

**MINUTES OF THE SEPTEMBER 24, 2019  
REGULAR MEETING OF THE  
WASHOE COUNTY SCHOOL DISTRICT  
BOARD OF TRUSTEES**

September 24, 2019

**1. Opening Items**

**1.01 CALL TO ORDER**

The regular meeting of the Board of Trustees was called to order at 4:00 p.m. at the Washoe County School District's Central Administration Building, 425 East Ninth Street, Reno, Nevada.

**1.02 ROLL CALL**

Vice President Malena Raymond and Board Members Jacqueline Calvert, Andrew Caudill, Scott Kelley, Ellen Minetto, and Angela Taylor were present. President Katy Simon Holland was absent from the meeting. Interim Superintendent Kristen McNeill, Student Representative Nathan Noble, and staff were also present.

**1.03 PLEDGE OF ALLEGIANCE**

Jay Salter, Galena High School Principal, led the meeting in the Pledge of Allegiance.

**1.04 ACTION TO ADOPT THE AGENDA**

It was moved by Trustee Taylor and seconded by Trustee Caudill that **the Board of Trustees approves the agenda as presented.** The result of the vote was Unanimous: Pass (Yea: Jacqueline Calvert, Andrew Caudill, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

**2. Consent Agenda Items**

Vice President Raymond opened the meeting to public comment.

John Eppolito spoke to Consent Agenda Items 2.08, Agreement between the District and University of Nevada, Reno to fund Psychiatric Fellows, and 2.09, Agreement between the District and the University of Nevada, Reno to fund a board-certified psychiatrist. He expressed concern over the possibility of the District entering psychological and emotional data into students' permanent records, especially without parental knowledge or consent.

It was moved by Trustee Calvert and seconded by Trustee Kelley that **the Board of Trustees approves Consent Agenda Items 2.02 through 2.12**. The result of the vote was Unanimous: Pass (Yea: Jacqueline Calvert, Andrew Caudill, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

- 2.02 The Board of Trustees approved the minutes of the June 4, 2019 Regular Meeting of the Board of Trustees.
- 2.03 The Board of Trustees approved the minutes of the August 13, 2019 Regular Meeting of the Board of Trustees.
- 2.04 The Board of Trustees accepted the Phase 3 Financial Grade Operational Audit and approved the Phase 3 Performance Contract to McKinstry Essention, LLC to perform energy and maintenance cost-savings projects for Washoe County School District facilities in the not to exceed amount of \$9,739,558.
- 2.05 The Board of Trustees declared the items identified in Attachment A, as surplus property so they could be disposed of in accordance with the Statutes of the State of Nevada.
- 2.06 The Board of Trustees approved the purchase of fleet fuels estimated at \$1,500,000 from Pilot Thomas Logistics through Joinder State of Nevada Purchasing Fuel Card Lock Contract #3125 for the period of October 1, 2019, through June 30, 2020.
- 2.07 The Board of Trustees approved the NV Energy Customer Service Agreement and the Customer Incentive in the amount of \$600,000 to be deposited in the General Fund.
- 2.08 The Board of Trustees approved the Master Attachment to the Affiliation Agreement between Washoe County School District and the University of Nevada, Reno School of Medicine to fund Psychiatric Fellows to conduct the evaluation of students with significant emotional and behavioral problems in the amount of \$22,870 for the 2019-2020 Fiscal Year.
- 2.09 The Board of Trustees approved the Professional Service Agreement between the Washoe County School District and the University of Nevada, Reno School of Medicine for funding of a board-certified psychiatrist to support the evaluation of students with significant emotional and behavioral problems in the amount of \$27,500 for the 2019-2020 Fiscal Year.

- 2.10 The Board of Trustees approved the Master Services Agreement with Progressus Therapy, LLC for education and education-related services in connection with the placement of social workers in schools as part of the Nevada Department of Education's School Safety Funding grant program.
- 2.11 The Board of Trustees approved the reappointment of Beth Smith to the Zoning Advisory Committee for a two-year term ending June 30, 2021.
- 2.12 The Board of Trustees approved the appointment of Alejandro Mejia, as the student representative to the School Naming Committee, effective immediately and ending on June 30, 2021.

### **3. General Public Comment**

#### **3.01 PUBLIC COMMENT**

Calen Evans, Empower Nevada Teachers, claimed the organization was a grassroots organization founded by current District teachers. He mentioned they were fed up with the lack of resources and funding provided by the State for education. He was frustrated with the lack of attendance from District administrators at a recent Red for Ed rally that supported increased education funding from the state. He wondered why District leadership had not advocated for school administrators and teachers to attend the event and believed the current District leadership was promoting an "us versus them" mentality. He hoped for more collaboration in the efforts to increase state funding between District leadership and teachers. Empower Nevada Teachers would be conducting a rally in October and he hoped others would attend.

John Eppolito, Protect Nevada Children, expressed concern over the information and data being collected by free educational technology vendors. He noted everything children did from kindergarten on was recorded and saved in Infinite Campus, including discipline and psychiatric information. He remarked the data was uploaded nightly to the state and never deleted. He was also concerned that over 150 vendors were listed as "school officials" by the District so data could be transferred to them without parental consent. He believed the vendors were creating psychological profiles on children which could have long-term implications and the District was not considering those implications.

James Benthin expressed concern over the collection and distribution of student data. He believed the District was in violation of the Family Educational Rights and Privacy Act (FERPA) and provided recent articles regarding data breaches. He highlighted information from the articles concerning a recent Pearson data breach.

Todd Bailey expressed concern over possible campaign contributions to Trustees from KPS3 because of their recent contract with the District regarding communications work conducted when former Superintendent Traci Davis was terminated. He urged the Board to speak out on if the was appropriate since they had contributed to campaigns or if they even knew of the contract with KPS3.

Donald Gallimore mentioned that Infinite Campus had once again been hacked. He urged the Board to do more to protect student data and remove Social and Emotional Learning from the District. He would rather the students focus on learning through books and not fleeting data that could come and go. He was frustrated with the amount of personal funds teachers used to pay for supplies in their classrooms and the lowering of the amount they were able to be reimbursed for by the District.

Nancy Jones supported the comments from Protect Nevada Children. She believed the amount of data collected by companies such as Google on adults was too much and that they were collecting even more data on children. As a parent, she would like additional protections, to include parental permission, in the District before students were able to utilize the free educational technology vendors.

