

**MINUTES OF THE JUNE 26, 2018
REGULAR MEETING OF THE
WASHOE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES**

June 26, 2018

1. Opening Items

1.01 CALL TO ORDER

The regular meeting of the Board of Trustees was called to order at 2:00 p.m. at the Washoe County School District's Central Administration Building, 425 East Ninth Street, Reno, Nevada.

1.02 ROLL CALL

President Katy Simon Holland and Board Members Debra Feemster, Scott Kelley, John Mayer and Malena Raymond were present. Board Member Veronica Frenkel was present through teleconference. Board Member Angela Taylor was absent from the meeting. Superintendent Traci Davis, Deputy Superintendent Kristen McNeill, Chief of Staff David Lasic, and staff were also present.

1.03 PLEDGE OF ALLEGIANCE

Trustee Debra Feemster led the meeting in the Pledge of Allegiance.

1.04 PUBLIC COMMENT

Dave Keyes remarked that single-point-entry should be installed in all new schools the District was planning on building, especially in the middle schools. He was concerned that the new middle school designs did not provide enough space in the front of the schools for single-point-entry. He would like to see additional space for all the schools for additional parking and drop-off areas. He was also concerned that the community had not seen all the information associated with the possible land purchase for the new Arrowcreek middle school. He hoped the Board would allow the public to look at all the information before they approved the final purchase.

1.05 ACTION TO ADOPT THE AGENDA

President Simon Holland stated that staff was requesting Agenda Item 2.12, Approval of the contract to H&K Architects/Cuningham Group Architecture in the amount of \$2,885,500 for the design development phase of the architectural/engineering design

services for the new Wildcreek area high school, be pulled from the agenda. The item would return for consideration at a future meeting of the Board of Trustees.

It was moved by Trustee Kelley and seconded by Trustee Feemster that **the Board of Trustees pulls Agenda Item 2.12 and approves the agenda as revised.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Veronica Frenkel, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

2. Consent Agenda Items

It was moved by Trustee Mayer and seconded by Trustee Kelley that **the Board of Trustees approves Consent Agenda Items 2.02 through 2.11 and 2.13 through 2.22.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Veronica Frenkel, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

- 2.02 The Board of Trustees provided final approval for the proposed revision of Board Policy 5300, Student Activities.
- 2.03 The Board of Trustees provided final approval for the proposed revision of Board Policy 5325, District-Recognized Athletics.
- 2.04 The Board of Trustees provided final approval for the proposed revision of Board Policy 5340, District-Sanctioned Athletics.
- 2.05 The Board of Trustees provided final approval for the proposed deletion of Board Policy 5305, Interscholastic Activities, Athletics, School-Sponsored Events and Prevention and Treatment of Sport Related Injuries.
- 2.06 The Board of Trustees provided final approval for the proposed revision of Board Policy 7120, Community Use of School Facilities.
- 2.07 The Board of Trustees approved the purchase of 1258 G Street in Sparks, Nevada for future expansion of Robert Mitchell Elementary School and/or Sparks High School for \$329,900 plus half the closing costs in the amount of approximately \$1,650, and approximately \$2,000 for the appraisal, for a total cost of \$333,550.
- 2.08 The Board of Trustees awarded Bid #60185C, Single Point of Entry at Brown Elementary School, to Reyman Brothers Construction, Inc. in the amount of \$142,000; Bid #60185C, Single Point of Entry at Hidden Valley Elementary School, to Reyman Brothers Construction, Inc. in the amount of \$142,000;

and Bid #60185C, Single Point of Entry at Huffaker Elementary School, to Reyman Brothers Construction, Inc. in the amount of \$142,000.

- 2.09 The Board of Trustees awarded Bid #61120D, Flooring Replacement at Sarah Winnemucca Elementary School, to Contract Flooring & Interior Services, Inc. in the amount of \$224,053.
- 2.10 The Board of Trustees approved the renewal of Request for Proposal (RFP) #15-003, Comprehensive K-12 Virtual School and Credit Recovery/Acceleration Program, to Pearson for their Connections Learning Product for one (1) year beginning July 1, 2018 and ending June 30, 2019 in the estimated amount of \$178,200.
- 2.11 The Board of Trustees approved the Authorization to Move Forward with Bid #62505B, Re-Bid of Repair of Windows for Water Intrusion at North Valleys High School, with Ratification of the Award of this project at a future Board meeting.
- 2.13 The Board of Trustees approved the Agreement with Progressus Therapy, LLC for education and education-related services in connection with the Nevada Department of Education's Title IV A: Student Support and Academic Achievement Grant Program for up to \$180,000.
- 2.14 The Board of Trustees approved the client agreement with Rethink Platform Solutions for Fiscal Year 2018-2019 in the amount of \$150,000 for special education related services.
- 2.15 The Board of Trustees approved the staffing agreement for occupational therapy services with Delta Healthcare Providers for the 2018-2019 Fiscal Year in the amount of \$100,000.
- 2.16 The Board of Trustees approved the contract for occupational therapy services with National Staffing Solutions for the 2018-2019 School Year in the amount of \$350,000.
- 2.17 The Board of Trustees approved the Memorandum of Understanding between the Washoe County School District and Communities in Schools of Nevada, Inc., a Nevada non-profit corporation, to deliver collaborative, community-based integrated student services to students during School Year 2018-2019 at Sparks Middle School, William Anderson Elementary School, and Glenn Duncan Science, Technology, Engineering, and Mathematics (STEM) Academy for a total amount of \$114,940.

