

I am thrilled that the VPA Coordinator has been removed from this list, although it was alarming to learn of the position's inclusion regardless. It is clear that the powers that be do not have all pertinent information regarding the positions they have suggested be reclassified. It is my understanding that the employees in these positions were not consulted before this agenda item was proposed and were not given the opportunity to defend their position as this item was drafted. As a music teacher, I cannot claim to know the details of each of the positions listed in Item 2.14, but the assertion that none of them are "academic" or necessitate an administer license, or even a teaching license, is a gross misunderstanding of the work that happens in at least some of these positions. To select an example, I see the SPED Professional Development Specialist listed here. In what way is professional development for our SPED teachers, some of our hardest-working and most talented staff members, not academic? Do we really want teacher training to be provided by someone who doesn't even have a teaching license?

I submit that this agenda item be either rejected entirely or submitted for revisions after careful reconsideration of which positions are listed for reclassification. It is possible that some of these positions are better suited for the WPTA, but it is certain that not all of them are.

Thank you,



**Amanda Eckerman, NBCT**  
**Intermediate General Music Teacher** 🎵

WCSD – Bohach Elementary School

Office: 775-626-0062

Pronouns: she/her

[www.washoeschools.net](http://www.washoeschools.net)



---

**From:** Karl, Caroline  
**Sent:** Tuesday, April 8, 2025 11:49 AM  
**To:** Public Comments  
**Subject:** Board Agenda Item 2.14  
**Attachments:** Why Music.pdf

Good Morning, I am greatly concerned that today's agenda item 2.14 refers to the Visual and Performing Arts Coordinator position as an "individual who acquired endorsements are in positions that are **not academic** or **school leadership** positions, nor do they require a Nevada Department of Education administrator license." -see Meeting Materials Board of Trustees Regular Meeting - Apr 08 2025 Agenda p.172

I urge you to oppose this reclassification and reject these erroneous terms to describe the VPA Coordinator position for the following reasons:

**Not School Leadership** - While the VPA Coordinator is not assigned to a specific building, this person is frequently in all levels of buildings observing teachers, making pedagogical suggestions, and helping with a multitude of other issues. The VPA Coordinator is also responsible for designing and overseeing professional development, including PD/PLC days during the school year and PD courses through MyPGS, for well over 200 teachers who teach at all levels (K-12) in over 10+ performing arts subjects and at least as many visual arts subjects - far more teachers than *any* "school" administrator oversees. *Both experience teaching in the arts/music (thus a teaching license) AND training in administration (thus an administrator license) are necessary for these tasks to be accomplished with competence.*

**Not Academic** - The visual and performing arts ARE indeed "academic" subjects - a fact that both the nation and the State of Nevada recognize by providing teachers with National Standards (<https://www.nationalartsstandards.org/>) and Nevada State Academic Standards (<https://doe.nv.gov/offices/office-of-teaching-and-learning/fine-arts/>). Further, the ESSA act of 2015 (<https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>) lists visual and performing arts (arts, music) as part of the funding and "a well-rounded education" (relevant excerpts are included below my signature). Additionally, the visual and performing arts are perhaps the only subjects in which students learn to synthesize knowledge gained in ELA, Math, Science and Social Studies (see attached "Why Music?" for further explanation) while also providing a mode for students to process and express their thoughts and emotions.

For these reasons, WCSD should continue to view the visual and performing arts as "academic subjects" and the Coordinator as someone who must be both a certified arts teacher and licensed administrator.

Thank you for your time.  
Sincerely,

Caroline J. Karl, NBCT  
[Kendyl Depoali Middle School](#), Orchestra  
9300 Wilbur May Parkway, Reno NV 89521  
[www.washoeschools.net/ckarl](http://www.washoeschools.net/ckarl)

#### **EVERY STUDENT SUCCEEDS ACT**

TITLE I—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL  
EDUCATIONAL AGENCIES PART A—STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS  
SEC. 4104. STATE USE OF FUNDS

(b) STATE ACTIVITIES.—Each State that receives an allotment... shall use the funds... for activities and programs designed to meet the purposes of this subpart, which may include—  
(3) supporting local educational agencies in providing programs and activities that—  
(A) offer well-rounded educational experiences to all students, as described in section 4107

(II) activities and programs in **music and the arts**

SEC. 4107. ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES.

(a) IN GENERAL.—Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall

use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that—

(3) may include programs and activities, such as—

(B) programs and activities that use **music and the arts** as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution

#### PART B—21ST CENTURY COMMUNITY LEARNING CENTERS

##### SEC. 4201. PURPOSE; DEFINITIONS.

(a) PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—

(1) provide opportunities for **academic** enrichment

(2) offer students a broad array of additional services, programs, and activities, such

as ... **arts, music**

#### PART D—MAGNET SCHOOLS ASSISTANCE

##### SEC. 4401. MAGNET SCHOOLS ASSISTANCE.

Part D of title IV (20 U.S.C. 7201 et seq.), as amended by section 4001(b)(3), is further amended—

(b) SPECIAL RULE.—Grant funds under this part may be used for activities described in paragraphs (2) and (3) of subsection (a) only if the activities are directly related to improving student academic achievement based on the **challenging State academic standards** or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, **art, or music**, or to improving career, technical, and professional skills

#### TITLE VIII—GENERAL PROVISIONS

##### SEC. 8002. DEFINITIONS.

(52) WELL-ROUNDED EDUCATION.—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as ... **arts** ... **music**... with the purpose of providing all students access to an enriched curriculum and educational experience.