#### **4. Legislative Items**

##### **4.01 PRESENTATION AND DISCUSSION RELATED TO NEWLY PASSED LEGISLATION FROM THE 2019 NEVADA LEGISLATIVE SESSION INCLUDING IMPLEMENTATION EFFORTS AND POLICY WORK**

Lindsay Anderson, Director of Government Affairs, provided a presentation and update on the implementation of legislation in the District from the 2019 Nevada Legislative Session. She noted many of the policies on the current agenda were related to some of the legislation. Around 300 bills had some impact on the District and while the District could make many specific changes to how services were delivered to students based on the legislation, the Nevada Department of Education and State Board of Education were just beginning their work on changes to policies and regulations as well so additional changes were anticipated. She reviewed legislation directly impacting Washoe County School District policies and procedures, such as Assembly Bill (AB) 378 and Senate Bill (SB) 89. The final bill tracking reports from the District and the Nevada Association of School Boards (NASB) were provided to the Trustees for review.

Trustee Taylor thanked staff for all their work and information provided to the Board and community. Ms. Anderson noted she always like to provide the Board with information on not only what was occurring in the District related to legislation, but information from NASB because they provided more of a statewide perspective on legislation.

Vice President Raymond wondered if there were other representatives from Washoe County serving on the commission that would be developing the new funding formula. She knew the District's Chief Financial Officer would be participating but wondered who else would be on the commission. Ms. Anderson explained membership to the commission was selected by Legislative leadership. The District was fortunate to have Mark Mathers appointed to the commission. She believed the commission would act for the benefit of all children in Nevada and would continue to monitor the meetings of the commission. No other representatives from Washoe County were on the commission.

Vice President Raymond asked if a school board trustee would also be appointed to the commission. Ms. Anderson stated she did not anticipate that occurring. The only school district appointments made were the selection of four chief financial officers from throughout the state.

Vice President Raymond opened the meeting to public comment.

Todd Bailey praised Ms. Anderson for her work in the Legislature. He appreciated her sincerity and honesty, even though they were often on opposite sides of issues.

John Eppolito expressed frustration over the District's opposition to SB403. He claimed the Washoe County School District were the only ones who spoke against the legislation and were able to gut the bill. He wished the Board would do more to protect Nevada students than just nod their heads every once and a while.

## **5. Items for Presentation, Discussion, Information and/or Action**

**5.01 OPENING OF PROPOSALS TO PURCHASE AND POSSIBLE ACTION TO SELL 29.446-ACRES OF DISTRICT-OWNED PROPERTY LOCATED ON VISTA BOULEVARD FOR A MINIMUM OF \$6,000,000 PURSUANT TO WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 19-007, AS AMENDED ON AUGUST 13, 2019**

**5.02 OPENING OF PROPOSALS AND POSSIBLE ACTION TO AWARD BID TO LEASE A CELLULAR COMMUNICATION SITE AT ROBERT MCQUEEN HIGH SCHOOL, AT A MINIMUM RATE OF \$2,000 PER MONTH WITH A 2% ANNUAL ESCALATION RATE, AND OTHER MATTERS PROPERLY RELATED THERETO PURSUANT TO WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 19-010, AS ADOPTED ON AUGUST 13, 2019**

Mike Boster, School Planner, explained staff was requesting to pull both Agenda Item 5.01 and Agenda Item 5.02 due to the incorrect dates of the opening of the proposals in the Board Resolutions. Both resolutions referenced the September 10, 2019 Regular

Meeting. Staff would amend the individual resolutions as need and bring them back to the Board of Trustees for consideration at a future meeting.

Vice President Raymond noted there were no objections to the items being pulled.

**5.03 PRESENTATION ON THE ACCOMPLISHMENTS OF THE HIGH SCHOOL EQUITABLE ACCESS TASK FORCE CHARGED WITH EXAMINING WASHOE COUNTY SCHOOL DISTRICT PRACTICES THAT COULD RESULT IN BARRIERS TO STUDENT ACCESS TO PROGRAMMING AND ACADEMIC SUCCESS**

Debra Biersdorff, Chief Academic Officer, explained the work of the Equitable Access Task Force (EATF) began during the prior school year and was continuing. She introduced those who would be presenting the information to the Board and community.

Amy Marable, Robert McQueen High School Principal, mentioned EATF was created to review barriers students faced in high school in accessing programs and services. The guidebook developed by the District's Equity and Diversity Department was used to look at how students were selected for Advanced Placement (AP) and honors classes and the fees associated with the classes. The work was similar to what she had asked her own staff to do at Robert McQueen High School when she first became principal. It was important all students had access to classes and extracurricular activities, as well as being supported to pursue their interests.

Jay Salter, Galena High School Principal, reviewed the members of the Task Force. Members included high school administrators, counselors, teachers, District leadership, and representatives from the Washoe Education Association.

Erin Danielsen, Counselor, Earl Wooster High School, reviewed the decision points the EATF had worked on during the prior school year and changes made based on those decision points. The first decision point was to examine course catalogs for all high schools and use only approved course descriptions, including prerequisites moving forward. Course grades as a prerequisite were removed as a requirement to enroll in a course because if the student was willing to try to be in a class, they should be provided the opportunity to do so. Students at all high schools should also be provided the opportunity to take any honors, AP, or International Baccalaureate (IB) classes they were interested in taking, especially students who transitioned to a different District high school. The second decision point was to develop a standardized application to be used for all specialized high school programs so parents would only have to fill out one application if their student(s) were interested in multiple specialized programs. It was important the application asked the proper information so the proposed application was reviewed by the Office of General Counsel to ensure compliance.

Paola Basquez-Garcia, Teacher, Galena High School, presented the third decision point EATF reviewed, which was related to course fees. School sites should be reviewing their course fees annually and that the information in the syllabi provided in the classes matched the amounts the bookkeepers were charging. Course fees should also be clearly explained as to what the fees were used for, similar throughout the District, and students should not be excluded from courses if they were unable to pay fees. Counselors and teachers should also communicate with students and families that a course fee should not discourage a student from taking a class they were interested in.

Trustee Taylor wondered how schools would work with students and families who were unable to afford the course fees. Ms. Danielsen indicated each high school had a different process but teachers would generally refer the student to the counselors who would gather the information on if a student or family was unable to pay. The counselors would then work with school administration to figure out how the fees would be paid. Ms. Marable mentioned the high schools also had donation accounts where members of the community could contribute to help offset costs and pay course fees.