- 2.18 The Board of Trustees approved the recommendation of the Group Insurance Committee for a two (2) year contract with Hometown Health Healthy Tracks Wellness Program to be effective August 1, 2018.
- 2.19 The Board of Trustees approved the movement of Renee Martin from the at-large position on the School Naming Committee to the Zone E position, and approved the appointment of Scott Benton to the at-large position, for the remainder of the terms set to expire on June 30, 2019.
- 2.20 The Board of Trustees adopted Board Resolution 18-005, A resolution to augment the Fiscal Year 2017-18 budget, and approved budget transfers as proposed.
- 2.21 The Board of Trustees accepted the information collected from the William N. Pennington Foundation related to Nevada Revised Statute 386.390.
- 2.22 The Board of Trustees approved the Projected Fiscal Year 2018-19 Reduction of Pupil-Teacher Ratio in Certain Classes Plan and authorized the Superintendent to file the plan with the State Superintendent of Public Instruction.

3. Budget Items

3.01 UPDATE AND DISCUSSION ON THE STATUS OF THE DISTRICT'S PRIORITY BASED BUDGETING PROCESS, INCLUDING A STATUS UPDATE, AND POSSIBLE ACTION BY THE BOARD OF TRUSTEES TO PROVIDE DIRECTION ON THE DISTRICT'S RESULTS AND DEFINITIONS TO BE USED IN THE PROCESS

Mark Mathers, Chief Financial Officer, provided the Board with an update on the Priority Based Budgeting (PPB) process. Washoe County School District would be the first school district in the country to utilize the process and staff had been working on the process since January. Since they were the first school district to use PPB, some of the steps had to be reviewed and altered slightly because of the nature of public education, which was different than the work of cities and counties. He introduced Steve Seman, from ResourceX, who would conduct the majority of the conversation.

Steve Seman, ResourceX, began the presentation. The intent was to provide the Board with an overview of PBB, what the District had been able to accomplish to date, and the items remaining to be completed. Staff would also be looking for feedback from the Board on what had been established as the "results" and "definitions" that would be used as part of the PBB process. When any government agency began using PBB, it was important for them to answer the following questions: what does it cost, what do we do,

and why are we in business. In terms of what we do, the best way to think about the question was what were the programs and services provided by the District, both externally (to the community) and internally (to employees). Once a program or service had been identified, the actual cost of the program or service had to be determined. The cost was not always the budgeted amount. Finally, the District had to identify the reason they were in existence and if that would continue to be the reason in the future. It was important to remember that identifying programs and services, and their costs would be useful in terms of transparency and allow everyone to see what the actual costs were so if cuts or reductions had to occur, it would be clear which program would be impacted, who it would impact, and what that impact would cost. ResourceX had worked closely with the District to determine many of the programs and services and were in the process of determining the costs. He noted that the number of programs and services would likely change and overlap between departments until everyone was aware of how PBB worked.

Mr. Seman explained that the Board would need to review the "results", which would be the priorities of the District, and then the "definitions", which were the processes that the District would use to determine the priorities of programs and services. ResourceX and senior District leadership worked off of the Goals and Objectives of the Strategic Plan, *Envision WCSD 2020*, as the starting point to establish the results. The results were separated into internal, or employees, and external, or academics, services. It was determined there should be separate categories since there were programs that were important to support the academic mission of the District but would not directly impact the academic achievement, such as Financial Services. Financial Services were critical to the operation of the District since it handled programs such as Payroll. Once the results and definitions were developed, they were reviewed and refined by multiple groups within the District.

Mr. Mathers cautioned that much of terminology used by ResourceX and PBB were different than what was commonly used in the District and by the Board. It was important to remember that a result was a priority, so one of the results, or priorities, of the District was academic growth. The definitions associated with academic growth were how the District intended to achieve or improve academic growth.

President Simon Holland noted some of the Objectives within the Strategic Plan were similar in language, but were intended to focus on specific concerns. For example, Objective 1.1 talked about meeting the needs of every student, while Objective 1.2 focused on closing achievement gaps. Mr. Seman remarked that part of the reason behind the presentation was to allow the Board to provide feedback on the results and definitions to ensure the language was correct and focused on what the Board intended in the Strategic Plan.

Trustee Feemster added that, for her, it was important to include information directly related to ensuring the needs of minority students were met because the achievement gaps had to be looked at through a different lens other than just meeting the needs of all students.

Trustee Mayer agreed that there should be separate items for meeting the needs of all students and closing the achievement gaps. Mr. Seman commented that when it came to the definitions, the groups reviewing the information sought the assistance of the subject matter experts, which were the specific departments since they were the ones with the ability to provide information on the programs and services important to achieving results and definitions. More information on that specific process would be provided later in the presentation.

Mr. Seman continued with the presentation. The goal of PBB was to look at all programs and services to ensure the appropriate resources were being devoted to each. Different departments might work on the same results and definitions, but without the PBB process, that information might not be realized, so the true cost of the program or service never known. Additionally, a result or definition could be important, but the metrics might need to be reviewed to ensure the impact the Board was looking for was being measured and met. The definitions related to the first (academic growth) and second (safe and supportive environment) results were reviewed.

President Simon Holland mentioned that one of the definitions was a little concerning to her, which was identifying students who might be at-risk. While she understood the intent, she wondered if more appropriate wording might be to identify the risks that students face and provide assistance to the students. She cautioned that the "identifying students" wording could imply the District was profiling students at an early age.

Mr. Seman reviewed the information surrounding the well-rounded student experience. The result was the first not to come directly from the Strategic Plan, but staff believed that the District would still be working toward providing that experience many years from now. The definitions included not only the academic aspect of the District, but looked at the whole student experience, including athletics and personal or civic responsibility.