# ***Why Music?***

By Pennsylvania Music Educators Association

I. ***Music is a Science.*** It is exact, specific, and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody, and harmony all at once and with the most exact control of time.

II. ***Music is Mathematics.*** It is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.

III. ***Music is a Foreign Language.*** Most of the terms are in Italian, German, or French; and the notation is certainly not English -- but a highly developed kind of shorthand that uses symbols to represent ideas.

IV. ***Music is History.*** Music usually reflects the environment and times of its creation, often even the country and/or ethnic feeling.

V. ***Music is Physical Education.*** It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

VI. Music is all these things, but most of all, ***Music is Art.*** It allows a human being to take all these dry, boring (but difficult) techniques and use them to create emotion. That is one thing no other subject can duplicate; humanism, feeling, emotion, call it what you will.

## ***That is why we learn music:***

Not because we expect to major in music

Not because we expect to play or sing all our lives

***But*** so we will be human  
so we will recognize beauty  
so we will have something to cling to  
so we will have more love  
          more compassion  
          more gentleness  
          more good

---

**From:** Taylor, Doug  
**Sent:** Tuesday, April 8, 2025 12:45 PM  
**To:** Public Comments  
**Subject:** Comment for Item 2.14

Members of the Board of Trustees,

My name is Doug Taylor and I am a 28 year veteran of the WCSD having served as a Classified Staff Member, Classroom Teacher, Instructional Coach, Dean, Assistant Principal/Interim Principal, and currently as the district Attendance Manager. I am writing to you today with regards to Agenda item 2.14 which reclassifies my position and many others from Licensed Administrative positions over to ProTech positions.

I believe strongly in the WCSD and in the work that I have been proud to be a part of for the past 28 years and in that light I want to share my concern that this change is being rushed. In principle I am not against the change as I believe that some of the impacted positions may indeed be best suited to be ProTech positions and I understand that in some cases the work being done may not require an administrative license. I do however believe that some of these positions do benefit from having people in them who have had past school leadership experience and I think a closer look at the impacted positions and their responsibilities is needed. I know that I have been successful in my position because of the leadership experience that I gained working in schools and from the amazing supervisors I worked for over my career and I worry that some of the impacted positions may, in the future, wind up with less successful candidates in them with the removal of the licensure requirement.

This change will also impact the ability of everyone who is re-classified to transfer back into positions that do require administrative licenses and could limit our future ability to move into other leadership roles within the district, potentially removing opportunities from those of us who may be highly qualified to transfer into these positions in the future.

I also believe that a blanket placement of all staff into set grades on the salary schedule has resulted in some inequities with regards to pay. My own position was initially created at a grade 35 on the certified administrative level, while every other Coordinator/Manager level position listed on the salary schedule is at a grade 37 or higher. My supervisor has been working for an entire year on reclassifying my position but as of now that process has not been completed by HR. This results in my movement over to the ProTech salary schedule placement being made at a lower step than many other administrators who have less experience than I do. I like my job, have been highly effective in it, and I believe strongly in the work of WCSD so no matter where I land on the pay scale I intend to remain in my position for as long as my supervisor supports me and to continue to do my best work. However, it does seem a bit inequitable that I will earn less based on the current plan.

I would urge the Board of Trustees to not simply grant consent to this item but rather to pull the item, possibly push a vote on the item to the next meeting, and to spend the time to make sure that the this change makes sense for all the impacted positions and that it is done in a manner that ensures that it is fair and equitable for everyone involved.

Thank you.



**Washoe County  
School District**

***Doug Taylor***

***Attendance Manager***

WCSD – Intervention Department

Office: 775-337-9932

[www.washoeschools.net](http://www.washoeschools.net)






---

**From:** Kylie Howard  
**Sent:** Tuesday, April 8, 2025 1:06 PM  
**To:** Public Comments  
**Subject:** [EXTERNAL] Public Comment – Agenda Item 2.14 / Visual and Performing Arts Coordinator Licensure Requirement

**Importance:** High

 External Email: This email originated outside of WCSD. Please exercise caution. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Members of the Board of Trustees,

I am writing to express my strong support for the Visual and Performing Arts (VAPA) Coordinator position to continue requiring either a teaching or administrative license as a condition of employment.

As a representative of a nonprofit arts organization that partners closely with WCSD in after-school and in-school programming serving over 20,000 students annually, I can say with confidence that the licensure and educational background of the current VAPA Coordinator has been essential to our successful and standards-aligned collaborations. This position plays a key role in ensuring our programs align with both state and national music education standards, supports equity of access to quality instruction, and serves as an invaluable resource in the development and implementation of educational programs across the district.