Trustee Taylor asked if the students would generally raise financial concerns when they were working on their schedules with the counselors or if that would occur after a class had begun. Ms. Danielsen noted the majority of times the discussion would occur first with the counselors when schedules were being developed. Counselors would always try to indicate that money should never be a consideration when selecting classes and options were available. Mr. Salter added the schools always tried to address the concerns quietly with the students and families directly. Many schools would also work to cover costs of extracurricular activities or classes that had larger costs associated with them, such as band or cheerleading.

Trustee Taylor expressed her appreciation for the work because many times students might not know they had the ability to do something until they tried and students from lower income households might not think they have the ability to even try because of fees. Mr. Salter noted community organizations would also contact the schools to determine what they could do to help as well.

Trustee Minetto requested clarification on decision point one and if all prerequisites would be removed to allow for open access to any course. Ms. Danielsen stated that was the intent. While the District did not want to set any student up for failure, if a student really wanted to try a course but did not have a high enough grade in a previous class, the District wanted to provide that student the opportunity to at least try. The goal was to provide students with support if they were struggling but students should be provided that opportunity.

Trustee Minetto expressed some concern with a lack of prerequisites because that would not be the case in higher education. Ms. Biersdorff mentioned the removal of some prerequisite requirements was not intended to remove course sequencing or progression requirements, such as taking freshman English prior to sophomore English. But the removal of prerequisites that had been stacked onto courses that were not really required for a course, such as earning a B in freshman English to take a certain sophomore English class.

Interim Superintendent McNeill added one of the more enlightening moments for her with the Task Force was when the principals and counselors were able to see the differences in the course catalogues for all the schools. The District had a very high transient rate of students within itself so if a student looked at one catalogue and took courses that would lead them to a particular class at one school, then changed schools, the steps to that same class should be the same.

Jeana Curtis, Area Superintendent, explained the focus of the EATF for the current school year was on academic equity, including technology and grading. The group would review the data and then how the process could be changed to ensure all students were judged by the same standards.

Trustee Calvert wondered how the topics were selected for the Task Force to review. Ms. Curtis indicated the intent was to try to progress forward and build upon decision points already addressed. The members of the Task Force were able to provide input on areas they individually believed should be addressed to Ms. Biersdorff.

Vice President Raymond asked how families were included in the process. Ms. Biersdorff mentioned the Task Force was looking at ways to increase not only input from families, but also from students. Last year, members of the Task Force who were in the schools spoke with others in their schools about what the Task Force was working on, but they were always looking at ways to increase input by families and students. Since the teachers and counselors were on the "front lines," District leadership believed they were receiving the information needed to make informed decisions but that did not mean they could not do better.

**5.04 DISCUSSION OF BEHAVIOR MANAGEMENT AND STUDENT VIOLENCE INCLUDING A REVIEW OF BEHAVIOR EVENTS AND SCHOOL SUPPORTS IN ACCORDANCE WITH NEVADA REVISED STATUTES CHAPTER 392, PUPILS**

Dr. Paul LaMarca, Chief Ombudsman & Strategies Officer, explained the presentation was requested by Trustee Minetto. The presentation would review the key tenets regarding behavior management, violence related behavioral events, trend data, and District supports and intervention strategies.

Jen Van Tress, Area Superintendent, reviewed Behavior Management and Multi-Tiered Systems of Support (MTSS) in which students were provided supports and a framework to follow in terms of behavior management with classmates and in the classroom. The District would always try to provide supports through an equity lens to ensure all students were treated consistently and fairly. She was present to provide additional information on how the process was handled for students with an Individualized Education Program (IEP).

Dr. LaMarca provided information on how student violence against a staff member or other student was addressed in the Behavior Manual/Matrix and why it was considered one of the "Big 3" violations. It was important to note if a student had an IEP in place, behavior incidents were handled differently and generally required a higher standard in terms of injury. The District would also look at what prompted the behavior for a student with an IEP so the behavior could be addressed. The District generally used the federal definition for substantial bodily harm when determining consequences, as well as erring on the side of the victim.

Vice President Raymond asked what the process was if there were no witnesses to an incident. Dr. LaMarca noted the investigation process would generally provide additional information, especially as related to a violent act against a staff member or student. The District relied on the expertise of School Police in conducting the investigations and gathering additional information. Typically there were other people around when incidents occurred because of the number of people at a school. If an incident rose to the level where he conducted a hearing, he would gather information from School Police, school administration, and use video or other electronic evidence as needed.

Student Representative Noble wondered what the District policy was regarding self-defense or a counter-attack if the incident involved two students. Dr. LaMarca noted the incident would likely be coded in Infinite Campus as a fight for both students; however, the second student would also be identified as a victim. Schools did have some discretion in terms of consequences and he believed that if a student had clearly done only what was necessary to defend them self, then there would be lesser consequences.

Dr. LaMarca continued with the review of violence by students as included in the Behavior Manual/Matrix. Schools were provided with guidance and various options for consequences to actions because the District did not want to set guidelines that might not take into account various circumstances that the schools would have more knowledge of regarding the individual students.

Interim Superintendent McNeill noted the information included in the Behavior Manual/Matrix included references to bullying. The District was required to follow specific standards if an incident was related to bullying and would work with the Director of Civil Rights Compliance to ensure the correct process was followed. She requested additional information be provided on an IAES placement since it was referenced in the materials. Dr. LaMarca mentioned additional information on the placement would be provided later in the presentation. An IAES was an Interim Alternative Education Setting and referred to a student being placed in an alternative education setting temporarily if it was in the best interest of the student and the school.

Trustee Taylor asked for additional information on the "Big 3." Dr. LaMarca stated the "Big 3" in terms of behavior incidents that could likely lead to an IAES being issued were: a student who brought a dangerous weapon on school grounds or to a school-sponsored event; battery to staff with injury and battery to a student if the bodily harm standard was met; and distribution of controlled substances in exchange for money.

Trustee Taylor wondered how schools had been responding to behavior incidents when a student had an IEP and if the schools had been requesting additional supports. Ms. Van Tress explained the hope was that a schools would have been working with the IEP team and the District's Special Education Department prior to a violent incident occurring. Implementation specialists and other Special Education Department staff had been trained on the implementation of behavioral plans and if additional supports needed to be provided prior to a child becoming aggressive. Dr. LaMarca added MTSS had been in place for over 10 years so the processes had been in place for a number of years were not new to staff. Positive Behavioral Interventions and Supports (PBIS) were also common practice to enhance school climate and support, with other programming, supports, and trainings provided through Social and Emotional Learning (SEL) and trauma awareness. Katherine Loudon, Coordinator of Counseling Services, commented the Counseling Department had been working with the schools and principals on providing additional trainings to staff of new methods of addressing conflict resolution and information on how trauma could impact students, including how trauma outside the school setting could impact behaviors in the classroom.

