

**MINUTES OF THE MAY 27, 2014
REGULAR MEETING OF THE
WASHOE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES**

May 27, 2014

1. Opening Items

1.01 CALL TO ORDER

The regular meeting of the Board of Trustees was called to order at 2:06 p.m. at the Washoe County School District's Central Administration Building, 425 East Ninth Street, Reno, Nevada.

1.02 ROLL CALL

President Barbara Clark and Board Members David Aiazzi, John Mayer, Howard Rosenberg, and Lisa Ruggerio were present. Trustees Estela Gutierrez and Barbara McLaury were absent from the meeting. Superintendent Pedro Martinez, Deputy Superintendent Traci Davis, Student Representative Maddi Eckert, and staff were also present.

1.03 PLEDGE OF ALLEGIANCE

Maddi Eckert led the meeting in the Pledge of Allegiance.

1.04 ACTION TO ADOPT THE AGENDA

It was moved by Trustee Rosenberg and seconded by Trustee Aiazzi that **the Board of Trustees approves the agenda as presented.** The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, John Mayer, Howard Rosenberg and Lisa Ruggerio.) Final Resolution: Motion Carries

1.05 PUBLIC COMMENT

Madeleine Welch, Nevada Youth Legislature, explained that the Nevada Youth Legislature was a group of 21 students from across Nevada who represented each state senate district. She had been selected as the representative for Senator Kieckhefer's District. Prior to the beginning of the 2015 Legislative Session, the Nevada Youth Legislature would submit a bill draft request. She was most interested in issues pertaining to education and had been speaking with other students about concerns they had regarding education. She would be interested in speaking more with the Board and

others in the District concerning educational issues to present to the Youth Legislature for possible legislative consideration.

President Clark invited Miss Welch to attend the Legislative Committee meetings for the Board of Trustees because they were beginning to hold conversations on potential bill draft requests.

Brock Maylath, Transgender Allies Group, regretted the need to bring attention to an overdue task and unresolved issue surrounding transgender students to the Board of Trustees and the community. At the close of the 2012-13 School Year he had requested a meeting with Superintendent Martinez concerning the immediate need for the District to develop a policy regarding transgender students. The lack of a district-wide policy led to individual schools making inconsistent and under-informed decisions when faced with transgender students. It had also led to behavior of staff that underscored a lack of cultural sensitivity, a great deal of ignorance and a violation of the District's own discrimination policy. Instead of meeting with the Transgender Allies Group, Mr. Martinez delegated the meeting to Frank Selvaggio. At the meeting, the group specifically addressed the District's lack of awareness of what transgender meant, the lack of a district-wide policy to guide staff, the negative impact that the lack of policy had on both students and families, the lack of sensitivity, fear based operational decisions on the part of administrators, and violations of the District's discrimination policy. The Transgender Allies Group offered their assistance in implementing a cultural awareness program for the District's administrators, teachers, counselors, bus drivers and support staff at no charge; however, instead of embracing the offer and responsibility, Mr. Selvaggio stated that the task of creating a policy had been delegated to the head of the District's Counseling Department. Almost a year after Superintendent Martinez was approached regarding this issue, a policy had not been developed. The Transgender Allies Group had participated on LGBT panels with school counselors where it was obvious that the Counseling Department lacked proper authority to implement any type of policy or direction when interacting with transgender students. He felt that without the development of a district-wide policy, the District was opening itself up to potential civil and financial penalties, similar to what had occurred in *Hankle vs. Gregory* which required a \$451,000 settlement by the District. Additionally, the U.S. Department of Education issued a memo in April 2014 stating that transgender students were protected from discrimination under Title IX and failure to protect the students could jeopardize the District's federal funding. A transgender inclusive policy needed to be an immediate priority and cultural awareness sessions needed to be implemented for all District employees.

President Clark indicated staff would be in touch with Mr. Maylath because the Board Policy Committee had already developed a draft policy.

2. Closed Executive Session

A closed executive session was not required at this time.

3. Consent Agenda Items

Trustee Mayer requested Consent Agenda Item 3.08, Award of Request for Proposal (RFP) for Social and Emotional Learning Curriculum and Profession Development, RFP #14-004, be pulled for further discussion.

Trustee Aiazzi requested Consent Agenda Item 3.06, Award of Bids for Multiple Capital Improvement Projects, be pulled for further consideration.

It was moved by Trustee Aiazzi and seconded by Trustee Rosenberg that **the Board of Trustees approves Consent Agenda Items 3.02 through 3.05 and 3.07**. The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, John Mayer, Howard Rosenberg and Lisa Ruggerio.) Final Resolution: Motion Carries.

- 3.02 The Board of Trustees approved the renewal of the Sungard BusinessPlus Annual Maintenance Agreement.
- 3.03 The Board of Trustees approved the grant application to the U.S. Department of Education for the Title VII (Indian Education) Grant for \$219,097.
- 3.04 The Board of Trustees approved the grant application to the Nevada Department of Education for the Carl D. Perkins Career and Technical Education (CTE) Reserve Fund Competitive Grant for \$83,588.
- 3.05 The Board of Trustees approved the renewal of the Blackboard Connect, Inc. Connect-Ed Services Agreement.
- 3.07 The Board of Trustees approved the renewal of WCSD's Student Information System to Infinite Campus, Inc., RFP #09-008.

3.06 AWARD OF BIDS FOR MULTIPLE CAPITAL IMPROVEMENT PROJECTS

Trustee Aiazzi asked about the extent of the roof replacements that were being proposed. He wanted to make sure that if the District was able to find the money to provide additional repairs on the roofs that the work would not need to be torn up. Andrea Sullivan, Procurement Manager, indicated the project on Edison Way for about half of the roof and the locations were not scheduled for full roof replacements at the

current time. Chris Cobb, Chief Facilities Management Officer, stated that the projects were not patches, but areas that had been identified for replacement. The projects were not for the entire roof but would not have to be removed if the remainder of the roof were to be worked on.

President Clark noted that she worked at the National Automobile Museum where Mr. Norm Dianda of Q & D Construction was a member of the board. She and Mr. Dianda had not held discussions related to the Washoe County Schools District or had a financial relationship.

It was moved by Trustee Aiazzi and seconded by Trustee Rosenberg that **the Board of Trustees approves Consent Agenda Item 3.06, Award of Bids for Multiple Capital Improvement Projects**. The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, John Mayer, Howard Rosenberg and Lisa Ruggerio.) Final Resolution: Motion Carries.

3.08 AWARD OF REQUEST FOR PROPOSAL (RFP) FOR SOCIAL AND EMOTIONAL LEARNING CURRICULUM AND PROFESSION DEVELOPMENT, RFP #14-004

Trustee Mayer asked if there had been a short timeline on the RFP. Trish Shaffer, Multi-Tiered Systems of Support (MTSS) Coordinator, indicated that there was a tight timeline because the funding for the curriculum came from grants, but she did not feel that the shortened timeframe impacted the integrity of the process.

