

**MINUTES OF THE FEBRUARY 25, 2020
REGULAR MEETING OF THE
WASHOE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES**

February 25, 2020

1. Opening Items

1.01 CALL TO ORDER

The regular meeting of the Board of Trustees was called to order at 4:06 p.m. at the Washoe County School District's Central Administration Building, 425 East Ninth Street, Reno, Nevada.

1.02 ROLL CALL

President Malena Raymond and Board Members Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, and Angela Taylor were present. Interim Superintendent Kristen McNeill and staff were also present.

1.03 PLEDGE OF ALLEGIANCE

Tiffany Young, Director of Equity and Diversity, led the meeting in the Pledge of Allegiance.

1.04 ACTION TO ADOPT THE AGENDA

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

2. Consent Agenda Items

President Raymond opened the meeting to public comment.

Todd Bailey provided remarks related to Consent Agenda Item 2.03, Preliminary approval to the proposed revision of Board Policy 1310, Political Activity. He opposed the proposed revisions because he did not believe there were any enforcement mechanisms and the Board and District would not be able to prevent political activity occurring in schools or on school property. He urged the Board to create an enforcement mechanism in the policy that would allow for consequences if the policy were ignored.

It was moved by Trustee Taylor and seconded by Trustee Calvert that **the Board of Trustees approves Consent Agenda Items 2.02 through 2.10**. The result of the vote was Unanimous: Pass (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

- 2.02 The Board of Trustees approved the minutes of the January 14, 2020 Work Session of the Board of Trustees.
- 2.03 The Board of Trustees provided preliminary approval for the proposed revision of Board Policy 1310, Political Activity, and initiated the 13-day public comment period.
- 2.04 The Board of Trustees provided preliminary approval for the proposed revision of Board Policy 6160, Instructional Materials: Selection, Adoption and Disposal, and initiated the 13-day public comment period.
- 2.05 The Board of Trustees provided preliminary approval for the proposed revision of Board Policy 6725, English Learners, and initiated the 13-day public comment period.
- 2.06 The Board of Trustees provided preliminary approval for the proposed revision of Board Policy 4110, Talent Acquisition (formerly entitled, "Talent Acquisition and Selection of Personnel"), and the proposed deletion of Board Policy 4105, Employment Practices, and initiated the 13-day public comment period.
- 2.07 The Board of Trustees approved Amendment 1 for Professional Services Contract for Design and Construction Administration Services between Architects+ and the Washoe County School District for the Darrel C. Swope Middle School Expansion and Renovation for the increased cost of \$1,805,000, for a new total contract fee of \$4,325,000.
- 2.08 The Board of Trustees approved Change Order 1 for Professional Consultant Services to CME for Special Inspection Services and Material Testing for Marce Herz (Arrowcreek) Middle School in the amount of \$81,498.
- 2.09 The Board of Trustees approved the ten (10) month renewal for Zonar's Terms & License Agreement for hardware use, data transmission, and data storage Global Positioning System (GPS) services, used by the Transportation Department to track and monitor buses and some white fleet vehicles, estimated at \$131,301.

- 2.10 The Board of Trustees accepted the "Budget Transfer Report" and provided authorization to include budget transfers between functions or programs for a total amount of \$15,569.43 for the period January 1, 2020 through January 31, 2020 in the official Board minutes, as required by Nevada Revised Statute 354.598005.

3. General Public Comment

3.01 PUBLIC COMMENT

John Eppolito, Protect Nevada Children, remarked he had been providing information to the Board for over 3 years concerning the information collected by free educational technology vendors, the amount of screen time students were spending on technology, and the on-line content children were exposed to on a regular basis. He mentioned Trustee Minetto appeared to be the only member of the Board concerned about what was occurring with the issues raised by Protect Nevada Children. He was especially frustrated with the use of Edmodo because he believed the company had been purchased by the Chinese to specifically collect data on students.

Todd Bailey requested information on the number of times Trustee Angela Taylor had voted on or considered an item related to the contract of former Superintendent Traci Davis and if Trustee Taylor had ever recused herself from any of the votes or agenda items. He also requested information on the total number of applications for the position of Superintendent of Schools for the Washoe County School District and related information. He was requesting the information to determine if any of the candidates had made political contributions to any member of the Board. He requested information received or sent by members of the Board regarding the recent reorganization of staff within the District. He requested information on the total capital debt in the District and if the position of the capital projects auditor had been filled.