Trustee Mayer asked if a program or service would automatically be removed if it did not fall into the results and definitions. Mr. Seman stated that discontinuing programs was not the intent. The intent was to capture as much of the District's story in the results and definitions as possible, but that there would be some programs and services that only contributed a small part to the overall story. Some programs or services might only produce a small amount of data related to academic growth but were mandated by the state or federal government. The District would not be able to get rid of the program, but would now have a better understanding of the actual costs of that program.

Trustee Mayer clarified that the process would help evaluate where funds should be allocated. Mr. Seman noted funds and staff time were both being evaluated so the Board and community would have a clear picture of the actual costs. The analysis needed to be completed before any recommendations could be provided. If a program was rated low in the process and the other groups conducting reviews also rated the program low, the Board and District leadership should probably look at the program and ask why they were continuing to offer it. If the program was mandated then it would have to continue, but maybe in a different format.

Trustee Mayer asked if changes could be made during the process. He wondered if a program was rated low but later determined to be important, could a correction be made, even if that were to be discovered midway through the budgeting cycle. Mr. Mathers indicated that yes, changes could be made. Mr. Seman added that PBB would provide a roadmap for the Board and community of the programs and services that were important to get where the District wanted to go.

President Simon Holland recalled that information presented by the National School Boards Association mentioned that a primary role of a school board was to make sure resources were allocated to reflect the things that were most important to a school district, such as academic growth and student achievement. PBB would provide an additional way for the Board to see that allocation process was occurring as expected or if changes needed to occur. The data that would be collected on the programs and services would provide a clearer picture to the Board on if the District was allocating resources to get to the results they were looking for.

Trustee Feemster asked how the data would be stored and utilized, namely who would have access to the information and how it would be used. Mr. Seman provided information on the software program that was used as a tool to filter through the data being gathered on the PBB process. The data would allow the Board and community to see where resources were being spent, namely on which results and definitions. The information of the results and definitions would be filtered to show which programs and services were more closely aligned with the results and definitions. Programs and services at the top of the list would be closely aligned, while programs and services lower on the list might not be closely aligned. He restated that just because a program or service was not closely aligned, did not mean that it would go away, it just meant that the Board would need to conduct a more thorough review on why it was being provided. The information was financial and not associated with specific individuals.

Trustee Frenkel appreciated the work that had been done. Her concern was with some of the language related to how the Board would know if results had been achieved. She wondered if a deeper dive into some of the information would be appropriate for the Trustees so they could have a better understanding of how the working groups within the District were ranking some of the programs. Mr. Seman mentioned that the scoring

process would be explained more later in the presentation. His intent was to get through the high-level priorities first. The type of conversation the Trustees were interested in having related to the scoring might require an additional meeting.

Mr. Seman continued with the presentation. He reviewed the definitions related to college and career readiness. He cautioned that there could be more under the definitions, but some of the aspects of college and career readiness could be related to other priorities or results, such as well-rounded education, safety, or academic growth.

Trustee Kelley mentioned under college and career readiness, he would like to see military listed separately. While it could be considered under career, he felt that it was different and should be listed as such. He was also hoping to see something related to financial literacy included in one of the definitions and co-curricular and extracurricular combined.

Trustee Frenkel wondered if the wording of the definitions could be adjusted to make them more student centered and not about the programs or services.

Mr. Seman reviewed the definitions related to community partnerships. The external services results were the primary priorities of the District but it was important to remember there were internal services that would continue into the future. The results or priorities for internal services were reviewed. He noted that the Strategic Plan did include some Goals for internal services related to workforce development and developing an efficient systems process. The scoring process was explained further. The two primary ways the scoring took place were by a self-assessment by each department and then the Leadership Team of the District. The process was completed by both groups because some departments might over emphasize their roles and programs, while other departments might under emphasize their roles and programs.

President Simon Holland asked how some of the external stakeholders and community members might take part in the process. The Board had appreciated the input they received during the budget forums and would like to allow them to participate again. Mr. Seman indicated that the Board would need to determine the level of information they wanted to share with stakeholders and the community. One way he had seen other organizations solicit feedback was to ask which priorities the community would like to see limited resources spent on. If the community placed an emphasis on academic growth, then adjustments could be made.

Trustee Feemster wondered if School Police would be included as part of the internal or external priorities. Mr. Seman remarked that primarily School Police would fall under external because it aligned more with providing safety. Some internal services might be provided by School Police, but that would be true with any department. The important part of PBB was to align the service or program that was provided by the department and if that was internal or external. Some departments might need to be separated in the

future between internal and external because of their size, but it was too early in the process to make that determination.

Mr. Seman explained the final steps in the process. Some reconciliation between the department scoring and Leadership Team scoring still needed to occur to ensure the formulas that were being used to score the programs were correct. Additional information was provided on how the departments and Leadership Team scored programs and services. The scoring range was between 0 and 4, with 0 being the lowest, because it simplified the process to use smaller numbers. For a program or service to be rated a 3 or 4, it had to be essential to achieving the results based on the definitions. He cautioned that just because a program or service was rated low that did not mean it would be eliminated because the program or service could be mandated. Also, a program or service might only touch on one of the definitions, but could be an essential aspect of achieving a result.

President Simon Holland appreciated the information presented on scoring. She hoped that in the future, the District would be able to provide more information to the Nevada Legislature on the actual costs of mandates.

Mr. Seman reviewed some of the feedback the Trustees had requested to the wording of the results and definitions. He thanked the Board for the information and indicated an updated version would be provided at a future meeting.