Dr. LaMarca presented data on incidents involving violence to staff and students, threats, and retaliation in both secondary and elementary schools beginning with the 2016-17 School Year and the trends through the 2018-19 School Year. While the number of violent incidents had been increasing, it was also important to remember that in terms of 64,000 students, the numbers were small. He highlighted the number of incidents of violence or harm to staff had increased, while the number of incidents of violence or harm to other students had decreased, which was consistent with national trend data. He cautioned that all national and state studies conducted were similar to what was occurring in the District in that there was also a focus on disproportionality

and restorative practices occurring because it was important to ensure all students were treated fairly and able expect the same consequences for the same behavior.

Trustee Minetto wondered, based on the data showing increases in the number of incidences, if MTSS, SEL, and PBIS were working or if the District should look elsewhere for programming on behavioral management. Dr. LaMarca mentioned the District shared the concern; however, he cautioned that MTSS and PBIS had not been implemented to the same degree in all schools throughout the District so the answer was complicated. It was important the District provide the supports to schools so that could occur and the programs implemented with fidelity everywhere. The District was willing to work with schools when they requested assistance or additional trainings but he would like to see more of the District reaching out to the schools to see what they required. He also noted that the District had only recently started looking at behavior management techniques through an equity and disproportionality lens. He believed as that focus continued, then the District would begin to see a decline in the data.

Trustee Caudill asked if the data was reflective of grade level or school since there were some elementary schools that still had 6<sup>th</sup> grade. Dr. LaMarca noted it was based on the school so some 6<sup>th</sup> grade numbers were included with elementary school.

Dr. LaMarca provided information on the hearing process related to behavior incidences and IAES. The number of hearings related to battery and threats to both student and staff had increased, with battery to students and staff showing the greatest increase especially in the middle school and high school levels. He cautioned that the 19 threats to all from the 2017-18 School Year was an outlier, with around 15 of the incidents occurring within the weeks following the incident in Parkland, Florida.

Ms. Van Tress explained the IAES process. A student could be placed in alternative setting if the District believed they would be unable to ensure the safety of the individual student or others at the school of record. The behavior hearings were conducted with the hearing officer, student, family, and school representatives. The intent of an IAES was to allow time for the school site team to determine what would be in the best interest of the student, such as a more permanent school change or temporary school change. It was important to note there were different timeline requirements between general education students and special education students. If a student was placed at an alternative location, the District would provide supports and assessments related to physical and mental health as needed so the actions that caused the IAES would not be repeated.

Dr. LaMarca provided additional information on the hearing process for students with an IEP. The District was required to not only follow state law regarding students with disabilities, but federal legislation as well. If it was determined the behavior was not related to a student's disability, the student could be subject to the same IAES timeline

as general education students. For students with IEPs, the maximum time in an IAES setting was 45 days. Because of the legal requirements, the District would always ask first if the student had an IEP or 504 in place prior to initiating the hearing process.

Trustee Kelley wondered if the District had ever considered a specific location for an alternative setting for students who committed battery on a staff member or if the existing alternative locations had the appropriate resources. Dr. LaMarca mentioned the District did what they could but due to lack of financial resources there were not enough options for students. He provided an example of a student requiring additional mental health supports to fully address behavioral problems but if the student did not have an IEP, the alternative locations available might not be the most appropriate setting for that student. He was unsure that the District would be able to address issues that had been going on for years with students in the 45 or 90 days IAES limit. Both Washoe Inspire and Inspire at Turning Point were small settings and able to provide additional supports for students but there was always more that could be done.

Trustee Taylor requested additional information on the IAES process for a student with an IEP but the violent act was not related to the student's disability. Dr. LaMarca noted the process did not really change, the amount of time a student would be out of their home school would change. The Individuals with Disabilities Education Act (IDEA) was specific when a student with an IEP could be removed and for how long; however, if the incident was not a manifestation of the student's disability, the District had the latitude to discipline the student under the same guidelines used for a general education student. If the District did place a student with an IEP in an alternative location, the services included in the IEP still had to be provided.

Trustee Caudill wondered if there was a point where a student would be expelled if they continued to act violently towards staff. Dr. LaMarca indicated per Nevada Revised Statute, if a general education student were to commit two of the "Big 3" on two separate occasions the District would have the ability to expel the student. The District did have the ability to expel a student with an IEP; however, they would be required to provide the same services as available in the schools, which would be almost impossible in a home setting if the student were expelled.

Trustee Caudill asked if the student would be able to attend North Star On-line as an option to expulsion. Dr. LaMarca mentioned the District would look at all options available to a student, including North Star or an alternative distance education program, prior to expulsion.

Trustee Caudill remarked that he had heard from a number of staff members regarding violent incidents with students and understood concerns had been communicated to other Trustees, so he was having a difficult time understanding the difference between the data presented and the stories he had heard from staff because he was under the

impression students were acting out against staff much more than what was reported. Interim Superintendent McNeill cautioned that an incident reported to either the Trustees or Leadership Team, would have been extremely serious. Teachers were required to deal with more behavioral problems on a daily basis in their classrooms that might not reach the level of a behavioral hearing or alternative placement, but were still a large disruption to class time. Teachers might need to separate a student, evacuate a classroom, or utilize a specialty hold to restrain a student from harming themselves or others and those incidents were not included in the presentation. The information in the presentation was related to the most extreme types of incidents, but that did not mean teachers were not dealing with serious behavioral issues on a daily basis. The District and school employees were required to follow federal and state laws, as well as Board Policies and procedures, which was not always easy when there were not enough resources available to provide supports needed.