Neil Rombardo, Chief General Counsel, stated, pursuant to Nevada Revised Statute (NRS) 241A, public officials were only required to recuse themselves if they had a relationship with an individual in a private capacity. Political contributions were specifically excluded from the statute so recusal was not required.

Beth Martin was a teacher in the District and member of Empower Nevada Teachers. She hoped the Board and District would work with Empower Nevada Teachers to advocate for changes to the state's education funding formula since it was more than \$3,000 less per pupil than the average in the country. While changes had occurred to education funding in Nevada, it was still concerning that the base amount for education had not increased. She mentioned teachers should be provided with the resources needed to educate students, including mental health supports for students. Empower Nevada

Teachers was requesting the Board and District Leadership use their voices to advocate for additional funding for education in Nevada.

Harriet Brady was a member of the Pyramid Lake Paiute Indian Tribe. She requested the Board restore Mrs. Dolores Feemster's name for consideration for the future Career and Technical Education (CTE) campus at the current Procter R. Hug High School. As a former Procter R. Hug High School student, she knew how much Mrs. Feemster supported all students while at Hug High School and spoke in support of naming the new academy after Mrs. Feemster.

President Raymond clarified that Mrs. Feemster's name had not been removed from consideration by the Board of Trustees. The School Naming Committee had recommended a different name, but the intent was always that both names, Dolores Feemster and Debbie Smith, would come to the Board for final consideration when the agenda item was heard by the Board.

Cari Lockett agreed with the comments provided by Harriet Brady. She had known Mrs. Feemster since the 1980's and knew her commitment to the students and the area. She urged the Board to name the future CTE academy after Mrs. Feemster.

Theresa Navarro spoke in support of Mrs. Dolores Feemster's name for the future CTE campus. She mentioned the local media was reporting only Debbie Smith's name would be forwarded to the Board for consideration. She had attended the meeting of the School Naming Committee when the decision was made and also believed the Committee only intended to forward Senator Smith's name to the Board.

President Raymond mentioned an Open Meeting Law complaint had been filed regarding the school naming process. The District was conducting an internal investigation regarding the complaint and would not place the item on an agenda of the Board of Trustees until the investigation was complete and the complaint resolved.

Adrienne Feemster spoke in support of restoring Dolores Feemster to the naming of the future CTE campus at Procter R. Hug High School. She urged the Board to follow all their policies and reminded them no schools in the District were named after minorities and not reflective of the community.

Jessica Ludlow was a parent of four students in the District, with most of them attending Damonte Ranch High School. One of her children had been hospitalized in 2018 because of an overdose, which the medical community treating her son believed was partially caused by screen addiction. She did not believe the current Social and Emotional Learning (SEL) programming in the District was adequate in protecting students from screen addiction and dependence. She had been able to gather various resources and information she believed would assist parents and teachers in supporting students to

learn more appropriate methods of coping with stress other than screen time. She provided some information on ways the District could limit screen time, such as “no phone zones.”

4. Budget Items

4.01 **CONSIDERATION OF ADOPTION OF WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 20-003, A 2020B REFUNDING BOND RESOLUTION AUTHORIZING THE WASHOE COUNTY SCHOOL DISTRICT TO ISSUE GENERAL OBLIGATION BONDS IN THE AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$7,750,000 TO REFINANCE OUTSTANDING BONDS FOR AN ANTICIPATED SAVINGS OF \$350,000**

Mark Mathers, Chief Financial Officer, presented Washoe County School District Board Resolution 20-003. The original financing for the bonds occurred in 2010 and due to the drop in interest rates, the District would be able to achieve a savings of around \$70,000 annually if the bonds were refinanced.

It was moved by Trustee Simon Holland and seconded by Trustee Kelley that **the Board of Trustees adopts Washoe County School District Board Resolution 20-003, A 2020B refunding bond resolution authorizing the Washoe County School District to issue general obligation bonds in the aggregate principal amount not to exceed \$7,750,000 to refinance outstanding bonds for an anticipated savings of \$350,000.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