It was moved by Trustee Frenkel and seconded by Trustee Kelley that **the Board of Trustees approves the "results" and "definitions" as discussed to be used by the Washoe County School District as part of the Priority Budgeting Process.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Veronica Frenkel, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

President Simon Holland recessed the meeting for 15 minutes. Trustee Veronica Frenkel was no longer present when the meeting reconvened.

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

4.01 PRESENTATION TO THE BOARD OF TRUSTEES REGARDING THE BALANCED CALENDAR SURVEY RESULTS AND DISCUSSION AND POSSIBLE ACTION TO APPROVE THE 2019-20 SCHOOL YEAR CALENDAR

David Lasic, Chief of Staff, explained the presentation would provide the Board with a review of the results of the survey conducted on the Balanced Calendar, research staff had found on how school calendars impact student achievement, and options and recommendations for the Board to consider.

Dr. Bryn Lapenta, Director of Student Accounting, began the presentation with a review of prior calendar surveys conducted by the District. She noted a comment section was intentionally left off the most recent survey because it was previously not utilized as intended. The survey questions were intentional and did ask for similar information because asking the same question a different way could result in a different response. Yes or no responses were not allowed as options so the Board would have the ability to see how the community felt about the options presented. It was important to keep the survey short so people did not stop in the middle and not finish the survey. A link to the survey was sent to about 74,000 recipients.

Dr. Laura Davidson, Director of Research and Evaluation, mentioned the response rate for the survey was one of the highest rates the District had seen on any survey. About 18,000 total responses were received, with 62% of the respondents identifying themselves as parents, 9% as students, 5% as community members, and 24% as staff, with 15% of those identifying themselves as teachers. The majority of the respondents were in English and 110 responses in Spanish. The results of the survey were reviewed. Because of the similar questions, the results were able to show a lot of consistency. The respondents' favorite feature of the Balanced Calendar was the Fall Break, as was ending the semester before the start of Winter Break and a 2-week Spring Break. The respondents' most disliked aspects of the Balanced Calendar were starting the school year in August, a 3-week winter break, and ending the school year the second or third week of June. It was important to note that more people liked the Fall Break and ending the semester before Winter Break than disliked starting the school year in August and ending the school year in mid-June. She noted that people did not have a strong opinion regarding the intersession opportunities, probably because they did not know a lot about them unless their children were participating.

Dr. Lapenta reviewed the calendar options that were provided in the survey. Option A was the current Balanced Calendar; Option B was the same calendar, but only included a 2-week Winter Break; Option C had a Fall Break, 2-week Winter Break, 1-week Spring Break, and ended the school year around Memorial Day; and Option D would be considered more of the traditional calendar and began after Labor Day, had the semester ending after the Winter Break, and ending the school year in mid-June because of the late start date.

President Simon Holland wondered why only 4 options were presented for people to rank. Dr. Lapenta commented that it was important to provide people with viable options that could be considered for a school calendar, which took into account the number of days required, testing schedules, and other requirements. Since the community wanted to see an option that began school after Labor Day, Option D was provided. It was the only option that started later because staff had heard from students and parents that it was

important that the first semester end prior to the start of the Winter Break so students would not have to worry about exams over the break.

Dr. Davidson reviewed the results of the survey related to the calendar options. Because of the number of respondents and the groups who responded, the results were fairly consistent and representative. The most preferred option was Option C and the second favored was Option B. Option A was the least favored calendar. Option D was split almost perfectly between peoples' favorite and least favorite calendar. The presentation showed the results by zip code for the 10 most represented response areas.

Dr. Lapenta addressed the main concern about starting the school year so early in August. Unfortunately, it was impossible to start later, keep the Fall Break, and end the semester before the start of the Winter Break. If the school year started later in August and the Fall Break kept, then the semester would end 2 to 3 weeks after Winter Break.

Mr. Lasic mentioned he and Dr. Lapenta had recently attended a conference on school calendaring. During the conference, they were able to learn about a number of research projects on the impacts of longer breaks on student achievement. The primary take-away was that students on a Balanced Calendar performed better, especially students considered at-risk.

President Simon Holland wondered what the standard definition of a Balanced Calendar was. Mr. Lasic indicated there were different variations, but basically it was a calendar that had frequent breaks built in to limit learning loss. If the school year were divided into 2 semesters, then the number of days in each semester should be about equal.

Mr. Lasic continued with the presentation. The research also showed that any summer break longer than 8 weeks had a negative effect on the retention of knowledge. When students had breaks longer than 8 weeks, teachers would have to spend about 30 days catching students back up from information that was lost. Both Washington State's and New York State's Departments of Education had conducted extensive research on calendaring because of the amounts they spent on remediation. The main researcher on the topic of education was Dr. John Hattie, who conducted research on the research. Dr. Hattie discovered 138 factors that impacted education and any factor with a statistical significance of 0.4 or greater had a high impact on education, 0.4 – 0 had a minimal impact, and anything less than 0, i.e. -0.5, had a negative impact. His findings showed that low income students lost 2.6 months of grade level equivalency information in math and 2 months in reading. The effects were different for students from higher socioeconomic statuses since they were typically able to afford different experiences during breaks. The Board had received an email related to some of Dr. Hattie's findings commenting that the length of the summer break had a lesser impact on education, but the information from the email was incorrect. Summer breaks ranked 134 out of 138 factors having an impact on education and had a statistical significance of -0.9. Finally,

the United States was one of a few countries in the world that had such long summer breaks. It would be important for the Board to make a decision related to the calendar soon because other educational organizations were waiting for the District to finalize the calendar for the 2019-2020 School Year so they could finalize their calendars.