Trustee Mayer wondered why there were no principals, teachers, parents or students from the Student Advisory Board or their designees included on the evaluation committee. Ms. Shaffer mentioned that principals were included on the committee and if they were not included in the staff report it was an error. Principals from both the middle and elementary school levels were included in the process, as was the dean from North Valleys High School and several teachers. No students were included on the committee because of the meeting hours and because the curriculum was for grades K-8.

Trustee Mayer mentioned he was concerned that students were not part of the selection committee because it was important to include them in decisions that affected what they would be learning. He inquired why the District needed to purchase the curriculum and if it was part of the grant requirement. Ms. Shaffer stated that there was no requirement to purchase the curriculum; however, to implement an effective social and emotional learning (SEL) program it was important to use a 3-pronged approach: integration with academics, directly addressing culture and climate issues, and direct instruction for an evidenced-based program. The direct instruction aspect required the use of a curriculum.

Trustee Mayer asked how many programs were reviewed and what process was used to evaluate the programs. Ms. Shaffer remarked that 12 programs had been looked at. Ms. Sullivan added that part of the RFP process was that criteria for evaluation be set forth in the RFP document. The criteria was weighted and scored by members of the scoring committee and the company with the highest average score would be the one recommended for the award.

Trustee Mayer wondered how the curriculum would complement the major components of SEL. Ms. Shaffer explained there were 5 competencies that were looked at with regards to SEL and then the District's integrated approach was taken into consideration. Staff felt it was important to incorporate SEL throughout the day because it could not just be taught in a 45-minute session. She had worked with Curriculum and Instruction and other departments to provide an integrated approach to the program. When the options for curriculum for SEL were reviewed, the committee felt it was important to utilize something that held true to the District's approach. The curriculum that was selected would provide SEL information and implementation ideas to all teachers in the District. Principals and teachers had been very clear that they wanted the integrated approach to SEL. The curriculum would provide teachers with the tools they would need to provide the instruction and explain how to integrate SEL into their lessons.

Trustee Mayer inquired as to the number of traits the District had adopted that were covered in the selected curriculum. Ms. Shaffer was unclear of the exact number but mentioned the 40 different traits was one approach to SEL instruction and those traits were all in line with the 5 competencies that were the key aspect of SEL.

Trustee Mayer asked how the training would take place and if teachers would be observed and evaluated on the curriculum. Ms. Shaffer stated that a training program for teachers was in place that would move them through the 5 competencies. SEL leadership teams would be developed at the schools and consist of principals and up to 4 teachers; counselors were also encouraged to participate. Staff would work with the principals to explain how the program would be evaluated.

Trustee Ruggerio wondered how the curriculum being proposed would complement the developmental assets in the 5 major competencies. Ms. Shaffer explained that the curriculum would allow for direct instruction in some of the SEL skills children needed most, such as perseverance, grit, and empathy. In addition to the direct instruction, the curriculum would allow the lessons to be integrated throughout the day. With the new standards, it would be important to teach the students how to engage with more complex texts. Children needed to learn how to put the text aside for a moment and then have the tenacity to go back to it later. The curriculum followed the guidance of the Collaborative for Academic, Social and Emotional Learning (CASEL) and had been subject to a rigorous approval plan to assure the curriculum was evidence based. She

was concerned that only focusing on the 40 development assets would diminish the impact of SEL.

Trustee Ruggerio asked how SEL tied into prevention science risk and protective factors. Ms. Shaffer mentioned that the curriculum would be present every day in the classrooms so it would help to create a heightened awareness of the students.

Trustee Ruggerio inquired if The Hawn Program had any connection with CASEL and if CASEL had reviewed or supported other curriculum models. Ms. Shaffer remarked that The Hawn Program did not have any connection with CASEL, but that CASEL had approved the curriculum. She was unsure of the exact number of curriculum programs that had been approved but believed it was over 50. It was important to remember that the District set the criteria it was looking for in the curriculum and the one before the Board was selected because it met more of the criteria than the other programs.

Trustee Ruggerio requested the item be pulled from the agenda and return for approval at a future meeting so the Board could receive additional information on the curriculum.

Trustee Rosenberg commented that he was not in favor of purchasing curriculum. He felt the District had enough experts and should be able to develop their own curriculum. His biggest concern was that when curriculum was purchased, it tended to be standard and individual school districts had to personalize it themselves. He agreed the item should be pulled.

Trustee Aiazzi noted that the curriculum chosen was one of the lowest in feedback and effectiveness, but the highest in cost. He wondered if another program would have been selected if they had additional funding. Ms. Shaffer stated that they would still choose the one that had been selected.

President Clark was concerned that, not only with the current item but other items that had been presented to the Board, the Core Beliefs of the Board and District were not represented in every RFP process. She wanted to make sure that those Core Beliefs were part of the RFP process. The Board had determined that the Core Beliefs needed to permeate into everything that the District did. It was important that those with the skill sets in family engagement and diversity were part of the decision-making process. Ms. Shaffer indicated that staff had worked with the Counseling Department and Diversity and Equity, but because of the time commitment involved in selecting a new curriculum, those representatives could not attend all the meetings.

Trustee Mayer asked Superintendent Martinez if he recommended the program. Superintendent Martinez remarked that the District wanted to continue with SEL. He requested the Board send staff their questions and concerns so they could address them. He did not have a problem postponing the decision because SEL was a large

initiative for the District and he wanted to make sure the Board had all their questions answered.

Trustee Mayer added that it was concerning that parents and students were not involved in the review of the curriculum. SEL was an important program and it was critical parents be provided with the opportunity to review the curriculum.

The Board agreed to pull the item from the agenda for future consideration.

6. Department Reports

6.01 OFFICE OF ACADEMICS DEPARTMENT REPORT

Scott Bailey, Chief Academic Officer, provided the Board with the department reports for the Office of Academics, which included 7 departments. The mission of the Office of Academics was to provide system-wide leadership for a unified approach to managing instructional programs, initiatives, and academic projects; developing and implementing curricula, assessment, and instructional resources; and communicating and collaborating within and throughout the educational community of Washoe County, the State of Nevada, and the nation in order to prepare all students for highly-skilled career and/or college readiness. He reviewed the organization of the Office and the major mandates which were driven by Nevada Revised Statutes (NRS), federal law, and grant requirements.

Mr. Bailey explained all departments were heavily involved in Board and District policies related to academics and goals, objectives and initiatives in the Strategic Plan, especially Goal 1, Provide Continuous Academic Success for Every Student, and Goal 2, Recruit and Support Highly Effective Personnel. He discussed the major functions, trends and accomplishments related to each goal. One of the major functions related to the Strategic Plan was the implementation of the new standards of academic content and were working with the Nevada Department of Education on the next generation of science standards.