Trustee Kelley agreed with Trustee Caudill that he thought the actual numbers would be higher. He was concerned with the increase in the incidents and threats against staff and wondered what could be done to at least level the numbers off. He was unclear how disproportionality could be a factor and believed if one group was causing more problems, then it would stand to reason they would see more punishments. Ms. Van Tress remarked the high schools had additional ability to be creative in how they might work with a student since the schools were larger and there could be additional options to address possible concerns ahead of time, such as placing a student with a different teacher. She provided an example of a high school assigning a student to all male teachers because the student had become violent in the past and females could trigger a more violent reaction. Dr. LaMarca confessed the District had not done a great job in providing information to the Board and community of the effects of disproportionality. He would be interested in providing a presentation in the future on disproportionality in discipline which he felt would allow for a greater understanding of restorative practices. Part of the reason he was interested in providing the information was because when the District looked at the data what they found was that if two boys were caught fighting, a black boy was more likely to be suspended and for longer than their white counterpart.

Dr. LaMarca added the District also had a violence intervention program that students were required to take if they conducted one of the "Big 3" actions. The intent was to also have a parent or guardian attend and was similar to the substance abuse program offered by the District. The issue with the program was that it was not located in all schools, but in a central location that families had to get to so that was a concern. Schools were also able to contact the District through a singular form on if they believed they needed additional supports for a student. The District also had a District-wide intervention assistance team that was able to meet to discuss resources available to support students and families throughout the community and not just in the District.

The District often found that when a student did not respond to the MTSS strategies that there was more going on in their lives that needed to be addressed.

Interim Superintendent McNeill noted the District's intervention assistance team was unique and not something that occurred in a lot of other school districts nationally. Because the Washoe County School District was so large, principals might not be aware of all the options and resources available to provide supports to students and families in the community. Agencies throughout Washoe County were included in the team and able to provide additional information the schools might not be aware of, such as social services a family may be receiving.

Trustee Taylor appreciated the information and agreed with Dr. LaMarca that the Board should hear more about disproportionality and restorative practices. Often times, students that were marginalized were treated differently and penalized more for similar incidents. She would like to hear additional information, when the time was appropriate, on how the District was working to mitigate inequities.

Trustee Caudill wondered if there was a formal process for staff to communicate with their colleagues regarding students and possible behavioral problems. He was concerned that while teachers might be well meaning in providing information on strategies that worked with a student, the student could then be seen as a troublemaker in the next grade or school. Ms. Van Tress mentioned there was not really a formal process, but she understood the concern because teachers might unintentionally label a student. She believed each year should offer a fresh start for the students and it was the duty of the school administrators to promote that mentality within their buildings. The District expected any behavior plan developed for a student would follow them to another grade or school since that plan would include information on what worked and what did not work in terms of behavior management. Communication between teachers and schools was needed, but it was important for everyone to provide the student with a fresh start.

Interim Superintendent McNeill requested additional information on the transition process when a student was placed in an alternative setting and would then be returning to their home school. Dr. LaMarca explained the transition process was one of the most sensitive times during the IAES process and included not only transitions from an different school but also if a student was returning from a detention center or treatment facility. The school staff members from each location, whenever possible, would meet with each other and the student to determine what worked and what did not work, what interests they might have developed, and how to move forward from past harms so the student could succeed.

Trustee Calvert asked how confidentiality was handled because she was concerned about legal implications if conversations regarding a student's behavior were occurring.

Dr. LaMarca indicated that there were some concerns about confidentiality. If a teacher were to have a specific student in their class, then that teacher would have access to a student's information in Infinite Campus and any documentation concerning that student, including MTSS information, behavioral plans, academic plans, and the like. The information was necessary for a teacher because it provided insight into helping the student succeed. However, if the information was used improperly then it could be detrimental to the student. For example, if a teacher only looked at documented behavioral problems, then they could end up treating the student differently. Confidentiality and how any of the information was used was a concern not only with the District, but other partners as well because they did not want information on a student's foster care status or juvenile detention used against the student. It was a delicate balance because ideally the schools needed to know what the students were going through outside of school to provide the appropriate supports, but the students should not be labeled because of what they were going through. The District was constantly working with the schools to not ignore the past, but look at what the student had been experiencing so they could support the student moving forward.

Student Representative Noble stated the Trustees should be concerned about how some of the information about students was being relayed because students knew teachers would talk about them to other teachers, especially during "off hours" when there was less concern about confidentiality. It was damaging to students because if a teacher did not like them for whatever reason, that teacher might make disparaging comments to another teacher.

Trustee Kelley remarked that he had heard from a number of new teachers that they did not realize the amount of violence and threats teachers faced on a daily basis and had not been prepared to handle what was occurring in the classrooms related to behavior management. He wondered if Human Resources needed to do a better job in providing information to applicants about what the realities of a classroom environment was like, especially related to specific positions. He also wondered how "severe bodily injury" was defined and if the District defined the term or if there was a different standard. Ms. Van Tress noted, related to the first question, that pre-service teachers did not take a class in college on behavior or classroom management. The District worked with teachers on providing training on strategies for behavior and classroom management related to MTSS, but more supports were needed because there were concerns. People did not decide to become teachers to deal with behavior management but to provide knowledge and education. The District did have board-certified behavioral analysts that would go into classrooms to help the teachers and provide strategies, but more could always be done. The national trend was showing a rise in behavioral problems because children were exposed to more and more traumatic events at a younger age so the problem was not unique to Washoe County.

Interim Superintendent McNeill mentioned students came to school with more than just books in their backpacks and were facing severe trauma, food scarcity, abuse outside of school, and other factors, which did impact the learning environment. The principals, teachers, and counselors were doing what they could to help students. Five years ago the District had 2 social workers for the entire student population and now there were supports in all secondary schools. She emphasized that teachers, principals, and all staff members should always be acting in a professional manner and if they were not, then that should be brought to the attention of their supervisors.

Dr. LaMarca added, in response to Trustee Kelley's question, the term "severe" was based on the federal definition.

Trustee Minetto thanked staff for the information. She appreciated that schools were doing what they could to support staff and students but wanted to ensure students would understand what they could and could not do once they left school, especially related to physical violence.

Vice President Raymond mentioned it would be important for the Board to be provided with updates on an annual basis to determine if anything else needed to happen in terms of supports.

Vice President Raymond opened the meeting to public comment.

Tami Berg was a parent and former aide in the District. She expressed concern over the hearing process in the schools because she felt staff needed additional training on the various disabilities and the impacts of disabilities on the students. She had sat in hearings where staff did not know about the disabilities but were part of the team that was determining if the action was a manifestation of the disability. She also believed that there should be referrals for staff when an incident occurred and not just referrals for parents.