Superintendent Davis concluded the presentation. It was evident that there was no one calendar that would satisfy the entire community. What would be important would be to satisfy the needs of the 64,000 students in the District and pick a calendar that would benefit all of them in terms of their education and academic achievement. When the District reviewed their own data, it was clear the 2-week Spring Break allowed many students to obtain credits, so her recommendation was that the Board approve Option B for the calendar since it reduced the Winter Break and still allowed students an opportunity to participate in intersession prior to the end of the school year.

President Simon Holland noted Option C had a 10-week Summer Break, so Option B was preferred since the summer break was only slightly over the 8-week limit recommended, at 9 weeks. She opened the meeting to public comment.

Chuck Fletcher provided remarks on behalf of the Washoe Education Association (WEA). WEA was not taking a position on a specific calendar option, but had heard from many of their members on all the options presented by the District. WEA was concerned about the impact to the pay of their members related to Option D because it changed the pay schedule for the first year. He noted that when the District decided to change the calendar 6 years ago, there were many Board discussions, town hall meetings, surveys, committee meetings, and public conversations. He would hope that the Board would consider doing something similar if they were going to consider drastic changes to the calendar again. He thanked Superintendent Davis for recommending something other than Option D.

Bonnie Johnston was a teacher and the parent of two students in the District. She and many of her friends and colleagues chose Option D as their preferred calendar. She believed there were many inconsistencies with the survey results and that the data did not match with the information presented to the Board by staff. It appeared to her that Option D was the favored calendar and while it was also rated as the least favored option, the disclaimer included stated that the sample size varied because not all respondents answered each question. She believed that many people who took the survey only provided a response on their favorite option and did not respond to their least favorite option. She believed the survey results showed that the community wanted a later start to the school year and there would be pushback if another option were selected. As a teacher, she had seen many families take advantage of the frequent breaks and extend them, which caused her to adjust her teaching schedule.

Melissa Boesen, President, Washoe Education Support Professionals, mentioned that it was the classified staff that was most impacted by changes to the calendar. Many of the employees she represented were 9 month employees and the Balanced Calendar was a financial hardship for them because there was not enough time during the summer to get another job and the extra breaks were lost time for them as well. She urged the Board to consider those employees who were hourly employees because the additional breaks and shorter summers did impact them.

President Simon Holland asked how staff interpreted the data to show Option D as the least favorite option when it was the most favored in some cases. Dr. Davidson stated Option D was most frequently rated as the top calendar by families and community members and was also rated high as the most disliked calendar. The District looked at the overall averages of the calendars when interpreting the data and, on average, Option C was ranked the highest with 66.9% rating it as their first or second favorite. Option D was rated, on average, at 47.4% and Option B, on average, at 54%. Option B was also the lowest percentage of people rating it as their least favorite calendar. Mr. Lasic noted that when looking at the information based on zip codes, the two highest respondent areas came from some of the most affluent areas in the community.

President Simon Holland mentioned she had noticed that as well and it was important to remember that the research showed that it was the lower income students that were most negatively impacted by the long summer breaks.

Superintendent Davis commented that the difference between Option B and Option C was the 2 weeks for Spring Break since they both had a 2 week Winter Break. During the 2017-18 School Year, students earned 194 credits during the last week of the Winter Break. Both Option B and Option C removed that ability for students, so the only time left for many to recover missing credits during their senior year would be during the last week of Spring Break in Option B. It was the ability for students to recover credits that drove her recommendation.

President Simon Holland recalled that 1,267 students took advantage of the Winter Intersession options. While that was a small percentage of all 64,000 students, to those families, it was extremely important.

Trustee Raymond wondered what the consequence would be for students if Option B were chosen over Option C and if students would be able to recover credits during the summer. Superintendent Davis explained the biggest consequence would be that seniors would not be able to walk with their class at graduations and would graduate in August. Mr. Lasic added that it was difficult to get students to sign up for summer school programs in general and some students might decide not to come back. Some elementary schools involved in specific programs, such as Zoom Schools, were required to offer summer intersessions, but continually showed low turnout numbers.

President Simon Holland informed the Board she had received an email from the Faculty Senate for the University of Nevada, Reno. The University was trying to align their spring break with the District's to allow the faculty members with younger children the opportunity to take a vacation with their families. The Faculty Senate voted to support the calendar options that would align the breaks, which were Options A, B, or C. Option D would ensure the spring breaks would not overlap and was the least favored option.

Trustee Mayer wondered about the contingency days and when students would have to come back if the school year was scheduled to end just before Memorial Day. Mr. Lasic stated if the District was required to use the contingency days, then the students would have to come back after Memorial Day, even if the school year was scheduled to end prior to then.

President Simon Holland mentioned that prior public comments made at the last Board meeting related to the calendar noted that special education students and families often had difficulties with the frequent breaks because the students would get into a routine and then have to change for a week. She wanted to make sure the community knew the Board had heard their remarks and did take the challenges into consideration, even if no public comments were made at the current meeting. Dr. Lapenta remarked that the timing of Fall Break was always challenging because of when the PSAT was conducted. The District struggled for a couple of years to figure out where to place the Fall Break and included a question in one of the surveys asking when the parents felt it should be. The overwhelming response was that Fall Break should be the first week of October.

President Simon Holland stated that it was a difficult decision because there was no way to make everyone happy. She commented that she had heard from a number of people in her own family that it would be beneficial for student achievement data to be included as part of any new survey so people could make an informed choice on what was best for all students and not just what was best for their families.

