

Hello Board of Trustees and Superintendent Ernst:

At the last board meeting, I stood in front of you and presented the below obstacles we as teachers are experiencing in the classroom. Today, I would like to present solutions.

Solutions to behavioral issues

- 1) After the 3rd major behavior referral students need a behavior hearing.
- 2) After the 5th major referral there needs to be an assessment or evaluation to determine if the student is following the behavior contract and to check for bias.
- 3) Each school needs an MTSS person from the district on staff at school sites. That person would assist teachers with instruction and behavior interventions. They would collaborate with admin, campus supervisors and teachers to follow through with the MTSS process.
- 4) Campus supervisors for hall monitoring, ISS and detention.
- 5) Cameras in all instructional areas for student and teacher accountability. This would protect teachers, students, and school resources.
- 6) A concise, straightforward no tolerance plan for students who are repeatedly defiant and disrespectful to staff and district property. Immediate consequences for hate speech- when one student calls another the N word, or calls a teacher the N word or other derogatory words.
- 7) A way for teachers to contribute to the admin evaluation process. This would help with administrative accountability when teachers do not feel seen, heard or otherwise supported with repeated problem behaviors or students.

May 27th Comment

For those of you who do not know me, my name is Veronica Copple and I am a teacher who has a long history with WCSD and the state of Nevada. I am a fifth generation native and a product of this school district, and this state's K-12 education system. I have been employed by WCSD for 16 years. My son is also a current student. When I tell you I have skin in the game, I hope you realize just how much.

As you are aware, the legislature is currently discussing several bills related to education. Some of those bills, if passed, would allow for the state to take over low performing schools and convert them to charter or private schools. Some of them would allow for the immediate removal of the superintendent and other administration.

Tonight I want to discuss low performing schools and measures you can take to help bolster the scores, and more importantly, provide an equitable education to all.

Accountability. The student behavior which is being tolerated at our schools is atrocious. We have high teacher turnover and burn out because we have students who feel it is acceptable to

spread racist messages. We have students who steal things from teacher desks, tell teachers to f-off when told to put their phone away or change into school uniform, and as has been witnessed by the entire community in the past few days with the incidences at Reno, Spanish Springs and Reed High schools, generally laugh in the face of any sort of authority.

Due to these behaviors, a majority of the students in our classrooms are unable to learn what they need to reach their full potential. Teachers are unable to teach, and many new teachers quit before they even get through their first year. The frequent fliers with behavior issues keep coming back. They go home with a slap on the wrist, enjoy their time off, and then come back emboldened. These fliers disrupt the learning of the other 90 percent of students so much so that many of those kids, including my son, don't want to go to school. Parents are pulling their children out and homeschooling to avoid the disruption to their child's education.

If we expect students to be able to learn, and thereby perform, we need to create a positive environment where teachers can teach, where teachers want to stay to build relationships and school culture, where students are held back rather than pushed through the system, and where they have consequences.

We need to have consequences and systems which are more than burnt out teachers giving up their lunches for detention. We need accountability for families when their child willingly destroys school property. When laptops are broken on purpose, the learning is disrupted. When a kid has to walk across the school due to the vandalized bathroom being closed, the learning is disrupted. When a student turns a page in a book only to find it torn out or destroyed, the learning is disrupted. When I have to stop teaching to call the office or write a referral because a kid told me to f-off for their phone usage in class, the learning is disrupted. Then we wonder why there are low scores across the board? We wonder why we can't keep teachers?

Our students deserve the best we can give them, and we can't do that without your support. Please hold students and families accountable. Please create policies that allow our students to learn without the frequent fliers just getting a slap on the wrist. Please help us provide the best education and experience for the 90 percent of kids who want to learn. We are exhausted. We need to know that our administration and Board respects us enough to put a concise, straightforward and a zero-tolerance program in place to create not only a safe and positive working environment, but to provide the **optimal** opportunity for maximum learning and growth.