4.02 **CONSIDERATION OF ADOPTION OF WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 20-004, A RESOLUTION AUTHORIZING THE ISSUANCE BY THE WASHOE COUNTY SCHOOL DISTRICT OF ITS WASHOE COUNTY SCHOOL DISTRICT, NEVADA, GENERAL OBLIGATION (LIMITED TAX) SCHOOL IMPROVEMENT BONDS (ADDITIONALLY SECURED BY PLEDGED REVENUES), SERIES 2020A, IN THE AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$215,000,000, FOR THE ACQUISITION, CONSTRUCTION, REPAIR AND RENOVATION OF SCHOOL FACILITIES OF THE DISTRICT; PROVIDING THE FORM, TERMS AND CONDITIONS OF THE BONDS AND OTHER DETAILS IN CONNECTION THEREWITH; PROVIDING FOR THE LEVY AND COLLECTION OF ANNUAL GENERAL (AD VALORM) TAXES FOR THE PAYMENT THEREOF; ADDITIONALLY SECURING THEIR PAYMENT BY A PLEDGE OF CERTAIN REVENUES; RATIFYING ACTION PREVIOUSLY TAKEN TOWARD ISSUING THE PROPOSED BONDS; AND PROVIDING THE EFFECTIVE DATE**

Mark Mathers, Chief Financial Officer, presented Washoe County School District Board Resolution 20-004. The bonds were related to WC-1/sales tax funding and would fund the Darrel Swope Middle School Expansion and the new Procter R. Hug High School located at Wildcreek projects. He provided additional information on the District's ability to finance the general obligation bonds. The District received a monthly average of \$3.8 million since the sales tax increase was approved by voters under WC-1 and had the ability to pay the bond funds back. The funds could be used for either general obligation bonds or pay as you go projects.

Trustee Caudill asked how the rebuild of William O'Brien Middle School would be paid for and if the District would need to send the request to the County Debt Management Commission for approval. Mr. Mathers stated the rebuilt would be paid for with Rollover Bonds, which had previously been approved by the Debt Management Commission.

It was moved by Trustee Kelley and seconded by Trustee Simon Holland that **the Board of Trustees adopts Washoe County School District Board Resolution 20-004, A resolution authorizing the issuance by the Washoe County School District of its Washoe County School District, Nevada, General Obligation (Limited Tax) School Improvement Bonds (Additionally Secured By Pledged Revenues), Series 2020A, in the aggregate principal amount not to exceed \$215,000,000, for the acquisition, construction, repair and renovation of school facilities of the district; providing the form, terms and conditions of the bonds and other details.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

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

5.01 PRESENTATION TO THE BOARD OF TRUSTEES ON THE SUPPORTS PROVIDED TO WASHOE COUNTY SCHOOL DISTRICT STUDENTS IN OUT EFFORT TO GRADUATE ALL STUDENTS COLLEGE AND CAREER READY

Dr. Troy Parks, Lead Area Superintendent, explained the agenda item was a request from a Trustee. The presentation would provide the Board with an update on supports provided to students by school and District staff to get all students to the graduation stage. It was important to remember it was the teachers and counselors that conducted the majority of the work with the students and families.

Jeana Curtis, Area Superintendent, began the presentation on the school site supports provided to students. Teachers used professional learning communities to work together to provide high-level instruction to all students and help struggling students. The school counseling departments were the first line for interventions and providing supports to students and families. School administrators would also work with students and families

and teachers would make themselves available through various methods, such as before and after school or Saturday school, to assist in helping students graduate. The District provided direct supports to the schools through the Office of School Leadership by providing Graduation Initiative Funding and assistance in graduation monitoring by area superintendents at each school. Additionally, Interim Superintendent McNeill had been visiting all seniors and providing them with information and encouragement.

Dr. Paul LaMarca, Chief Strategies and Ombudsman, mentioned the Strategies Office worked to provide direct support to students, schools, and families with Graduation Advocates, credit recovery options, appeals processes related to attendance, and identifying alternatives for families if the traditional school environment was not the right fit for a student.

Ms. Curtis explained some of the challenges associated with providing supports. One challenge had been the implementation of Edgenuity for credit recovery since the system was new to the District. The program was different in the rigor and course requirements from the prior program so students and schools were getting use to the new program; however, the District had heard the students liked the program and schools were willing to modify the process by extending the time allotted to complete courses.

Tammy Hart, Principal, Spanish Springs High School, provided the Board with information on how Spanish Springs High School supported their students. It was important for her to have the staff learn about all students because all students mattered. Spanish Springs High School had around 2,500 students enrolled annually over the past 10 years, with a current senior class of over 500 students. All seniors were individually monitored for graduation requirements. It was also important to ensure students' emotional and academic needs were met.