It was moved by Trustee Mayer and seconded by Trustee Feemster that **the Board of Trustees approves Option C as the calendar for the 2019-2020 School Year.**

President Simon Holland opened the motion for discussion. She reminded the Board that they did not have to make a final decision at the current meeting if the Trustees were having difficulty with the decision.

The result of the vote was 2-3: Pass (Yea: Debra Feemster and John Mayer. Nay: Katy Simon Holland, Scott Kelley and Malena Raymond.) Final Resolution: Motion Fails.

It was moved by Trustee Mayer and seconded by Trustee Kelley that **the Board of Trustees approves Option B as the calendar for the 2019-2020 School Year.**

President Simon Holland opened the motion for discussion.

Trustee Raymond explained she was leaning towards supporting the motion because she believed it was the best choice for all students in the District and would support academic achievement for everyone. She acknowledged that there were areas throughout the District where families could provide additional academic opportunities, resources, and supports for their children during breaks but as a Trustee, it was her responsibility to consider all students. She felt that the 9-week Summer Break included in Option B was more than enough time for families to take a vacation if that was their choice and for the kids to play.

President Simon Holland asked how long the Summer Break was for Option D. Mr. Lasic stated Option D had the longest Summer Break with 11 weeks.

Trustee Kelley agreed with Trustee Raymond's comments. Most of the comments he received or saw on social media were based on how the calendar impact their individual families. He felt that Option B was a good compromise between what the research showed impacting student achievement and the desire of families to have a longer summer. When he considered his own child, he knew that 9 weeks was more than enough time for his son to play and catch snakes and frogs.

President Simon Holland reminded the community that the Board requested the survey as a means of soliciting input on the calendar and that it was not intended to be the deciding factor. She also believed that Option B was a good compromise. The Board had to ensure that all needs of all students were met in terms of their academic options and would not be serving some of the most vulnerable students if the summer was extended.

The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

Mr. Lasic mentioned that staff had begun conversations on tracking summer learning loss to determine what the actual impacts to Washoe County School District were. The information would be provided to the Board in the future, but it could take a couple of years before information was available.

President Simon Holland agreed with the collecting of the information and requested that another review of the Balanced Calendar be provided to the Board within 3 years. She felt the timeframe would allow staff to collect the information needed on learning loss, as well as additional intersession information.

President Simon Holland recessed the meeting for 5 minutes.

- 4.02 **PRESENTATION AND POSSIBLE ACTION TO REVIEW THE ANNUAL CHARTER SCHOOL PERFORMANCE AUDIT OF SIERRA NEVADA ACADEMY CHARTER SCHOOL AND TO MAKE A FINDING WHETHER THE SCHOOL IS COMPLIANT WITH THE TERMS AND CONDITIONS OF ITS CHARTER AGREEMENT**
- 4.03 **PRESENTATION AND POSSIBLE ACTION TO REVIEW THE ANNUAL CHARTER SCHOOL PERFORMANCE AUDIT OF ENCOMPASS ACADEMY CHARTER HIGH SCHOOL TO MAKE A FINDING WHETHER THE SCHOOL IS COMPLIANT WITH THE TERMS AND CONDITIONS OF ITS CHARTER AGREEMENT**
- 4.04 **PRESENTATION AND POSSIBLE ACTION TO REVIEW THE ANNUAL CHARTER SCHOOL PERFORMANCE AUDIT OF MARIPOSA ACADEMY CHARTER SCHOOL AND TO MAKE A FINDING WHETHER THE SCHOOL IS COMPLIANT WITH THE TERMS AND CONDITIONS OF ITS CHARTER AGREEMENT**
- 4.05 **PRESENTATION AND POSSIBLE ACTION TO REVIEW THE ANNUAL CHARTER SCHOOL PERFORMANCE AUDIT OF HIGH DESERT MONTESSORI SCHOOL AND TO MAKE A FINDING WHETHER THE SCHOOL IS COMPLIANT WITH THE TERMS AND CONDITIONS OF ITS CHARTER AGREEMENT**
- 4.06 **PRESENTATION AND POSSIBLE ACTION TO REVIEW THE ANNUAL PERFORMANCE AUDIT OF BAILEY CHARTER SCHOOL FOR COMPLIANCE WITH THE TERMS AND CONDITIONS OF THEIR CHARTER AGREEMENT AND CONSIDERATION OF ACTION TO RENEW THE CHARTER FOR A SIX YEAR TERM**
- 4.07 **PRESENTATION AND POSSIBLE ACTION TO REVIEW THE ANNUAL PERFORMANCE AUDIT OF CORAL ACADEMY OF SCIENCE CHARTER SCHOOL FOR COMPLIANCE WITH THE TERMS AND CONDITIONS OF THEIR CHARTER AGREEMENT AND CONSIDERATION OF ACTION TO RENEW THE CHARTER FOR A SIX YEAR TERM**

Vice President Raymond opened Agenda Items 4.02 through 4.07 for presentation, discussion, and possible action on the individual Agenda Items.

Dr. Byron Green, Chief Student Services Officer, began the presentation on the annual performance audits of District-sponsored charter schools.

Stacey Cooper, Charter School Liaison, explained there were 8 District-sponsored charter schools within Washoe County School District. Each charter school offered unique educational options for students and families. The District worked with each charter school to ensure they had the proper guidance, professional development, resources, and information related to their overall school performances and guidelines set by Nevada Revised Statutes. The District conducted performance monitoring reviews through the school year as a means of ensuring strong collaboration with the charter schools, not just to ensure the schools were in compliance with the law.