Tom Stauss, Washoe Education Association, thanked the Board for reviewing the issue. Violence and the threat of violence to staff was a big deal for educators in the District and nationally. He appreciated the District was willing to work with Washoe Education Association and understood there was a funding issue in providing more supports because when teachers were provided with support, they were better able to address the needs of all students.

Dr. LaMarca indicated informational updates could be provided to the Board regularly through the Strategic Plan reporting process. Additionally, the District was looking at developing a working group with teachers, principals, and District administrators to look for alternative solutions to provide more supports and training.

*Vice President Raymond recessed the meeting for 15 minutes.*

**5.05 PRESENTATION OF THE STUDENT BEHAVIOR MANUAL AND MATRIX WHICH CONSTITUTES THE PROGRESSIVE DISCIPLINE PLAN FOR THE WASHOE COUNTY SCHOOL DISTRICT IN ACCORDANCE WITH NEVADA REVISED STATUTE CHAPTER 392, PUPIL**

Dr. Paul LaMarca, Chief Ombudsman & Strategies Officer, explained the presentation was a continuation of the previous agenda item. The Student Behavior Manual and Matrix provided information on how all discipline issues were addressed in the schools, not just the "Big 3" previously discussed. The intent was to foster a positive school climate at all schools since school climate was a foundation to successful student learning and created a sense of belonging through relationship building and structure for students. The stronger the positive climate, the fewer discipline incidents in both the classrooms and school. Information on legislation passed during the 2019 Nevada Legislative Session related to student behavior and restorative practices was included in the presentation, specifically regarding Assembly Bill (AB) 168. He stated restorative practices were not "soft" on students but looked at impacts on victims and ensuring students remained in school whenever possible.

Vice President Raymond opened the meeting to public comment.

Tami Berg thanked staff for the information and was please restorative practices were being used in the District. However, she was concerned students on 504 Plans were treated differently than students with an Individual Education Program (IEP). She would like to see students in both groups afforded the same standards because she believed that a number of students with a 504 did not qualify for an IEP and were placed on the 504 because of behavioral issues. She was concerned parents were unaware they had the ability to have an advocate present at hearings and that parents were unable to pick up work for their students because the office was open for a limited number of hours, usually when the parent was working.

Dr. LaMarca noted the protections for students with an IEP were extended to students with a 504 Plan under the Individuals with Disabilities Education Act (IDEA). The District did agree that additional training was needed for staff on the hearing process, including providing information to the parents that they were able to have an advocate present.

**5.06 PRESENTATION AND DISCUSSION ON THE WASHOE COUNTY SCHOOL DISTRICT INFORMATION AND CYBER SECURITY PROGRAM AND THE REVIEW/APPROVAL PROCESS OF DIGITAL LEARNING PROGRAMS IN THE SCHOOLS**

Alan Cunningham, Information Security Officer, began the presentation on the District's cyber security program. The Washoe County School District was one of the few school districts in the country to not only have a position related to cyber security, but a team of people. The Board determined the position was necessary based on a variety of factors, including requests from the community and increasing threats. He explained the amount of data moved in and out of District servers every day. Around 24,000 emails were blocked on a daily basis because they could contain threats or phishing attempts. The District provided education to staff and schools on a regular basis since the end users were the best protection against phishing and scam attempts. He noted the Lyon County School District was the target of a recent ransomware incident and some of the reasons the incident occurred, which included outdated infrastructure and devices. Other incidents impacted by hackers were explained and the impacts, if any, to District employees and students explained.

Robert Sidford, Chief Information & Innovation Officer, provided information on what had occurred with regarding to text messages sent by Coral Academy to other families in the District. The information had been coded improperly and once realized, the District contacted the vendor, who then deleted the excess information. The incident showed the importance of having contracts with vendors so if there were concerns, they could be addressed immediately. He presented information on the digital learning tools in the District and how the IT Department supported learning in schools. The District was trying to minimize the use of third-party vendors so it was the District that would have access to the information, not the vendors. For the process to work correctly, the District had to have the ability to identify the tools and programs schools and classrooms needed to support the learning environment and curriculum.

Trustee Taylor requested additional information on the discontinued usage of Google Classroom because of the switch to Microsoft Office 365 and wondered if there was a security issue that teachers should be concerned about as well. Mr. Sidford remarked that the District reviewed all the tools in use throughout the District so there was an overhead cost to reviewing and maintaining programs. The District had moved to Office 365 in order to ensure IT staff was available to assist District staff with problems because they were trained on support of the Microsoft programs. If the District also had to support other platforms, such as Google, additional training for staff would need to occur and there were costs associated with the training. Mr. Cunningham added there was also a security component. With Microsoft, the District owned the data in the system so Microsoft could not use, transfer, or sell the data; the District did not have the same contract with Google and was unable get the same contract with Google.

Trustee Taylor appreciated the information. It was helpful to provide the information to teachers who were frustrated with the move that one of the big reasons for the change was security. She wondered if the District had contracts with all other technology vendors used in the District. Mr. Sidford briefly mentioned the terms of service for sites

were sometimes what the District used as contracts with many vendors, so the terms of service were reviewed for compliance with federal and state laws related to educational technology.

Mr. Sidford continued with the presentation. He explained the process by which staff members could submit a digital learning tool they were interested in using in the classroom. The tools were looked at in terms of state and federal laws governing privacy and students, then sent through different departments, including Purchasing and Legal, to ensure the tools were appropriate and relevant to the curriculum. Information on one-to-one (1:1) devices in the schools was reviewed. Currently, there were five District schools that were full 1:1 schools: Fred Traner Middle School, E. Otis Vaughn Middle School, Desert Skies Middle School, Sky Ranch Middle School, and Nick Poulakidas Elementary School. The District was working to finalize the District's Strategic IT Plan to provide a roadmap to revitalization of devices in current 1:1 schools and moving 1:1 programming into more schools throughout the District. Safety and security for 1:1 devices was explained and included filtering, antivirus software, and take home agreements with students and families. He remarked that there were fewer instances of devices being lost, stolen, or damaged with 1:1 programs than with devices that remained in the schools because students learned to take care of the devices as if they were their own.

Trustee Caudill asked if the District had contracts with and/or paid for the use of programs from all of the vendors. Mr. Sidford mentioned the District had contracts, with the exchange of funds, for large-scale programs in the District used on a regular basis. For some programs, the terms of service or privacy policies were used as the contract and reviewed by Legal to ensure compliance with federal and state laws.