Superintendent Martinez highlighted that the District had been able to increase the number of students in the Career and Technical Education (CTE) Certification programs and that all high schools in the valley now had Signature Academies associated with them. It was important to provide students with early access to many of the programs because the earlier students were enrolled in the programs, the more likely they would be to stick with them and graduate. He reminded the community that many of the students in the Signature Academy programs were able to receive dual credit at the University of Nevada, Reno (UNR) or Truckee Meadows Community College (TMCC) for some of their courses.

Mr. Bailey continued with the presentation and explained the Key Performance Indicators (KPIs) with the Board. The first KPI was related to Curriculum and Instruction and showed the number of staff involved in professional learning and training. The numbers continued to increase each year and was up to 1,460 instructors and administrations trained in the new standards. The second KPI he reviewed for Curriculum and Instruction was the remediation rates for first year college and university students. He noted that tracking remediation was difficult and the Office was working with both UNR and TMCC on better ways to track remediation rates. The report provided from the Nevada System of Higher Education (NSHE) in February showed that remediation rates continued to decrease at both UNR and TMCC and those requiring remediation were becoming more successful in those courses.

Trustee Rosenberg was also concerned with the writing abilities of many of the students who had been through remediation because those skills were not where they should be. Superintendent Martinez remarked that the District was going to focus more on writing beginning in kindergarten because of the new standards, whereas previously, the focus had been more on Literature. The high school English teachers, especially 12th grade teachers, would be working closely with UNR and TMCC on student writing portfolios that were required for the entry-level English classes at both schools.

Mr. Bailey reviewed the some of the KPIs for English Language Learners (ELL). The first KPI he reviewed was the number of students who made at least a 25-point gain on the English Language Proficiency Assessment, which had increased by 2% in 2013-14. Superintendent Martinez noted that one of the things the District had learned was that the faster a student exited the ELL program, the more success in school they had so it was important to get as many students as possible exiting the program by the 8th grade.

Trustee Mayer mentioned that he continued to hear problems from his constituents that students were released too early from the program. He wondered if it would be possible to retest students in middle or high school to make sure they did not require additional assistance. Superintendent Martinez remarked that the State of Nevada was beginning to have a similar conversation regarding ELL student funding and if additional services should continue to be offered to students even after exiting the program. Additional monitoring needed to be done on the students because there was a difference between completing the ELL program and mastering the academic English language. The current data was convincing that if the students exited earlier and were provided support, the greater the chances of them graduating.

President Clark noted that the District was not reaching the goals on certain KPIs in math and reading so she wondered how other data would show that ELL students who left the program early performed better. Mr. Bailey indicated the Director of ELL could provide additional information but the numbers were measuring different assessments

and groups of students. There was the English Language Proficiency Assessment (ELPA) and the Criterion Reference Tests (CRTs) and the groups of students were current ELL and former ELL.

Mr. Bailey explained the KPI related to the percentage of schools that met the Annual Measurable Achievement Objectives (AMAO), which continued to show gains, and then the KPI related to the percentage of ELL students who graduated with a diploma, which also continued to increase. Additionally, the total number of teachers with an English as a Second Language (ESL) endorsement had increased. He then reviewed KPIs related to Signature Academy and CTE programs which showed the number of students receiving Tech Prep credits continued to increase as did the number of students who completed a CTE course of study and were qualified to take the end of course Employability Skills for Work Readiness and/or technical skills assessment. KPIs related to Professional Learning were presented and the District had been able to train all employees in the professional growth systems for teachers and principals; however, since the State had changed the evaluation system, the District would have to start again with training on the new Nevada Educator Performance Framework. The final KPI reviewed the number of support professionals who participated in professional learning opportunities, either in classes or on-line. The District was working on a certification program for support professionals that could eventually lead to additional incentives. Finally, he reviewed the budget with the Board.

Trustee Mayer noted that a number of trends and accomplishments were listed for the Office; however, he was concerned those trends and accomplishments had not translated into successful schools, effective teachers and student achievement on a District-wide level. Superintendent Martinez mentioned that many of the initiatives the Office had been working on were new and had gone into effect for the entire District at the beginning of the school year. He urged the Board to wait until the results from the most recent tests were released because he was confident that growth would be seen throughout the District.

Trustee Mayer wondered how the Office of Academics, the Office of School Performance, and the Office of Student Support Services worked together to ensure there were inspiring leaders in all of the schools in the District, and how they worked together to place effective teachers in all of the classrooms so that all students would learn and achieve at the highest level possible based upon the individual differences of everyone. He wanted to know if the offices had input in selecting principals and teachers. Mr. Bailey noted that the three offices were tied together through the Deputy Superintendent's Office. They would meet on at least a weekly basis. The offices all worked together to align what should be looked for when placing principals and teachers in terms of curriculum, assessment, instruction, and what supervision should entail.

Trustee Mayer mentioned that with all the movement of the principals over the past couple years; he wanted to know how the offices assured that competent people were being placed in the schools. Superintendent Martinez remarked that NRS limited what he had the ability to do with administrators which could result in challenges. That being said, he wanted to make sure that decisions were data driven because the data provided the best information in terms of how a school was performing. He was confident about the changes that were being made with principals because the school communities were often, though not always, contacted about the change so they could have the opportunity to provide input. The biggest factor in deciding on the leadership in the schools did need to be the data though.

Trustee Mayer asked if the offices would get together to match personalities and technology backgrounds with the schools they would be placed into. He was concerned that some principals, and teachers, had been placed in schools where their specific backgrounds were not considered the right "fit" for the schools and those people would be transferred to other schools involuntarily. Mr. Bailey stated that the offices would collaborate quite a bit to make sure that personalities and backgrounds would fit into the school they would be going into.

Trustee Ruggerio commented that she felt the principals should have the skill-sets necessary to succeed in any school.

President Clark wondered if the Board would be able to see any growth at a school after one year. Superintendent Martinez remarked that the District had been working towards improvement for 2 years. During the first year the District was able to implement the star rating system so parents and the community could see where the schools were at in terms of academics. He was hopeful that the administrative changes that were made during the second year would show that there had been improvement and part of the improvement came from the change in leadership at the schools. While it was difficult to judge someone on one years' worth of data, there had been a culture shift at many of the schools, especially those in the Acceleration Zone, which should translate into higher achievement data. It was important to note that there would be schools that would show large gains in the data and other schools that would have smaller gains. There would also be some schools that would decline and hard conversations would have to occur about the next steps for the school, because the administration could be very popular, but the data was not what the District expected. He wanted to prepare the Board because it was sometimes difficult to separate personalities from data and there could be hard feelings in the community over some movement that would or could be made. It was critical that the data improve in schools or changes would need to be made, because he would not tolerate low performing schools.