Veronica Copple

From: Jackson, Daniel
Sent: Tuesday, June 10, 2025 2:54 PM
To: Public Comments
Subject: Public Comment – Support for Flexible Dual Enrollment Access for Students Pursuing Advanced Coursework

Hello, my name is Daniel Jackson. I go to Hug High School and plan on taking organic chemistry at TMCC during the fall through dual enrollment. I was denied because of a new policy that Hug created. I sent this email to the administrator who is implementing this rule:

Hello Mrs. Schraeder,

I was planning on taking Chem 241L and Chem 341 during the fall through dual enrollment at TMCC. I'm reaching out to request permission to leave my AP Computer Science A class early every other Monday to attend the Chem 341 class, Organic Chemistry for Scientists and Professionals I, at TMCC.

This O-Chem class begins at 2:00 PM on Mondays and Wednesdays. While I understand that it overlaps slightly with my AP CSA block, I've already spoken with Mr. Avalos, who said that he was okay with me leaving early every other Monday. Additionally, the conflict would only result in me missing approximately 45 minutes of class every other week. (There are 409 minutes of class every day and across two weeks, 4090 minutes, so I would be missing about 1.1% of instructional time.)

Taking Organic Chemistry aligns closely with my academic and career goals. I plan to go into pre-med in college and taking O-Chem provides a great opportunity for me to pursue this goal. In addition to allowing me to experience more rigorous coursework than that of a general introductory course, it would strengthen my college applications and contribute directly to my extracurricular involvement in Science Bowl, where I am preparing to help fill the role of our chemistry lead, who is graduating this year.

1. I'm also concerned that delaying this opportunity could hinder my chemistry proficiency and extend the time it takes to complete my undergraduate degree. Furthermore, a structured course taught by a professional instructor will offer a far more effective learning experience than learning on my own, and since I need to take a dual enrollment course regardless, this one is a very meaningful choice for my future goals.

Previously, students at our school were allowed to leave classes for dual enrollment, even when it meant missing more instructional time than I would. I'm aware that this rule is being changed this year, especially with the concern of people falling behind in their on-campus classes, but I'm already somewhat familiar with the AP CSA curriculum through my background in C++, and I'm confident in my ability to balance both classes responsibly.


Thank you very much for your time and consideration. I hope you can make an exception. Please let me know if there's any way I can work with you or the school to make this arrangement possible.

Sincerely,
Daniel Jackson

I was still denied the opportunity to take O-Chem. I understand the school's concerns about students missing class for off-campus dual credit classes, but this new policy is hindering my academics and ability to grow. This is unfair because it limits the opportunities for me and other students trying to take off-campus classes that have scheduling conflicts. The issue with students missing classes stems mainly from people ditching classes and roaming the hallways, yet action is being taken against students trying to take advanced courses.

Thank you for your time,
Daniel Jackson

From: Michelle Roney
Sent: Tuesday, June 10, 2025 1:28 PM
To: Public Comments
Subject: [EXTERNAL] Public Comment - 6/10/25

 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.

Good afternoon, WCSD Board of Trustees,

My name is Michelle Roney and I am a proud school social worker (SSW) who has dutifully served the students and families of WCSD in my role for the past 5 years.

I'm here to highlight the incredible work being done by SSWs across the district—and to emphasize the vital role mental health support plays in student success, now more than ever.

We are living through a time of unprecedented uncertainty. Our students are navigating a world where local tragedies and global crises intersect with personal challenges in ways we've never seen before. As SSWs, we are on the front lines of this reality every day—supporting students who have experienced trauma, loss, food insecurity, and housing instability. And yet, we find our role continually disregarded by the district.

Our role extends far beyond crisis response. We build trusted relationships with students, partner with families, and collaborate with teachers, counselors, and administrators to create safe and inclusive learning environments where ALL students are seen and supported.

We advocate—tirelessly—for the needs of students who might otherwise go unseen or unheard. Similarly, we continue to advocate for our role and place within the district, while energy and funding is continually poured into other areas.

Research confirms what SSWs see in our schools every day: when students have access to consistent, professional mental health support, attendance improves, behavior stabilizes, and academic achievement increases. Students feel safer, more connected, and more hopeful about their futures.

We can't do this work alone, and we can't do it without continued support from the district, which includes continuing a good faith partnership with the WEA. We are a human business, after all.

Investing in SSWs is not a luxury—it's a necessity! It's an investment in safer schools, healthier communities, and stronger outcomes for every student!

Thank you in advance for standing with us in our shared commitment to advocacy, mental health, and equity for all students.

Sincerely,

Michelle Roney, LMSW
School Social Worker
Pine Middle School