Trustee Caudill clarified the 1:1 program at Nick Poulakidas Elementary School was a pilot program and staff would be bringing additional information back to the Board to determine if the 1:1 programming should move forward in other elementary schools. Mr. Sidford stated that was correct. The District was not only looking at the impacts of 1:1 programming in elementary schools, but the middle school programs as well.

Student Representative Noble requested additional information on the filter system for websites. Mr. Sidford explained the District used an outside vendor to establish the categories for filtering.

Trustee Minetto appreciated the information; however, she knew many students were coming home with headaches from staring at screens all day and that there was not enough research in support of 1:1 programming for the District to continue moving forward with the program throughout all schools. Her family members had had their personal information stolen and now her grandchild no longer attended school in the District because of technology and privacy concerns. She believed parents should be

able to opt their children out of the use of technology if that was their desire. Mr. Sidford indicated the District was looking at what the appropriate amount of technology in schools was because it was important to include technology, while at the same time balancing the concerns raised. Nevada Academic Content Standards included various 21<sup>st</sup> Century learning requirements across all subjects and businesses had clearly indicated they wanted to hire employees with such skills.

Interim Superintendent McNeill mentioned there was also a balance for the teachers and their workload to consider. If parents had the ability to opt their children in or out of technology programming, what would that look like for 4-5 students in a class of 30. The District was cognizant of the research and the potential impacts of screen time; however, it was also important to remember there was a difference between active and passive screen time. The District had not made a final determination on if elementary schools would move toward 1:1 programming which was why the pilot program at Nick Poulakidas Elementary School was important. The partnerships with businesses had provided helpful information to the District on what employers were looking for in terms of both soft skills and hard skills so it was important to provide access to technology but what that ultimately looked like was still to be determined.

Vice President Raymond thanked staff for the presentation. She agreed with the challenges mentioned and believed staff was trying their best to provide the appropriate amount of access and protections for students when it came to technology. As a parent, she knew her daughter had developed a greater interest in math and science because of some of the on-line programs but it was important to manage the amount of time spent on technology.

Vice President Raymond opened the meeting to public comment.

Todd Bailey remarked that he and Mr. Eppolito had been providing comments at Board meetings for 5 years regarding technology in classrooms, data privacy, and computer adaptive testing. He claimed since they had begun, only one member of the Board had raised the questions in a meeting to try to get answers for the community. He wondered if the District used any of the Huawei switches and routers owned by a Chinese company and if District employees would be able to remotely turn on microphones and/or cameras on devices students took home. He mentioned the information provided during the presentation was great; however, it did not deal with the concerns related to the District extracting information on students and sending it out of the District. He believed the District would be safer in protecting student information if they had actual contracts with software vendors and not "user agreements." He also asked if the information in Office 365 resided with District servers or outside servers.

Vice President Raymond requested staff respond to the questions.

Mr. Sidford stated the District did not contract with Huawei for any equipment, including routers, switches, or chips. The District had the ability to restrict settings on District-owned devices so people could not remote into a device and activate microphones or cameras. Microsoft servers were also considered the industry standard for the storage of data. Mr. Cunningham added it would be extremely difficult for District staff to know the IP address of a student's device to be able to remotely access the device as well. The District also did not have software to allow access to devices when they were at a student's home. The servers were located at a Microsoft facility, similar to all other data centers other companies used, such as Amazon or Google. The District had a private VPN tunnel to the Microsoft servers so information was not exposed to others. The data was replicated on other servers, all of which were located within the United States.

John Eppolito thanked Trustee Minetto for requesting the agenda item. He mentioned there was a lot of research that showed less was more in terms of screen time for students prior to high school. He claimed numerous Silicon Valley executives sent their children to schools where technology was banned because they did not trust where the data would end up and knew screen time should be limited. He believed that the District should teach students how to code to work the backend of technology and not just log into a site to share their information. The District had proven student information could not be kept safe because of data breaches, especially the breaches that had occurred with Edmodo and Pearson. He urged the Board to stop using Pearson because of the recent data breach since Pearson would not tell parents if student information had been accessed.

Mr. Sidford reiterated there was a difference between active and passive screen time. The research showed that the use of 1:1 programming and devices for active screen time usage was beneficial to students since they were able to collaborate and work on projects, versus just watching videos. The District did not approve the usage of Edmodo. Mr. Cunningham stated there was no proof student identification information was involved in the Pearson breach. He reviewed the contract process the District used in determining if a vendor should be approved for use in classrooms. Terms of service were contracts and the District did review them to ensure any information would be secure.

**5.07 DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL FOR THE PROPOSED REVISION OF BOARD POLICY 5100, STUDENT BEHAVIOR, TO COMPLY WITH AB168 OF THE 2019 STATE LEGISLATIVE SESSION WHICH MANDATES THE INCLUSION OF RESTORATIVE JUSTICE IN POLICY AND PRACTICE, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**

- 5.08 **DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL FOR THE PROPOSED REVISION OF BOARD POLICY 9082, CONTINUITY OF DISTRICT DAILY OPERATIONS AND SUCCESSION PLANNING FOR THE SUPERINTENDENT, WITH LANGUAGE TO EXPAND THE SUCCESSION PLAN TO INCLUDE THE CHIEF ACADEMIC OFFICER AND LEAD AREA SUPERINTENDENT, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**
- 5.09 **DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL TO THE PROPOSED REVISION OF BOARD POLICY 1500, VOLUNTEERS, TO COMPLY WITH SB185 OF THE 2019 STATE LEGISLATIVE SESSION WHICH CHANGED THE DEFINITION OF REGULAR VOLUNTEER AND AMENDED THE REQUIREMENTS RELATED TO BACKGROUND CHECKS FOR VOLUNTEERS, AND THE PROPOSED REVISION OF BOARD POLICY 4510, PROTECTION OF STUDENTS: BACKGROUND CHECKS AND MANDATORY REPORTING, TO REMOVE SIMILAR LANGUAGE RELATED TO VOLUNTEERS, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**
- 5.10 **DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL FOR THE PROPOSED ADOPTION OF BOARD POLICY 3360, TEACHER REIMBURSEMENT FOR SCHOOL SUPPLIES, TO COMPLY WITH SB324 OF THE 2019 STATE LEGISLATIVE SESSION WHICH REQUIRED POLICY BE ADOPTED RELATED TO THE MANNER IN WHICH TEACHERS MAY BE REIMBURSED FOR CERTAIN OUT OF POCKET EXPENSES FOR SCHOOL SUPPLIES FROM A STATE FUND, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**
- 5.11 **DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL FOR THE PROPOSED ADOPTION OF DRAFT BOARD POLICY 5650, STUDENT SUICIDE PREVENTION, TO COMPLY WITH SB204 OF THE 2019 STATE LEGISLATIVE SESSION WHICH MANDATES ADOPTION OF STUDENT SUICIDE, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**
- 5.12 **DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL FOR THE PROPOSED REVISION OF BOARD POLICY 6700, CHARTER SCHOOLS, TO COMPLY WITH SB451 OF THE 2019 STATE LEGISLATIVE SESSION WHICH CHANGES CHARTER CONTRACT RENEWALS FROM EVERY SIX YEARS TO THREE TO TEN YEARS, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**