Silvia Marin, Assistant Principal, Spanish Springs High School, reviewed the structures in place at Spanish Springs High School to support students. A monitoring system was put in place after 2016 and through directed efforts to focus on seniors and their academic and emotional needs, the graduation rate had increased 10%. They began following individual students at the beginning of the year to provide supports specific to the students. The team met monthly during the first semester and then bi-weekly during the second semester to ensure all students were prepared to graduate. It was important to identify the students needing additional help and support then work directly with that student and their family.

Kevin Carrol, Principal, Sparks High School, reviewed the supports provided by Sparks High School to support students and get them to graduation. Sparks High School focused on getting to know the students on an individual basis and developing relationships. Some of the systems used by Sparks High School were similar to those of Spanish Springs High School and other high schools in the District, but there were variations to the

process. Various members of the Sparks High School staff would develop relationships with the students and provide the individual supports they would need to graduate. Another unique aspect at Sparks High School was to have the counselors move with the class, so the students would have the same counselor throughout their high school career.

Dr. Parks concluded the presentation. The Office of School Leadership was proud of the work of the schools and their desire to continuously improve graduation rates year after year.

Trustee Calvert wondered if there were additional opportunities to reach out to students prior to their senior year and provide the supports. Mr. Carrol mentioned all high schools began working with 8th graders during the registration process. High school counselors would meet with middle school counselors regarding transitioning students with Individual Education Plans (IEPs) early to ensure as smooth a transition as possible. Ms. Hart noted the process included tracking students as freshmen to ensure the students remained on track for graduation.

Trustee Minetto expressed some concern that some of the students, while making it to graduation, were not leaving school with the skills needed to succeed in college. Ms. Hart indicated it was important for the teachers to provide the content required and school administrators had to go into the classrooms to observe to ensure the content was being provided. Dr. Parks added that along with the increase in graduation rates, the District was graduating more students with Advanced Placement (AP), Honors, and International Baccalaureate (IB) diplomas. The data did show the students should be college and career ready but it was still important for the District to see what was happening once students moved on and if changes needed to occur, then the District needed to work with higher education partners to ensure students were prepared. Mr. Carrol remarked it was important grades reflect the mastery of what was being taught and if students were having difficulty, then instruction practices needed to change to encourage the mastery of a subject and not just a check in a box.

Trustee Calvert asked if the students were honest enough with the schools to come forward and ask for help if they needed it so alternative could be provided. Mr. Carrol believed the conversations were occurring regularly with the counselors so options could be discussed with the student and the family.

Trustee Caudill wondered if the freshman year posed the greatest challenge to students becoming credit deficient. Ms. Hart stated the freshman year was challenging for students because high school was a large change and they had to learn a whole new system. Many high schools now offered a freshman seminar class to provide a transition and balance for the students where they would be able to have a group to connect with socially, emotionally, and academically. Mr. Carrol added the District had provided various opportunities and supports for freshman so what the data was now showing was

that there was a larger drop with sophomores. It would be important to look at what supports and opportunities could be provided to the 10th and 11th graders to keep them engaged and moving forward.

Interim Superintendent McNeill thanked staff for all the information. She appreciated the daily work occurring in the schools to support the students. The District was working with the Nevada System of Higher Education on co-requisite courses and how to improve the rigor of the curriculum so students would not be required to look at remediation classes when starting college.

5.02 **CONSIDERATION OF APPROVAL OF WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 20-005, A RESOLUTION DESIGNATING MARCH 30, 2020 THROUGH APRIL 3, 2020 AS CENSUS DAYS OF ACTION IN THE WASHOE COUNTY SCHOOL DISTRICT AND ENCOURAGING ALL PERSONS RESIDING IN WASHOE COUNTY TO PARTICIPATE IN THE 2020 UNITED STATES CENSUS**

Irene Payne, Chief Communications and Community Engagement Officer, presented Washoe County School District Board Resolution 20-005, A resolution designating March 30, 2020 through April 3, 2020 as Census Days of Action in the District.

Alison Berreman, Partnership Specialist, US Census Bureau, provided information on the United States Census. It was important to ensure a full and accurate count in Nevada. The Days of Action was intended to have a collective message from education communities to encourage participation in the Census.

Ruben Marillo provided additional information on why the State of Nevada was encouraging school districts throughout the state to pass a resolution in support of the Census and ensuring federal support of programs continued. The state understood there could be some who did not trust the process and school districts provided a better opportunity to reach out to underrepresented communities.

President Raymond read Washoe County School District Board Resolution 20-005.