President Clark was concerned about the changes in the KPIs and that the Office had not included new KPIs as part of the report. Superintendent Martinez reminded the Board that the new KPIs were included in the update to the Strategic Plan. Because there were new KPIs in the update, the next school year would act as baseline for data for the KPIs. The current school year was a transition year because new KPIs would be put in place. The new KPIs would include annual goals for the departments through 2020.

Trustee Aiazzi asked why the full time employees increased by almost 30. Mr. Bailey stated that since the last department report, there had been some reorganization of the departments and he had gained an additional 4 departments under the Office of Academics.

President Clark recessed the meeting for 20 minutes.

5. Recognition

5.01 CLASS ACT

Class Act was a program to honor students, K-12, who excelled in academics, athletics, the arts, community service, mentoring or church leadership. Each month, News 4, United Federal Credit Union, and the Reno Aces recognized students who made positive contributions in their schools and communities.

Jesus-Manuel Cardiel, senior at North Valleys High School, was recognized as the recipient of the Class Act Award for May 2014.

Trustee Rosenberg presented a resolution on behalf of the Board of Trustees honoring Jesus-Manuel for maintaining a 4.0 grade point average, receiving early acceptance to UNR, and volunteering with the Reno-Sparks Gospel Mission and his family's non-profit, Blessed Positivity.

5.02 EXCELLENCE IN EDUCATION

Excellence in Education was a program designed to acknowledge outstanding Washoe County educators who did something to make a difference in their students' lives. Students, parents and other educators were asked to nominate deserving teachers. Each month, News 4, United Federal Credit Union and the Reno Aces recognized those educators.

Stacey Melcher, 5th grade teacher at Sarah Winnemucca Elementary School, was recognized as the recipient of the Excellence in Education Award for May 2014.

Trustee Rosenberg presented a resolution on behalf of the Board of Trustees honoring Ms. Melcher for her enlightening and informative teaching skills that enticed her students to participate in class, continue their learning and sending families weekly emails to let them know about the week ahead.

5.03 EDUCATION SUPPORT PROFESSIONALS OF THE YEAR

The Education Support Professionals of the Year Awards were presented on an annual basis to acknowledge the tremendous accomplishments and contributions of the Washoe County School District's Education Support Professionals.

Mark Erwin, Plant Facilities Environmental Assessment Technician; Judy Conley, Gerlach K-12 Administrative Secretary; and Buddiette Salway, Natchez Teacher Assistant, were recognized for their dedication and commitment to the District.

4. Reports

4.01 BOARD REPORTS

Trustee Rosenberg attended the Office of Academics semester staff meeting at the National Automobile Museum and was highly impressed with the way the meeting was conducted. The update to the Strategic Plan was presented and the participants conducted a treasure hunt to learn more about the update.

Trustee Mayer explained he had attended two JROTC Awards ceremonies, one at Hug High School and one at Reno High School. He also visited Silver Lake and Mount Rose Elementary Schools.

Trustee Ruggerio commented that she had attended one of the Reading Roundups at Matthews Elementary School that was sponsored by the Reno Rodeo Association.

President Clark attended the Nevada Women's Lobby dinner honoring Sue Wagner and Marybel Batjer for their service and dedication to the community.

Student Representative, Maddi Eckert, mentioned that she had been contacted by the school district in Beaverton, Oregon, who was interested in modeling their student advisory board after the one in Washoe County.

President Clark noted that it was Miss Eckert's final meeting with the Board of Trustees. She thanked her for her service to the Student Advisory Board and Board of Trustees over the course of the year. The Trustees took the opportunity to thank Miss Eckert for her service and input she had provided the Board.

4.02 SUPERINTENDENT'S REPORT

Superintendent Martinez explained that the schools had completed the CRT testing and were wrapping up the school year. High schools were preparing for graduation and the preliminary numbers indicated that the District would have a record number of students graduating and receiving advanced or honors diplomas.

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

7.01 PRESENTATION BY EDUCATION ALLIANCE REGARDING HISTORICAL CONTEXT OF THE GATEWAY CURRICULUM AND SUGGESTED NEXT STEPS

Anne Loring, Education Alliance and former member of the Board of Trustees, provided the Board with a presentation on the history of the Gateway Curriculum. The Gateway Curriculum was a project started by the late Kendyl Depoali who, as principal at Sparks High School, believed students would rise to higher expectations and adults owed it to the students to set them up for success after graduation. At the beginning of 2004, The American Diploma Project released a study that presented information from both higher education and businesses about what they needed and wanted to see from high school graduates. The discussion and data at the time showed that many high school graduates required remediation when they entered higher education and there needed to be an additional focus on math.

Ms. Loring explained that Ms. Depoali brought the information to the Board of Trustees at the time and had indicated that many students did not know what classes they should take to assure they were college and/or career ready. Research had been conducted on what other school districts were doing and a member of the San Jose Unified School District came to provide information on their graduation requirements. San Jose had recently raised their requirements and found that the graduation rates did not drop, but actually rose and the percentage of Hispanic and low income students who were admitted to the University of California system also increased. The other model the Washoe County School District was presented with had a more rigorous default curriculum that students were automatically enrolled in and had to "opt out" of if they chose not to be college or career ready. The later model was selected by the Board of Trustees for the Gateway Curriculum.

Ms. Loring mentioned that the Board formally adopted the Gateway Curriculum in December 2004 and it was applied to high school freshman in the fall of 2006. The difference between the Gateway Curriculum and the standard diploma was the additional year of math and science in the Gateway Curriculum. It also required high school students to take a full load of classes their senior year. There was wide community support for the Gateway Curriculum and it was put into Nevada law in 2007.

Because the District was in a different place than it was in 2004, it was time for the Board to review the Gateway Curriculum and determine if changes should be made.

Jim Pfrommer, Education Alliance, indicated that in 2012 the Education Alliance provided the Board of Trustees with presentations on College and Career Readiness (CCR), which went further than the Gateway Curriculum. From those proposals, the Board of Trustees requested additional policy recommendations on CCR, which the Education Alliance had been working on for 2 years with members of the District and business community. The Education Alliance's P-16 Committee had developed 2 proposals for the Board of Trustees related to once again increasing the standards for students. The first was the Diploma Project and the second was College and Career Readiness.

Ms. Loring explained the proposal the Education Alliance wanted to submit to the Board of Trustees. The recommendations, if approved by the Board in the future, would be applicable to the Class of 2019, current 7th graders. The Diploma Project had 2 major recommendations: align the District's standard diploma with the new math and science standards that had previously been approved, namely increasing the math requirement to 4 credits and the science requirement to 3 credits. The second proposal for the Board was related to College and Career Readiness and would increase the standards of the advanced and honors diploma. The new requirement would require 2 credits in either any advanced placement/international baccalaureate class, or 2 credits in a single career technical education, signature program, or JROTC, or 2 credits in the same foreign language, or 2 credits trigonometry, calculus or a 4th year science class. The 2 credits could be earned in conjunction with other classes for the advanced diploma and would not necessarily affect the number of electives a student could take.