Ms. Cooper reviewed the performance audit for High Desert Montessori Charter School (HDMCS). The charter for HDMCS would be up for renewal in 2020. The school served grades K – 8 and provided a Montessori curriculum for their students. The District had no areas of documented concern or discrepancy in the audit and the District was recommending the Annual Charter School Performance Audit be approved as compliant.

Ms. Cooper presented the performance audit for Mariposa Dual Language Academy Charter School. The charter for Mariposa would be up for renewal in 2020 and they served students in grades K – 5. The school specialized in dual language immersion, with the curriculum provided in Spanish and English. One area of noncompliance was discovered during their audit related to teacher certification. A corrective action plan was submitted and included an alternative route to licensure program. The recommendation was that the Board approve the Annual Charter School Performance Audit be approved as overall compliant.

Ms. Cooper reviewed the performance audit for enCompass Academy Charter High School. The charter would be up for renewal in 2019 and they served grades 9 – 12. She reminded the Board enCompass had previously been known as Rainshadow Community Charter School. She was proud to recommend that the Board approve the Annual Charter School Performance Audit as compliant, which was the first time in a number of years that there were no areas of noncompliance or concerns.

Ms. Cooper presented the performance audit for Sierra Nevada Charter School (SNCS). The charter for SNCS would be up for renewal in 2020 and the school currently served students in grades K – 9. SNCS would continue to add grade levels annually through grade 12 and continued to experience growth in enrollment. The curriculum was focused on project-based learning and student-led learning. One area of noncompliance was discovered related to teacher certification and a corrective action plan submitted. The recommendation was that the Board approve the Annual Charter School Performance Audit as compliant.

Ms. Cooper explained the performance audit for Bailey Charter School also included possible action to renew their charter through 2024. Bailey Charter School serviced students in grades K – 6 and provided a small school environment for high-risk students.

The school improved safety structures in their building and added a new technology lab to foster 21st Century Learning skills for their students. The recommendation was to approve the Annual Charter School Performance Audit as overall complaint and renew the charter for Bailey Charter School.

Ms. Cooper presented the performance audit and request for charter renewal for Coral Academy of Science Charter School. Coral Academy served students in grades K – 12 across 3 campuses in the area. They focused on science, technology, engineering, arts, and mathematics (STEAM) curriculum. Since the last time the charter was renewed, Coral Academy had added a high school campus and varsity sports. The school had a successful competitive robotics teams and had received numerous state and national accolades. If approved, the charter would be renewed until 2024. The recommendation to the Board was to approve the Annual Charter School Performance Audit as overall compliant and renew the charter.

Trustee Feemster asked if any of the charter schools in the Washoe County School District were operated or influenced by the Turkish government. Ms. Cooper stated the District had received allegations for a number of years that the Turkish government had influence over some of the charter schools. The District investigated the allegations, worked with the Office of General Counsel, and other legal entities associated with the charter schools and had found no conclusive evidence of any influence.

President Simon Holland wondered if any of the charter schools were managed by private corporations. Ms. Cooper mentioned all of the charter schools worked closely with the Charter School Association of Nevada, but none participated in any charter management organizations or corporations.

Trustee Kelley asked why the renewals were for 6 years. Ms. Cooper stated Nevada Revised Statutes were changed a couple of years back to have charter renewals extended to 6 year increments.

It was moved by Trustee Raymond and seconded by Trustee Feemster that **the Board of Trustees approves the “Annual Charter School Performance Audit” for Sierra Nevada Academy Charter School as compliant.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

It was moved by Trustee Raymond and seconded by Trustee Feemster that **the Board of Trustees approves the “Annual Charter School Performance Audit” for enCompass Academy Charter School as compliant.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

It was moved by Trustee Raymond and seconded by Trustee Feemster that **the Board of Trustees approves the "Annual Charter School Performance Audit" for Mariposa Academy Charter School as compliant.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

It was moved by Trustee Raymond and seconded by Trustee Feemster that **the Board of Trustees approves the "Annual Charter School Performance Audit" for High Desert Montessori School as compliant.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

It was moved by Trustee Raymond and seconded by Trustee Feemster that **the Board of Trustees approves the "Annual Charter School Performance Audit" and the application for renewal of the charter for Bailey Charter School.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

It was moved by Trustee Raymond and seconded by Trustee Feemster that **the Board of Trustees approves the "Annual Charter School Performance Audit" and the application for renewal of the charter for Coral Academy of Science Charter School.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

4.08 **PRESENTATION AND POSSIBLE ACTION TO REVIEW THE ANNUAL CHARTER SCHOOL PERFORMANCE AUDIT OF I CAN DO ANYTHING CHARTER HIGH SCHOOL FOR COMPLIANCE AND TO MAKE A FINDING WHETHER THE SCHOOL IS COMPLIANT WITH THE TERMS AND CONDITIONS OF ITS CHARTER**

Stacey Cooper, Charter School Liaison, explained the District presented information to the Board in April 2018 regarding ongoing concerns with I Can Do Anything (ICDA) Charter High School. The presentation would provide an update on the information. ICDA currently served students in grades 9 – 12 and specialized in experiences surrounding the performing arts and multi-media opportunities. The District found four areas of noncompliance related to the annual review and their charter would be up for renewal in 2019. The four areas of noncompliance were reviewed.