It was moved by Trustee Simon Holland and seconded by Trustee Taylor that **the Board of Trustees adopts Washoe County School District Board Resolution 20-005, A resolution designating March 30, 2020 through April 3, 2020 as Census Days of Action in the Washoe County School District and encouraging all persons residing in Washoe County to participate in the 2020 United States Census.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

5.03 CONSIDERATION OF ADOPTION OF WASHOE COUNTY SCHOOL DISTRICT BOARD RESOLUTION 20-006, A RESOLUTION DESIGNATING THE WEEK OF FEBRUARY 24-28, 2020 AS PUBLIC SCHOOLS WEEK IN THE WASHOE COUNTY SCHOOL DISTRICT

Lindsay Anderson, Director of Government Affairs, presented Washoe County School District Board Resolution 20-006. The American Association of School Administrators (AASA) were working with various other national organizations to support Public Schools Week and use the time as an opportunity to promote public schools with federal representatives.

Interim Superintendent McNeill mentioned the intent was to also celebrate public schools and provide the public with information on all the great things happening in the schools every day.

President Raymond read Washoe County School District Board Resolution 20-006.

It was moved by Trustee Taylor and seconded by Trustee Minetto that **the Board of Trustees adopts Washoe County School District Board Resolution 20-006, A resolution designating the week of February 24-28, 2020 as Public Schools Week in the Washoe County School District.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

5.04 APPROVAL OF THE GUARANTEED MAXIMUM PRICE (GMP) #2 FROM CLARK/SULLIVAN CONSTRUCTION AS THE CONSTRUCTION MANAGER AT RISK (CMAR) FOR THE MANAGEMENT OF CONSTRUCTION FOR THE NEW PROCTER R. HUG HIGH SCHOOL LOCATED AT WILDCREEK, CMAR #C-61600A, FOR EARTHWORK AND UTILITIES IN THE AMOUNT OF \$22,386,196, WITH AN OWNER'S CONTINGENCY OF \$1,000,000, FOR A TOTAL OF \$23,386,196

Adam Searcy, Chief Facilities Management Officer, began the presentation on the guaranteed maximum price (GMP) #2 for earthwork and utilities projects for the new Procter R. Hug High School located at Wildcreek. The contract was for the second phase of construction of the new high school. Background information on GMP #1, related to the relocation of the Orr Ditch, was provided. The scope of work for GMP #2 was reviewed. Approximately 400,000 cubic yards of material had to be cut and placed prior to the foundation of the building being started. Utilities and infrastructure wells for ground source heating and air-conditioning was included as part of the scope of work for GMP #2.

Andrea Sullivan, Director of Procurement and Contracts, reviewed the request for proposal (RFP) process. Clark/Sullivan Construction received eight proposals across the three trades included as part of the scope of work. Items included in the GMP were explained and included construction costs for all trades, contractor general conditions, contractor contingencies, and the Construction Manager at Risk (CMAR) fee. The District was also requesting an Owner's Contingency be included as part of the approval request to cover unexpected costs. The GMP was under the allocated budget for the project.

Trustee Taylor asked what the allocated budget was for GMP #2. Mr. Searcy stated the allocated budget was about \$23.5 million so the GMP was only slightly below the allocated budget; however, the District did increase the amount with the Owner's Contingency because they believed there could be additional costs related to the earthwork and utilities. Additionally, GMP #1 also came in under the allocated budget.

It was moved by Trustee Taylor and seconded by Trustee Simon Holland that **the Board of Trustees approves the Guaranteed Maximum Price (GMP) #2 from Clark/Sullivan Construction as the Construction Manager At Risk (CMAR) for the Management of Construction for the new Procter R. Hug High School located at Wildcreek, CMAR #C-61600A, for Earthwork and Utilities in the amount of \$22,386,196, with an owner's contingency of \$1,000,000, for a total of \$23,386,196.** The result of the vote was Unanimous: (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Scott Kelley, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

President Raymond recessed the meeting for 10 minutes.

5.05 PRESENTATION AND DISCUSSION ON EQUITY AND DIVERSITY AND INCLUSION THROUGH SOCIAL EMOTIONAL LEARNING (SEL) EFFORTS TO SUPPORT SCHOOLS AND WASHOE COUNTY SCHOOL DISTRICT STAFF

Dr. Paul LaMarca, Chief Ombudsman and Strategies Officer, began the presentation with information on how Social and Emotional Learning (SEL), Equity and Diversity, and Multi-Tiered Systems of Support (MTSS) supported the goals of the District's Strategic Plan. While the programs were important to all goals of the Strategic Plan, they were directly linked to Objective 1.2, Closing opportunity gaps, Initiative 2.2.1, Develop comprehensive professional development plans to support all District staff, and Objective 5.1, Provide and improve a climate of belonging and self-worth.