Ms. Loring stated that the Education Alliance felt it was important for the Board to adopt the new standards so students from Washoe County could be competitive and enter a Tier 1 university, like UNR, and not need remediation. It was critical that the "opt out" provision remained so when students stepped off the stage at graduation, all options were open to them. The Education Alliance was not requesting action on the proposals at the current meeting, but wanted to make sure the Board considered their request when making changes to the diploma and curriculum policies.

Trustee Mayer asked if students who took JROTC for 2 years to cover the PE requirement would be on track for the advanced diploma with the proposal. Ms. Loring stated the first 2 years of JROTC would count towards the advanced diploma.

President Clark was concerned that the District had a difficult time retaining teachers certified in math and science so it could be difficult to increase their class load. She felt there could be different ways to address the issue but it was something that the Board would need to keep in mind when they looked at the proposal more. Ms. Loring agreed

but also reminded the Board that the District had met the other needs when the requirements changed in 1996 and 2004.

Miss Eckert stressed that it was important to develop post-calculus math classes because students who had been involved in the Gifted and Talented Programs in middle school were often unable to take additional math at the high schools. Superintendent Martinez agreed and felt the current Board of Trustees were willing to partner with higher education more to provide additional opportunities. He was concerned that it would not be efficient to offer those types of advanced classes in all the high schools. He appreciated the actions of the previous Boards of Trustees and Education Alliance for the proposals because those actions had helped the Washoe County School District become a leader in Nevada for education. It was critical for students to master the math courses because higher education was discovering that one of the primary indicators for students graduating college on-time was their ability to perform in the beginning math programs.

Trustee Mayer suggested that the District look into potential scholarship opportunities for college students majoring in math if they were to agree to teach for a certain number of years for the District. The District was in desperate need for trigonometry and calculus teachers.

Trustee Aiazzi noted that art and music classes were important opportunities for students to succeed in math classes. He wanted to make sure the public had the opportunity to provide input in the possible changes to the diplomas and felt that information on the proposals could be included when the update to the Strategic Plan was re-released to the community.

Trustee Rosenberg remarked that students with degrees in content areas were probably the best indication of what someone would be able to teach in the classroom. He wanted to see more teachers obtain their degrees in the content areas instead of an education degree. The educational training should be secondary to the content.

Trustee Mayer left the meeting at 6:00 p.m.

President Clark opened the meeting to public comment.

Joe Cline, Vice Provost for Undergraduate Education, UNR, stated that the University was extremely proud of their partnership with the Washoe County School District. Approximately 25% of graduating high school seniors from Washoe County attended UNR which related to approximately 28% of UNR freshmen. Students from Washoe County were vital to the success of both UNR and TMCC. The proposed changes to the diplomas would assure that students from Washoe County would be able to succeed not only at UNR and TMCC, but also at Harvard University, the University of Southern

California or wherever they decided to go. It was important to consider the proposed changes because last year, approximately 38% of the incoming freshmen from Washoe County required some type of remediation and that number was 82% at TMCC. Those were expensive numbers because students who were not prepared had to take remedial courses, which cost both time and money to the students. Remediation courses were not covered by financial aid or many scholarships. Students who required remedial courses took longer to complete their respective degrees, so took longer to enter the workforce. Additionally, students who entered into higher education inadequately prepared were often demoralized and would not pursue the degree they intended to accomplish. The diploma proposal would assist with the concerns in the following ways. First, success in math was one of the most significant predictors of college success. If students did not take the 4th year of math in high school, many would not succeed in college level math. Secondly, the level of the 4th math class was important. Students who took high school calculus had a remediation rate of less than 4%, while those students who stopped at algebra had a 60% remediation rate. Additionally, the requirement of either physics or chemistry was vital in many degree areas, especially pre-professional health and engineering. The District owed it to their students to prepare them for future success. While UNR did not require a foreign language for admission, a number of other top colleges and universities did. Finally, the proposal required or encouraged students to take advanced placement or International Baccalaureate courses which allowed students to enter higher education with college credits already achieved. At UNR about 80% of incoming Washoe County students that had taken advanced placement courses received some college credit.

Len Stevens, Reno-Sparks Chamber of Commerce, provided The Chamber's support for the Diploma Project. He mentioned that when he taught at a Jesuit school, the incentive was not the pay but the academic environment. He felt the conversation highlighted not just the issue of the courses that should be required but a change in the culture of the entire community. It was a change that needed to start at in higher education and work its way down to the school district. An environment conducive to learning and higher education would make teachers want to come to Washoe County. It was a different cultural environment than just being in a classroom trying to get students to the next grade level. The way education in Nevada was viewed in Nevada needed to change and the Board of Trustees and Superintendent Martinez were already doing that. It should be marketed more to the community that the District was making those changes to make sure students were in the right environment for their future college and career success. He commended the Education Alliance for the proposal because it showed that they did not want to remain with the status quo but continue to challenge students. The District needed to give students the tools to be successful in life, and if that meant going to school 7 hours a day, then so be it. Businesses had changed and required a different level of learning so the District needed to be progressive enough to prepare students.

Brad Van Woert, Architect, offered his support of the Diploma Project. As an architect, his industry was the "perfect" 50-50 blend of math and science with the technological portion of building and creating. His concern was that there was only a one year requirement of arts and humanities. His industry needed not only critical thinkers, but creative thinkers as well. He needed people with the educational background that allowed for and encouraged creative thinking which the arts and humanities did.

Trustee Rosenberg added that the creative process was necessary because it allowed people to become leaders, not just followers.

Trustee Aiuzzi wondered what would happen to the proposal if another year of arts and humanities were included. Superintendent Martinez remarked that it would require a shift in the number of electives in the proposal. Before any final decision was made, he wanted to provide additional information to the Board on the electives that were offered in the high schools and which ones the students were taking. It was important to understand what was already happening in the buildings because the high schools were already doing some of the things.

7.02 PRIORITIZATION OF SAFETY AND SECURITY PROJECTS FROM APPROVED BOND FUNDING

Pete Etchart, Chief Operating Officer, explained that at the April 8, 2014, Regular Meeting of the Board of Trustees, the Board approved the \$3.5 million allocation of the remaining 2002 Rollover Bonds to be used for safety and security projects and directed staff to develop a prioritization list of the remaining projects. Capital Projects and School Police developed the list based on crime prevention through environmental design. The list was as follows:

1. Elementary school perimeter fencing.
2. Middle School perimeter fencing.
3. Elementary school single point of entry.
4. Middle School single point of entry.
5. Closed-circuit TV (CCTV) upgrades.
6. High school security perimeter fencing.
7. High school single point of entry.