Ms. Cooper presented that the first area of noncompliance was related to the financial management of the school. The District's financial review found the school had not complied with the generally accepted standards of management and operated with a deficit beginning March 31, 2018. A decline in student enrollment for the current school

year impacted the overall financial solvency of the ICDA and the projected year end deficit would be greater than the school's ending fund balance, which was the second area of noncompliance per Nevada Revised Statutes (NRS). The issue with the decline in enrollment was a reduction in the amount of revenue received from the Distributive School Account, but the school continued to operate financially as though there had not been a decline in enrollment. The issues related to the school's financial problems were the primary reason for the initial report to the Board in April

Ms. Cooper explained the third area of noncompliance was related to a Washoe County Health Department inspection and their findings of noncompliance with food preparation areas of the school. ICDA had since worked with a private food service and submitted a new plan to the Health Department and District to ensure they were now in compliance. The area was still listed as noncompliance because the District had not received an updated health inspection report from the Health Department. The final area of noncompliance was that the District had not received a list of current members of their board of directors, along with their qualifications. A corrective action plan was submitted in May and it was determined ICDA did not have a complete board. ICDA enacted a plan to resolve the issue and fill all vacancies on their board. The ICDA board would be meeting later in the day to fill remaining vacancies and elect officers.

Ms. Cooper concluded the presentation. ICDA was the oldest running charter school in Nevada, opening in 1998. ICDA had consistently underperformed and was declared a Rising Star School by the Nevada Department of Education in 2016. The school had seen substantial growth in their graduation rates and closure of achievement gaps, but graduation rates were still under 60%. Since the meeting in April with the Board, ICDA agreed to an intensive progress monitoring plan that was directly related to the area of noncompliance. The principal had submitted the progress monitoring goals and action steps to the District and the District's monitoring will begin in July 2018. Information would be provided to the community, students, and families of the school regarding potential closure, not because the District anticipated the school closing, but to allow the students and families more time to prepare and review options if the school were forced to close. The Board would be provided with an update and possible options related to ICDA in December 2018 and the final decision on the renewal of the charter would occur in June 2019.

President Simon Holland asked if any decision on the school, i.e. renewal or closure, would come before the Board for recommendation and approval. Dr. Byron Green, Chief Student Services Officer, stated that was correct. The District wanted to ensure all parties involved, namely the school, families, students, and the District, had enough time to review options for the students. The District wanted any possible transitions to be successful and for that to occur, it would take a few months.

President Simon Holland asked how many students were enrolled in ICDA. Ms. Cooper stated the enrollment at the beginning of the 2017-18 School Year was around 225 and then dropped below 200. Since there were quarterly enrollment figures due to the state, a school the size of ICDA could not afford to lose around 35 students without adjusting their finances.

Trustee Mayer requested to hear from the principal of ICDA.

Dawn Gilmore-Reid, I Can Do Anything Charter High School Principal, thanked the Board for the opportunity to provide information. ICDA had been working on corrective action plans related to the areas of noncompliance and believed they were now able to move forward. One area of concern for ICDA, and almost all charter schools, was the rising costs of leasing buildings and ensuring they were able to attract highly-qualified teachers to the school. ICDA had been very fortunate over the years to have community support for their mission and hoped that support would continue. She knew the school needed to continue to increase the graduation rate, but noted that even more important for her was that the school had reduced their drop-out rate. Students were no longer just leaving school, but continuing to work towards receiving their diplomas. The school administration for ICDA had undergone numerous changes over the past few years, but they all tried to work with students and families on getting students to school and graduating. ICDA had also reduced the credit deficiency rates for students in grades 10 - 12. The change in how the state distributed funds impacted not only ICDA, but all charter schools, because small changes in enrollment numbers could have large implications on a school's budget.

President Simon Holland asked what type of students ICDA served. Ms. Gilmore-Reid mentioned that many of the students would be considered at-risk by the District, but ICDA saw them differently. ICDA had students that were independent for whatever reason, students that wanted to accelerate their learning in a particular area and move on to the next level, students that wanted to serve in the military but needed some additional one-on-one help, and students who faced various challenges. ICDA worked to offer varied schedules for students who had to work full-time or had more than one job because they had to help their families financially.

President Simon Holland thanked Ms. Gilmore-Reid. It was clear ICDA served a place in the community for students where there were not a lot of other options.

Trustee Feemster predicted that ICDA would be able to pull through. ICDA served some of the harder to reach students in Washoe County and always had. She recalled that when the school first opened, they were able to get students unable to succeed in the traditional school environment to succeed at ICDA.

Trustee Mayer expressed concern over the increases to the lease the school had to pay. If the majority of the school's money was going toward renting a building, then the staff and students were not receiving what they needed. Ms. Gilmore-Reid mentioned that the landlord had always been very understanding and ICDA was in conversation with him about possible changes to the lease agreement, but until changes occurred, it was important to honor the current agreement.

It was moved by Trustee Raymond and seconded by Trustee Kelley that **the Board of Trustees approved the "Annual Charter School Performance Audit" for I Can Do Anything Charter High School as minimally compliant.** The result of the vote was Unanimous: Pass (Yea: Debra Feemster, Katy Simon Holland, Scott Kelley, John Mayer and Malena Raymond.) Final Resolution: Motion Carries.

5. Reports

5.01 BOARD REPORTS

Board Members reported on their attendance at District and community activities and shared announcements of dates and times of upcoming events.

5.02 SUPERINTENDENT'S REPORT

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

6. Closing Items

6.01 FUTURE AGENDA ITEM REQUESTS

There were no requests for future agenda items.

6.02 PUBLIC COMMENT

There was no public comment at this time.

6.03 NEXT MEETING ANNOUNCEMENT

The next Regular Meeting would take place on July 24, 2018 beginning at 2:00 p.m. in the Board Room at the Central Administration Building.

6.04 ADJOURN MEETING

There being no further business to come before the members of the Board, President Simon Holland declared the meeting adjourned at 5:33 p.m.

Katy Simon Holland, President

John Mayer, Clerk