Trish Shaffer, Director of Multi-Tiered System of Support, provided information regarding MTSS, SEL, restorative practices, and behavioral health and management. It was important to remember SEL was the process through which children and adults understood and managed emotions, set and achieved positive goals, felt and showed empathy, established and maintain positive relationships, and made responsible

decisions. The District began implementation of SEL in all schools and classes in 2012. Targets and standards were set at the beginning of the program to provide goals to work toward and applied to both students and adults in schools. The Nevada Department of Education adopted the District's standards when SEL was rolled out to all school districts. Information on trainings provided to staff to implement SEL in the schools, departments, and for families was reviewed. Additional information on the effectiveness of SEL for both students and staff was provided, which showed teachers reported less stress and burnout when implementing SEL practices in their classrooms and students showed significantly high reading and math test scores, as well as lower rates of suspension and absenteeism, in schools with higher SEL competencies. Opportunities for improvement with some subpopulations were present, though the District was able to determine where those opportunities were through information in the District's Data Gallery.

Tiffany Young, Director of Equity and Diversity, presented information on the importance of collaboration between SEL and Equity and Diversity, primarily through the development of a shared language. It was important to recognize and be cognizant of the diversity in the District surrounding race, gender, sexual orientation, socio-economic levels, language, ethnicity, ability, and culture. Honest conversations had to occur to improve the diversity of classroom staff to be reflective of the community and providing a welcoming environment. Information on the Equity Framework used for District trainings was reviewed and how the framework was important not only for schools, but all District departments to create systemic improvements. An overview of the equity and diversity trainings and professional development was provided.

Ms. Shaffer and Ms. Young explained how they collaborated to integrate SEL and equity and diversity in the schools. The work had to be independent of each other, but at the same time connected to ensure neither was not forgotten. SEL and equity and diversity were connected but did not integrate with each other easily. The collaboration was one school districts across the country were struggling with because changes in culture were not easy.

Ann Marie Dixon, Principal, Elmcrest Elementary School, provided information on how Elmcrest Elementary School worked to integrate SEL and equity and diversity. The process began with the building of a safe and supportive culture when she first arrived at the school. Relationship building became the primary focus, not just between the staff, but the students and families. Once the relationships were built and trust grown, the school was able to have the difficult conversations surrounding equity and diversity.

Ms. Shaffer presented the current collaborative efforts occurring between the departments for trainings and professional development. It was important to note MTSS and SEL worked closely with equity and diversity to review trainings and other information prior to being presented to ensure equity and diversity was included and addressed.

Trustee Taylor appreciated the information and that the District was willing to take a hard look at the challenges in addressing equity and diversity and SEL. She wondered if there were ways to combine the equity and diversity training and the SEL trainings because they were both critical and there were only so many opportunities a year for trainings and professional development. Ms. Young believed there were opportunities to combine some aspects of the trainings; however, it would be important to look at each individually since there were important aspects of SEL and equity and diversity that had to be discussed in-depth and did not lend themselves to combined trainings. The development of a common language between the programs would provide opportunities to understand how both were connected. Ms. Shaffer added there was agreement in wanting to collaborate as much as possible, but it would be difficult to merge trainings at the present time.

President Raymond thanked staff for all the information, especially how the implementation of both SEL and equity and diversity programming and conversations could look in the schools. She requested information continue to be presented to the Board in the future so everyone in the community was aware of what was occurring in the schools.

President Raymond opened the meeting to public comment.

John Eppolito, Protect Nevada Children, expressed concern over who received the SEL information collected on students in the District and how that information would be used in the future. The District had previously conducted psychological assessments on some students without parental consent in the name of SEL. He wondered if the District had ever informed parents the tests were conducted on the students; if the parents were told which outside vendors received the results of the tests; if the student profiles created would ever impact the students in the future; and would the tests ever be used again in the District. He was also concerned about the organizations who developed the SEL programming because he believed the companies had access to psychological data on students.

Interim Superintendent McNeill thanked staff for the information. She believed the work of SEL and the Equity and Diversity Department could not occur without the support of the other. The work was critical and supported by everyone in District administration because it was important work.