The VAPA Coordinator's understanding of curriculum, evaluation, teacher mentorship, scheduling, and policy stems directly from their professional training and licensure. These qualifications ensure that the arts are not only present but respected as core academic subjects. Removing the licensure requirement would signal that the arts do not require the same level of expertise or academic oversight as other subjects—a step backward in the fight for equitable recognition of arts education.

While this proposed change may not impact the current coordinator, it would affect the integrity and future of the department. As a community partner and advocate for comprehensive arts education, I urge you to maintain the requirement for a teaching or administrative license for future VAPA Coordinators.

Thank you for your time and consideration.

Sincerely,

Kylie Howard




## Kylie Howard (she/her)

Director of Education, Community Engagement, and Inclusion  
**Reno Philharmonic Association**

---

**From:** Darrell Crowther  
**Sent:** Monday, April 7, 2025 2:40 PM  
**To:** Public Comments  
**Subject:** [EXTERNAL] Board Agenda Item 2.14

 External Email: This email originated outside of WCSD. Please exercise caution. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Members of the School Board,

My name is Darrell Crowther, and I teach both choir and piano at Depoali Middle School.

I am writing regarding Agenda Item 2.14. I want to express my strong conviction that the position of Visual and Performing Arts Coordinator (VAPA coordinator) within our school district must be filled by an individual with formal training and demonstrable expertise in music and the arts, rather than a teacher without such specialized musical or artistic background. While we deeply value the contributions of all our educators, the unique demands and responsibilities of the VAPA coordinator role necessitate a level of musical proficiency that an untrained individual simply cannot possess.

The VAPA coordinator plays a pivotal role in shaping the musical and artistic education of our students. This individual is responsible for:

- **Developing and implementing the music curriculum:** This requires a deep understanding of music theory, history, pedagogy, and diverse musical genres to create a comprehensive and engaging learning experience for students across all grade levels. An untrained individual would lack the foundational knowledge to design a curriculum that is both rigorous and developmentally appropriate.
- **Evaluating and supporting music teachers:** A musically trained supervisor can provide meaningful feedback, mentorship, and professional development opportunities to our music educators. They possess the musical vocabulary and understanding necessary to assess teaching effectiveness in areas such as instrumental technique, vocal production, conducting, and ensemble performance. An untrained supervisor would be ill-equipped to offer informed guidance in these crucial areas.
- **Overseeing instrumental and vocal programs:** This includes managing instrument inventories, coordinating rehearsals and performances (honor choir, honor band, etc.), and ensuring the smooth operation of our general music, band, orchestra, and choir programs. A trained musician understands the logistical and artistic demands of these ensembles and can effectively troubleshoot challenges.
- **Selecting appropriate musical resources and materials:** Choosing suitable sheet music, method books, and technological resources requires a discerning ear and a thorough understanding of musical repertoire and educational materials. An untrained individual may lack the expertise to make informed decisions that best serve our students' musical growth. This skill

is vital when coordinating honor groups, as a VAPA coordinator must understand the needs of their music teachers in order to navigate the selection of adjudicators and clinicians.

- **Serving as a musical resource for the entire district:** The Music Supervisor often acts as a liaison between the school district and the wider musical community, advocating for music education and fostering partnerships. A trained musician brings credibility and established connections within the musical field. This was evident recently with the appointment of music positions at UNR when our current VAPA coordinator was a part of the selection and hiring committee. Only a trained musician can understand the nuance that makes these critical hiring decisions. These selections have a lasting impact on the health and vitality of our district music and art programs.

Appointing an untrained teacher to this position, however well-intentioned, would be a disservice to our students and our music programs. While a general teaching background provides valuable pedagogical skills, it does not equate to the specialized musical knowledge and experience required to effectively lead and guide a comprehensive music program. Such an appointment risks:

- *Diluting the quality of music education:* Without a musically knowledgeable leader, the curriculum may lack depth, coherence, and alignment with best practices in music education.
- *Undermining the expertise of our music teachers:* Music educators deserve a supervisor who understands their discipline and can provide informed support and guidance.
- *Limiting the potential of our student musicians:* Without strong musical leadership, our students may not receive the high-quality instruction and opportunities they deserve to reach their full musical potential.

In conclusion, the VAPA coordinator position demands a unique set of skills and knowledge that can only be acquired through dedicated musical training and experience. To ensure the continued success and growth of our music programs in the WCSD and the musical development of our students, I urge the School Board to prioritize candidates with a strong musical background for this vital role. Investing in a trained VAPA coordinator is an investment in the future of music education in our district. Therefore, Agenda Item 2.14 should be removed from consideration.

Thank you for your time and consideration of this important matter. And importantly, thank you for your sacrifice of time and service to our community and schools.

Sincerely,  
Darrell Crowther  
Choral & Piano Teacher, Depoali Middle School