- 5.13 **DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL FOR THE PROPOSED ADOPTION OF DRAFT BOARD POLICY 5640, SAFE EXPOSURE TO THE SUN, TO COMPLY WITH SB159 OF THE 2019 STATE LEGISLATIVE SESSION WHICH MANDATES ADOPTION OF A POLICY RELATED TO SAFE EXPOSURE TO THE SUN, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**
- 5.14 **DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL FOR THE PROPOSED REVISION OF BOARD POLICY 5025, STUDENT PLACEMENT AND COMMUNICATION OF PROGRESS – PROMOTION, ACCELERATION, AND RETENTION, TO COMPLY WITH SB147 OF THE 2019 STATE LEGISLATIVE SESSION WHICH SPEAKS TO THE SUPPORTS FOR THE PROGRESS OF HOMELESS, UNACCOMPANIED AND FOSTER STUDENTS, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**
- 5.15 **DISCUSSION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL FOR THE PROPOSED REVISION OF BOARD POLICY 7610, PUBLIC RECORD REQUESTS, TO COMPLY WITH SB287 AND SB388 OF THE 2019 STATE LEGISLATIVE SESSION WHICH REMOVES THE EXTRAORDINARY USE FEE WHEN PROVIDING RECORDS THAT REQUIRE AN ABNORMAL AMOUNT OF STAFF OR TECHNOLOGICAL RESOURCES, AND INITIATE THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD**

Vice President Raymond opened Agenda Items 5.07 through 5.15 for discussion and possible action. All policies had been reviewed and discussed during the Board Policy Committee meeting on September 3, 2019.

Vice President Raymond opened the meeting to public comment.

Natha Anderson, Washoe Education Association, thanked staff for their work on the policies. She had worked with many in the District during the Legislative Session and appreciated the work done to complete the policies as soon as possible based on approved bills. She was grateful the new definition of volunteer had been included in Board Policies 1500, Volunteers, and 4510, Protection of Students, to allow more parents the ability to participate in assisting teachers in the classroom. She also believed Board Policy 5650, Student Suicide Prevention, would help support students with emotional concerns. She requested the support of the Trustees for Board Policy 3360, Teacher Reimbursement for School Supplies, which would allow a more efficient process for teachers seeking reimbursement for school supplies.

Todd Bailey requested Board Policy 5100, Student Behavior, be sent back to the Board Policy Committee for additional review. He expressed concern the District would be able to violate the constitutional rights of students once again, especially related to special education students who had been placed in seclusion rooms without their parents' knowledge in the past. He did not believe the District should be able to hold students indefinitely without informing them of their constitutional rights or that students had the ability to leave any questioning at their choice.

It was moved by Trustee Taylor and seconded by Trustee Calvert that **the Board of Trustees provides preliminary approval to Board Policy 5100, Student Behavior, Board Policy 9082, Continuity of District Daily Operations and Succession Planning for the Superintendent, Board Policy 1500, Volunteers, Board Policy 4510, Protection of Students: Background Checks and Mandatory Reporting, Board Policy 3360, Teacher Reimbursement for School Supplies, Board Policy 5650, Student Suicide Prevention, Board Policy 6700, Charter Schools, Board Policy 5640, Safe Exposure to the Sun, Board Policy 5025, Student Placement and Communication of Progress – Promotion, Acceleration, and Retention, and Board Policy 7610, Public Record Requests; and initiates the 13-day public review and comment period.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

## **6. Reports**

### **6.01 BOARD REPORTS**

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

### **6.02 INTERIM SUPERINTENDENT'S REPORT**

Interim Superintendent Kristen McNeill reported on her activities including meetings with staff, community leaders and the media.

## **7. Closing Items**

### **7.01 FUTURE AGENDA ITEM REQUESTS**

Trustee Taylor requested additional information on ensuring discipline practices were equitable.

### **7.02 PUBLIC COMMENT**

John Eppolito remarked that according to a lawsuit against Pearson, the student IDs were breeched. He believed the importance of the IDs was because it was how the state tracked students from kindergarten until death since the information was never deleted. He claimed the free educational technology vendors were "paid" in student data from the information they collected when a student logged into the sites. He indicated there were various articles from around the world of schools opting out of using various programs, such as Microsoft 365, because the information stored was not secure. He was frustrated that he continued to provide the Board with information but nothing was ever done.

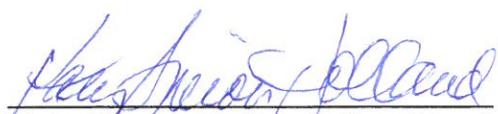
Todd Bailey believed Trustee Taylor may have violated Nevada Revised Statute by accepting a campaign contribution from former Superintendent Traci Davis and then not recusing herself from the termination proceedings. He urged the Board to consider changes to Board Policies to restrict campaign contributions to a Trustee from a superintendent. Since he was not an attorney, he was not positive there was a violation of Nevada Revised Statutes, but would be sending the information to both the Ethics Commission and the Attorney General's Office for their review.

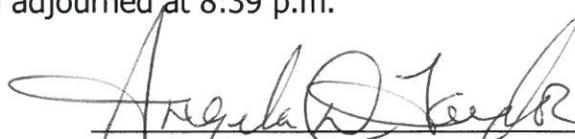
#### 7.03 **NEXT MEETING ANNOUNCEMENT**

The next Regular Meeting would take place on Tuesday, October 15, 2019 beginning at 4:00 p.m. in the Board Room at the Central Administration Building.

#### 7.04 **ADJOURN MEETING**

There being no further business to come before the members of the Board, Vice President Raymond declared the meeting adjourned at 8:39 p.m.

  
**Katy Simon Holland, President**

  
**Angela D. Taylor, Clerk**