5.06 PRESENTATION AND DISCUSSION ON THE TYPES OF FEDERAL GRANTS PROGRAMS FROM THE UNITED STATES DEPARTMENT OF EDUCATION AND THE UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES AWARDED TO THE WASHOE COUNTY SCHOOL DISTRICT

Ben Hayes, Chief Accountability Officer, explained the presentation would highlight the federal grant programs in the District. The District received grants for programming from Pre-K through College and Career Readiness.

Trustee Kelley left the meeting at 6:55 p.m.

Lauren Ohlin, Director of Grants, began the presentation on the federal grants the District utilized to help students. The difference between formula and competitive grants were explained, with formula grants based on specific criteria such as U.S. Census data and competitive grants based on an application process. The Grants Department also conducted monitoring, compliance, and evaluation on the grant programs. Information on the Title I – Section 1003(a) grant was reviewed. The grant was a competitive grant that the District competed with other school districts in Nevada to receive funding and focused on supporting underperforming schools by improving school leadership and using data-driven decision-making. Funding for 11 schools was awarded for the 2019-20 School Year, totaling \$2,034,651. The Title II Part A grant was explained, which focused on preparing, training, and recruiting high-quality teachers and principals. The District received \$1,270,453 for the 2019-20 School Year. The Title IV Part A grant was used to provide all students access to a well-rounded education, school safety, and improve the use of technology in support of academic achievement and digital literacy of all students. For the 2019-20 School Year, the District received \$979,689 in formula funding from the Title IV Part A grant.

Brian Prewett, Director of Title I, provided information on the Title I Part A grant, which focused on improving the academic achievement of low-income students. The District received \$11,741,998 during the 2019-20 School Year, which was based on Free and Reduced Lunch (FRL) counts. Federal regulations stated every school with a 75% or higher poverty rate had to be served by the grant program and the District was able to serve 44 schools with a poverty rate of 58.84% and above. The primary purpose of the grant was to supplement local education programs to ensure economically disadvantaged students were provided the same opportunities to achieve state-defined academic standards. It was important to note, Title I Part A was intended to supplement, not supplant, funding; meaning the grant money was provided to the schools in addition to what the District would allocate. The primary use of the funding was for additional site-based allocations and supplies.

President Raymond wondered if the site administrators determined how the grant funding would be used or if the District provided guidance on how the funding should be used. Mr. Prewett indicated for the Title I Part A grant, the District determined the amount the schools would receive and then the schools would work with the Title I Department to ensure the funds were spent appropriately. Principals were required to meet with families and staff regarding how the funds should be spend and the funds had to be spent on

specific needs for the schools. For example, one school might fund an additional teacher, while another school might need to fund instructional materials or technology.

President Raymond requested clarification on if the individual schools wrote the grant applications or if the District wrote them. Ms. Ohlin stated the District wrote the grants and participated in the meetings with site administrators to provide information on all the federal and state grants a particular school could be eligible for. The District worked to leverage all possible funding sources to maximize the ability of schools to use available funds. A school might be able to use one grant to fund a specific program and then use another grant to fund another program.

Trustee Taylor asked for additional information on the eligibility of a school to receive Title I Part A funding. Mr. Prewett explained the District FRL average was 44.8% so any school with more than 44.8% FRL students were eligible to receive Title I Part A funding. The federal requirement was that any school at 75% FRL students and above had to receive Title I funding. The District was able to determine how far down below the 75% FRL students they could fund, which was 44 schools with at least 58.84% FRL students. The grant funding was formula based, so even if more schools became eligible to receive Title I Part A funding, the District would not receive any additional dollars.

Interim Superintendent McNeill added part of the federal formula for determining the amount each state would receive in Title I Part A funding was based on the per pupil amount the state provided. Because the per pupil amount in Nevada was lower than many other states, the state lost out on additional funding that could be available for Title I Part A eligible schools.

Mr. Prewett presented information on the Title IV Part B (US Department of Education) 21st Century Community Learning Centers grant. The District received a funding allocation of \$3,159,525 in the 2019-20 School Year. The funding was provided to some Title I Part A schools and provided additional academic support and enrichment activities to help families actively engage in their children's education primarily through after-school programs.

Janeen Kelly, Director of English Language Development, explained the Title III grant, which provided supplementary support for English Learners (ELs). The District received \$848,188 during the current school year and utilized the funds to provide training and professional development to teachers so they could support EL students throughout the day. The District also supported teachers interested in receiving an EL endorsement from the state through a tuition reimbursement program. The training allowed teachers to plan and understand the specific needs and/or differentiated instruction English Learners required. During a recent evaluation of the program, the District determined some of the funding would be better used to provide additional support to EL families with a liaison

so they could better understand what their students were learning and how they could support them.