Mr. Etchart stated that based on the prioritization list and amount of funding allocated, the elementary and middle school fencing projects could be completed and most likely, the elementary school and middle school single point of entry projects since 4 of those projects would be completed under school revitalization. Unfortunately, the \$600,000 for the 5 remaining middle school CCTV projects did not fit into the allocation. The Superintendent's recommendation was that the Board approve the elementary school secure perimeter fencing projects in the amount of \$977,479 and that the Board provides direction to staff with regards to the remaining safety and security projects.

Superintendent Martinez noted that the logic behind the recommendation was because the elementary students housed very young children and he felt the fencing was akin to door locks. Every elementary school should have the perimeter fencing because there were students as young as 4 years old at the schools.

Trustee Rosenberg wanted to make sure that a balance was created that protected the students while at the same time promoted learning. He wanted to make sure the security measures did not make children feel like they were in a prison. His concern was not the actual fence, but the type of fence and if anything was on top of it.

Trustee Aiazzi clarified that the 27 elementary schools on the list for fencing was just for fencing and not for single point of entry. Mr. Etchart indicated that was correct. Fencing was part of single point of entry because it required people to use one entrance, but the single point of entry project contained additional features, such as secure windows and magnetic doors.

Trustee Ruggerio wondered if staff would be able to provide an example of a school that already had the fencing so the Board would have an idea what it would look like. Superintendent Martinez mentioned that Mount Rose Elementary School was a good example. The fencing was important because it protected the children by not allowing them to run off during recess or other activities.

Trustee Aiazzi recalled that at one time School Police had indicated that the most important security feature was the CCTV so he was wondering what had changed. Mr. Etchart remarked that during the meeting with School Police, they struggled with putting the CCTV item after the middle school single point of entry item. Ultimately it came down to the fact that the single point of entry was the key to keep people out of the school who did not belong and the CCTV was used for people who were supposed to be at the school but it acted as a deterrent because students knew they were being recorded or watched.

Trustee Aiazzi stated that the fencing and single point of entry at the elementary schools were easy decisions for him, but felt the Board needed to conduct additional discussions on the remaining recommendations. He was concerned that the intercom systems were not included on the list. Mr. Etchart mentioned that in 2011, Facilities Management identified the top 17 intercom systems that needed to be replaced. Since then, 10 had been or were scheduled to be completed. The parts for those systems were no longer available, but because the District had been replacing some of the systems, they had been able to keep the parts so if there were problems at the remaining 7 sites, they could be addressed.

Superintendent Martinez commented that one of the reasons he was only recommending the elementary school fencing be completed was because the middle school principals had indicated they would like to see the CCTV instead of the fencing. The principals concerns stemmed from the fact that the middle schools continued to grow in terms of the number of students attending. The CCTV would offer not only additional safety but would also assist with the management of the students. It was important for the Board to have additional discussions because the District was working with limited funds and choices would have to be made.

Trustee Aiazzi added that it would also be important to speak with the principals, parents and others in the school community about what they felt would be important security measures that should be addressed.

President Clark disagreed. She wanted to make sure the safety and security items at schools were based on objective criteria and not personal opinions. She felt the personal opinions did not provide the factual information she needed to be able to make an informed decision. She would be agreeable to ask the families for their input but did not want to base a decision on only that input.

Trustee Ruggerio commented that it would be better for the Board to have the proposed Safety Committee review the prioritization list because the in-depth discussions could be held with safety experts.

It was moved by Trustee Rosenberg and seconded by Trustee Aiazzi that **the Board of Trustees approves the allocation of \$977,479 to complete the remaining 27 elementary school secure perimeter installations.**

President Clark opened the motion for further discussion.

Trustee Aiazzi stated that it was important to remember that if the Washoe County Commission had passed Assembly Bill (AB) 46 the District would have the additional funds available to cover all the projects. He wanted to make sure that people remembered there was an opportunity to address the funding problem but the County chose not to make that decision.

The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, Howard Rosenberg and Lisa Ruggerio.) Final Resolution: Motion Carries.

It was moved by Trustee Rosenberg and seconded by Trustee Aiazzi that **the Board of Trustees approves the allocation of \$144,000 to complete the remaining 3 middle school single point of entry upgrades.** The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, Howard Rosenberg and Lisa Ruggerio.) Final Resolution: Motion Carries.

Trustee Ruggiero asked when the fencing projects would begin at the elementary schools. Mr. Etchart commented that the District would utilize a prior list of schools that had not received the fencing when the projects were halted in 2013. The next 3 schools on that list were Hunsberger, Van Gorder, and Spanish Springs Elementary Schools. The fences for those projects should be completed by the beginning of school in August. The rest of the schools would be prioritized in line with other capital improvement projects.

7.03 OPENING OF BIDS FOR LEASES OF COMMUNICATION ANTENNA SITES AT WOOSTER HIGH SCHOOL

Mike Boster, School Planner, explained that the current meeting was the second of two required public meetings to lease District property for the purpose of installing a call tower at Wooster High School. The Board of Trustees approved a resolution of intent to lease property at the April 22, 2014, Regular Meeting. As required by Nevada Revised Statute (NRS), the resolution was published twice in the *Reno Gazette Journal* and posted at the Washoe County School District Central Administration Building and the Reno and Sparks City Halls. NRS also required that the District open the bids for property to be leased no less than three weeks from the first required meeting. The District had received one sealed bid from Epic Wireless Group, representing Verizon Wireless. After the sealed bid was opened, the Board President must call for any oral bids which must be at least 5% greater than the highest written proposal. The Board had the right to accept a bid it deemed to be in the best interest of the public or reject any and all bids and withdrawal the property from lease consideration. Should the Board accept the bid, the next step would be to proceed to a lease document, reviewed and approved by legal counsel, and then construct the cell tower with oversight by District personnel, including Wooster High School staff.

President Clark opened the sealed bid and read the offer:

Per recommendation of the Washoe County's consultant dated April 10, 2014, the represented carrier offers \$1,750 per month under the general guidelines of the recommendation of the report plus a onetime \$20,000 fee payable by the carrier for the purposes of additional improvements to the athletic field at the school's discretion. The Washoe County School District and carrier acknowledged that this offer is not a lease and is intended as a basis for preparation of a lease. No agreements are created by this document. Only a fully executed, definitive lease document shall constitute a lease for the premise. The final definitive lease document shall incorporate the provisions contained in this proposal and shall contain any other provisions upon which landlord and tenant agree.

President Clark called for oral bids. None were offered.

Trustee Aiazzi asked if the \$20,000 had to go to the Wooster High School athletic fields. Mr. Boster mentioned it was at the Board's discretion; however, Verizon did offer that to Wooster High School because the school had expressed a need for improvements to their field, snack bar, and entrance to the field.

President Clark wondered who would receive the monthly lease amount, the District or the school site. Mr. Boster commented that the Board had held previous discussions on the distribution of the funds. Currently the amount listed in the Federal Rental Schedule would go to the host school and any remaining amount would go into a pool that was made available to schools without cellular antenna capabilities.

Trustee Aiazzi remarked that he would like to have further discussions on the allocation of the \$20,000. He did not have a problem with the money going to the host school but felt a discussion should be held on where it should go. He was fine with the school holding the discussion, but wanted to make sure the school had a say in where it went and that restrictions on the funds were not dictated to them.

Trustee Rosenberg was in favor of the \$20,000 going to Wooster High School because it was their land.

It was moved by Trustee Aiazzi and seconded by Trustee Rosenberg that **the Board of Trustees accepts the bid from Epic Wireless to lease a communication antenna site at Wooster High School in the amount of \$1,750 per month, and directs the General Counsel's Office to negotiate the terms and conditions of the lease. The Board further directs that the proceeds from the lease be presented to the District and that discussion and consultation take place with Wooster High School administration regarding the best use of the lease proceeds.** The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, Howard Rosenberg and Lisa Ruggerio.) Final Resolution: Motion Carries.

7.06 DIUSCUSSION OF PROPOSED REVISIONS TO BOARD POLICY 6300, MATHEMATICS

President Clark opened the meeting to public comment.

Anne Loring requested the Board consider adding the following to the purpose statement: "In addition, with very limited exceptions, every student shall be enrolled in mathematics each year they are in school, including four years of high school, and shall successfully complete algebra I, geometry or formal geometry, algebra II or algebra II honors, and one math beyond algebra II or algebra II honors at a minimum." The change would align the Policy to the District's current course of study.

The Board of Trustees agreed to the language change and requested Board Policy 6300 be considered for preliminary approval at a future meeting.

7.07 DISCUSSION OF REVISIONS TO BOARD POLICY 6600, COURSE OF STUDY (FORMERLY ENTITLED "THE GATEWAY CURRICULUM")

President Clark opened the meeting to public comment.

Anne Loring suggested that the "Guiding Practices" section be updated and list the math classes similar to the previous policy and additional language regarding science requirements to include biology and either chemistry or physics. She had provided the suggestions so the items included in the Education Alliance's Diploma Project would already be in policy. If the Board were to approve the Diploma Project, the policies would be moot because the proposal would include the requirements.

Kindra Fox, Director, Curriculum and Instruction, indicated that the Department did not have any problems with the suggested changes by Ms. Loring. The suggestions were already something they practiced and would allow limited exceptions depending on a student's specific situation. As long as the Department was able to continue assisting those students who had passed all other requirements, they would support the changes. Currently, the problem was with students passing algebra II but she felt with the implementation of Common Core, the District would be better able to prepare students to pass the course.

Trustee Rosenberg agreed that "one-time" exceptions for specific students needed to be allowed. Ms. Fox mentioned the only request staff had was to the Gateway Curriculum and changing the name to "Course of Study" because that was the language in NRS.

Superintendent Martinez recommended moving forward with the changes to the Policy and conducting further conversations on the diploma project because that would not take into effect until 2019 and the Policy would reflect what was already occurring in the schools.

7.04 SUBMISSION OF THE WCSD DISTRICT PERFORMANCE PLAN TO THE NEVADA DEPARTMENT OF EDUCATION

Scott Bailey, Chief Academic Officer, stated that in compliance with Nevada Law, the District needed to submit a District Performance Plan to the Nevada Department of Education. The Plan was a direct result of the Nevada Comprehensive Curriculum Audit.

Lynn Rauh, Director, Title I, provided a presentation to the Board on the Washoe County District Performance Plan. The District was charged with creating a performance plan that was aligned to the Nevada Comprehensive Curriculum Audit Tool for Districts (NCCAT-D) that would positively impact student performance. The District was required to submit the Plan to the Nevada Department of Education by July 1, 2014. The NCCAT-D was a tool that allowed district to evaluate their curriculum and instruction, assessment and accountability, and leadership. The audit was conducted because the US Department of Education granted the State of Nevada a waiver because of the 1- and 2-star schools in the State. The District utilized the information provided by the audit to develop the District Performance Plan (DPP).

Ben Hayes, Chief Accountability Officer, explained how the data for the audit was compiled and evaluated. The audit team examined the 3 primary focus areas, curriculum and instruction, assessment and accountability, and leadership, to determine opportunities for areas of improvement and what were the highest priorities.

Mr. Bailey reviewed the 6 recommendations from the audit team with the Board. The recommendations were directly related to "root causes" discussed in the DPP. For example, recommendation 1.1a was the development of a district-wide curriculum aligned with state standards and recommendation 1.2a was related to creating a more inclusive environment for students so all children were exposed to the same general rigor and discontinue the pull-out model for students with different needs.

Mr. Hayes added that the 6 recommendations, student achievement data, and all additional evidence led to the identification of 2 primary goals. The first goal was communication, awareness and implementation of the curriculum resources to support Nevada Academic Content Standards. It was important that an awareness of the materials needed for the new standards be developed and where the materials were available. The second goal was to provide professional development to ensure implementation of the new standards to all educators. The audit team then developed a one year implementation strategy to assure the goals and recommendations were completed.

Mr. Bailey explained the implementation strategy to the Board. Many steps of action would be required and the DPP included information on a timeline for completion and who would be responsible so the Board would be assured the one year plan was completed. One of the most exciting pieces to come out of the process was that people from various departments would be involved in the evaluation performance and assisting with the instructional aspects of the DPP.

Mr. Hayes commented that another positive of the NCCAT-D process was that the District would become much better at evaluating curriculum. An evaluation steering committee and a detailed evaluation plan were being developed that would enhance the

DPP and update to the Strategic Plan. Additionally, it would be the steering committee collecting the data and conducting the observations because they did not want to put additional requirements on the individual school sites. The DPP also allowed the District to determine the most effective methods of implementation which would assist with the goals and objectives in the update to the Strategic Plan.

Mr. Bailey concluded the presentation by explaining that the District would also be working on "parent guides" related to curriculum expectation for each grade level and the assessment practices so parents would have a better understanding of what would be occurring.

President Clark was encouraged about the common curriculum because as a Trustee, she would receive calls from parents about their students who had been doing well and then changed schools and were no longer doing as well academically. It made sense to have a common curriculum. Superintendent Martinez acknowledged that had been a problem in the District for a number of years and it needed to be addressed.

President Clark wondered how the DPP would work with the update to the Strategic Plan and if different locations would be focused on different aspects. Superintendent Martinez remarked that the update to the Strategic Plan and the DPP were aligned so the goals and objectives could be worked on simultaneously. The DPP had the potential to allow for stronger metrics in the future because the District had learned new ways to evaluate programs and develop stronger indicators. Mr. Hayes added that the DPP was essentially the beginnings of a project plan for the multi-year Strategic Plan. Mr. Bailey suggested the Board view the DPP as a supplement to the Strategic Plan.

President Clark asked when results would be returning to the Board. Mr. Hayes indicated that since the DPP was aligned with the Strategic Plan, the Department would include updates with monitoring reports and updates on the graduation initiative on a quarterly basis. Superintendent Martinez suggested that additional information could also be presented at the Data Summit.