Joshua Hartzog, Director of Signature Academies and Career and Technical Education (CTE), provided information on the Perkins V grant related to Career and Technical Education (CTE). The District, during the 2019-20 School Year, received a funding allocation of \$669,614 to be used to develop academic knowledge and technical and employability skills for students interested in CTE programs. The District primarily used the funding to expand and promote the 40 different CTE programs in the District. It was important to note the programs funded by the Perkins V grant were directly aligned to regional workforce demands.

Rechelle Murillo, Coordinator, Intervention Department, presented the Title I Part D, Title IV Part B (US Health and Human Services), and McKinney-Vento grants. The Title I Part D grant was targeted towards providing supports to students considered neglected and/or delinquent, with the objective of reducing the youth recidivism rate by increasing their engagement in school, work, and the community. The District received \$88,430 during the current school year and served students in foster care or transitioning back from long-term correctional institutions. The Title IV Part B, Subpart 2 provided supports to families in crisis through the Family Resource Centers to increase family safety and stability with access to intervention services and supports. The District received \$25,614 in funding during the 2019-20 School Year.

Trustee Simon Holland expressed concern over the amount the District received for the Title IV Part B, Subpart 2 because \$25,000 was not a lot to provide the supports and services to families. Ms. Murillo agreed and explained the Family Resource Centers received additional funding from other sources, such as state grants, but there was additional need for the number of families in crisis and in need of supports. The Center staff would also partner with other community organizations, such as Step 2.

Ms. Murillo explained the McKinney-Vento Homeless Assistance Act provided funding to support the activities of the District's Children in Transition (CIT) program, which provided children experiencing homelessness the opportunity to achieve the same high-quality academic standards by working to eliminate barriers. The District received \$131,310 during the current school year to assist around 3,000 students. The District worked to provide transportation, school supplies, nutrition and health services, and basic needs for students. She noted there were homeless students identified in every school in the District.

Fawn Hunter, Indian Education Specialist, Family-School Partnerships, reviewed the last grant included in the presentation, the Title VI, American Indian and Alaska Native Education Grant. The District received \$175,389 during the 2019-20 School Year to support efforts to meet unique educational and culturally related academic needs of

students identified as Native American. Title VI grant funding was based on the number of students identified as American Indian through a specific form. The grant required a Parent Advisory Council (PAC) to identify how the funding should be spend annually and was used to provide language and cultural activities, enrichment opportunities, graduation supports, and family engagement opportunities.

Trustee Taylor expressed her appreciation for all the work of the Grants Department. She wondered, approximately, how much the District received in grant funding annually. Ms. Ohlin believed the number was around \$80 million but would provide the exact number to the Board at a later time.

Trustee Simon Holland asked how federal cuts to the US Department of Education could affect the amount the District received in grant funding. Ms. Ohlin mentioned she reviewed the federal forecasts weekly from the US Department of Education. During prior years there were additional opportunities for school districts to apply for program funding, such as the graduation advocate program; however, the number of additional grant opportunities had decreased over the past few years so there were not as many grants available school districts could apply for and more school districts were applying for each grant.

President Raymond thanked staff for working to put grant funding from various sources for the schools. She wondered why there had been a reduction in the amount of Title I Part A funding and if that was because the state received less or other school districts in Nevada were receiving more. Mr. Prewett noted it was a combination of the two but because the funding was based on US Census data, the projections for Washoe County's population has decreased and led to a decrease in funding over the past 3-4 years. The hope was that during the full Census count, the numbers would show an increase.

Interim Superintendent McNeill added the federal grant programs were critical for the District and the proposed budget showed reductions in all grant areas, except the Perkins V grant, so the District had to remain vigilant. It was also important to remember the federal government had not funded other programs fully so school districts were required to spend more of their money on federal programs. She specifically highlighted that the Individuals with Disabilities Education Act (IDEA) was supposed to be funded at 40% by the federal government but had never been fully funded and was currently funded at 12%.

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

There were no requests for future agenda items at this time.

7.02 PUBLIC COMMENT

There was no public comment at this time.

7.03 NEXT MEETING ANNOUNCEMENT

The next Regular Meeting would take place on Tuesday, March 10, 2020 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, President Raymond declared the meeting adjourned at 7:50 p.m.

Malena Raymond, President

Andrew Caudill, Clerk