Trustee Ruggiero requested that staff look at how they presented the DPP and tie it more to the Strategic Plan. Mr. Hayes noted that the DPP had to be presented to the State in a specific format so that could not be changed. However, he had requested staff not let the DPP be a distraction from the Strategic Plan since there had to be a focus on priority schools in the DPP. He mentioned that staff could present a crosswalk to the Board that showed how the 2 plans were aligned. Superintendent Martinez recommended that the DPP be included in the update to the Strategic Plan since that would be returning to the Board at a future meeting for final approval.

Trustee Rosenberg agreed that the DPP should be inserted into the Strategic Plan and worked from there.

President Clark also agreed and appreciated that she could see exactly what the action steps were for the Plan and appreciated that they would continue to bring it back to the Board for regular monitoring.

It was moved by Trustee Rosenberg and seconded by Trustee Ruggiero that **the Board of Trustees approves the submission of the WCSD 2014-15 District Performance Plan to the Nevada Department of Education to fulfill the requirement.** The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, Howard Rosenberg and Lisa Ruggiero.) Final Resolution: Motion Carries.

7.05 DISCUSSION OF THE PROPOSED ADOPTION OF BOARD POLICY 6160, INSTRUCTIONAL MATERIALS: MEDIA SELECTION, TEXTBOOK ADOPTION AND DISPOSAL OF OBSOLETE MATERIALS; AND THE DELETION OF BOARD POLICY 6161, MEDIA SELECTION, BOARD POLICY 6161.5, DISPOSAL OF DISCONTINUED INSTRUCTIONAL MATERIAL, AND BOARD POLICY 6181, STANDARDS ENHANCEMENTS AND COURSE REVISIONS, TEXTBOOKS/MATERIALS SELECTION AND ADOPTION

Scott Bailey, Chief Academic Officer, explained Board Policy 6160 was a consolidation of some pre-existing policies and assuring they were relative to current practices.

Trustee Aiazzi asked that the issue of challenges to materials be addressed. He wanted to make sure there was a timeframe associated with the challenges and that 1 person would not be able to stop the entire process. He also wondered if a challenge would stop the materials from being used until the challenge was resolved. Kindra Fox, Director, Curriculum and Instruction, mentioned that a challenge would not stop materials from being used until final disposition of the challenge. Mr. Bailey agreed a better timeline for challenges needed to be included in the Policy.

Trustee Aiazzi also recommended including a timeframe for parents to challenge so that a challenge could not be issued 6 months after the material had been introduced.

Staff would include the additional suggestions and bring the Policy back to the Board for preliminary approval at a future meeting.

7.08 DISCUSSION OF REVISIONS TO BOARD POLICY 6154, HOMEWORK

Scott Bailey, Chief Academic Officer, stated that staff had met with the Council on Family Engagement (COFE) to review the revisions to the Board Policy 6154 and the supporting regulations. COFE did not provide a lot of feedback on the Policy but received a lot of feedback on the regulations. COFE requested the language needed to be tightened up and considerations regarding intersessions and 3-day weekends included.

President Clark requested the regulations regarding Homework return to the Board for review when the Policy returned to the Board for Preliminary Approval.

7.09 PRELIMINARY APPROVAL OF THE PROPOSED REVISION OF BOARD POLICY 6200, LITERACY (FORMERLY ENTITLED "READING")

Trustee Rosenberg wondered why there was a name change. Scott Bailey, Chief Academic Officer, mentioned that "Literacy" would encompass not only reading, but also writing which was a major component of the new standards.

It was moved by Trustee Rosenberg and seconded by Trustee Aiazzi that **the Board of Trustees provided preliminary approval to Board Policy 6200, Literacy (formerly entitled "Reading"); and initiates the 15-day public review period.** The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, Howard Rosenberg and Lisa Ruggiero.) Final Resolution: Motion Carries.

7.10 PRELIMINARY APPROVAL OF DRAFT BOARD POLICY 6400, ASSESSMENT

Trustee Aiazzi wondered if "differentiated by student need" had been presented to the teachers and administrators. He wanted to make sure that teachers were able to teach to the entire class and not provide 30 different lessons. The policy needed to be useful and not just a "pie in the sky" ideal that could never be reached. Superintendent Martinez recommended the language be presented to the principal advisory group because they would be able to provide the appropriate feedback.

It was moved by Trustee Rosenberg and seconded by Trustee Aiazzi that **the Board of Trustees provided preliminary approval to Board Policy 6400, Assessment; and initiates the 15-day public review period.** The result of the vote was Unanimous: Pass (Yea: Barbara Clark, David Aiazzi, Howard Rosenberg and Lisa Ruggiero.) Final Resolution: Motion Carries.

8. Closing Items

8.01 BOARD MEMBER REQUESTS FOR FUTURE BOARD OF TRUSTEES' AGENDA AND AGENDA ITEMS

President Clark wondered what the status of the update to the Strategic Plan was in returning to the Board. Kristen McNeill, Chief of Staff, remarked that the discussion on the next steps for the update to the Strategic Plan would be at either the June 24, 2014 or July 29, 2014 agenda.

Trustee Aiazzi was concerned there was too much time before it would return. Superintendent Martinez indicated that staff wanted to present a more complete document to the Board.

Trustee Aiazzi mentioned that the Board needed to have additional discussions on the document and make sure the public had additional opportunities to provide input. Superintendent Martinez remarked that the Board could hold a discussion at the June 10, 2014 meeting about what the next steps should be for moving forward with the document.

Trustee Aiazzi requested additional information on the costs of the intersessions. Additionally he requested more information on the Challenger program, the assessments that were required broken down by state and federal requirements, and finally he wanted to make sure the public comment from Mr. Maylath was addressed. Randy Drake, Chief General Council, indicated that staff had spoken with Mr. Maylath, had obtained additional information from him and would also be providing him with additional information. Staff would provide an update to the Board from that meeting in writing.

Trustee Ruggiero requested additional information on the Equity Task Force. She mentioned that Trustee Mayer would like the Board, as a whole, or the Policy Committee hold a discussion on a staff dress code policy.

President Clark presented the proposed meeting schedule for the Board of Trustees for 2014-15. The Board held a discussion on if a specific day of the week should be set aside for Board work sessions for planning purposes. A discussion was also held about the monitoring calendar and when department reports should be presented to the Board.

8.02 PUBLIC COMMENT

There was no public comment at this time

8.03 NEXT MEETING ANNOUNCEMENT

The next Regular Meeting would take place on June 10, 2014 beginning at 2:00 p.m. in the Board Room at the Central Administration Building.

8.04 ADJOURN MEETING

There being no further business to come before the members of the Board, President Clark declared the meeting adjourned at 8:05 p.m.

Barbara Clark, President

Lisa Ruggerio, Clerk